Jackson County School District

Regular Meeting
Monday, October 16, 2023 - 5:00 PM
Our District Office Board Room
4700 Colonel Vickrey
VANCLEAVE, MS 39565

Jackson County School District
Strategic Plan Goals
1. Decreased Safety Incidents 2. Increased Student Achievement 3. Sound Financial Management
4. Improved Facilities and Infrastructure
5. Positive Educational Experience 6. Effective Leadership

Final 10/13/23 @ 1:45pm

AGENDA

1. Call to Order
2. Invocation
3. Pledge
4. **Approve Consent Agenda Items**
5. **Approve Agenda**
6. **Minutes**
   - A. **Approve September 11, 2023 Meeting Minutes** **5**
   - B. **Approve Special Session September 28, 2023 Meeting Minutes** **14**
7. **Superintendent of Education**
   - A. Acknowledgements and Announcements
     1. East Central Attendance Center
     2. St. Martin Attendance Center
     3. Vancleave Attendance Center
   - B. Public Comments
   - C. f.y.i. Construction Update- Machado|Patano 16
   - D. **Financial Management**
     1. **Approve Maximum Daily Reimbursement Rates for Meals from October 1, 2023 to September 30, 2024** **19**
     2. Present Revisions to Policy DJDAA Travel Reimbursements 20
     3. **Approve Asset Surplus** **22**
     4. Present Revisions to Policy IFCB Field Trips and Excursions 38
     5. **Approve FY24 Amended Budget** **40**
     6. **Approve Prepaid Claim Docket** **93**
     7. **Approve Open Claim Docket** **102**
   - E. **Human Resources and Risk Management**
     1. **Approve Deletion of Obsolete GGBO Transition Specialist Salary** **121**
     2. **Approve Correction to Policy GFBEB Bus Aide Job Description** **123**
     3. **Approve Policy Review Calendar** **124**
     4. **Approve HR Coordinator Position** **125**
     5. **Approve GFABN Transition Specialist Job Description** **127**
     6. **Approve Salary Scale GGBD for Transition Specialist** **129**
     7. Present Correction to Policy JCDAB Student Drug Testing 131
     8. Present Coordinator Policy GGB Salary Scale Updates 136
     9. Present Policy BBBE Board Member Compensation 139

10. Present Removal of Policy GFAEH Instructional Technology Coordinator 141
11. f.y.i. Update on Worker's Compensation Claims 143
12. **Discuss and Approve Responses to 2024 MSBA Legislative Survey Description** **144**
13. **Approve October Personnel Changes** **146**

F. **Curriculum and Instruction**
1. **Curriculum**
A. Present New Dual Enrollment Policy IDAG 154
B. **Approve the JCSD Instructional Management Plan for 2023-2024** **157**
C. **Approve Vancleave Upper Elementary Kids First 4 Days of ELA Coaching**
D. **Approve JCSD School Test Security Plans for 2023-2024** **2378**
E. Present Policy JCD Revision 2510
F. Present Policy JDAA Revision 2516
G. Present Policy JCA Revision 2520
H. **Approve MOU with Arkansas State University** **2524**
I. f.y.i. - Jackson County School District Accountability Data 2022-2023 2527
2. **Special Education**
A. **Approve Contract Between Soliant Health, LLC and Jackson County School District** **2544**
B. **Approve Collaborative Agreement between Jackson County School District and MillCreek Schools, LLC.** **2550**
3. **Student Services/Federal Programs**
4. **Career and Technology**
A. **Approve Agreement Between PGSD & JCSD for Advanced CTE Training for Health Science Students** **2558**

G. **Operations and Support**
1. **Operations**
A. f.y.i. Construction Update
B. **Approve Change Order Returning $ 17,195.44 for St. Martin Football Restroom Restoration Project** **2562**
2. **Information Technology**
A. **Approve CyberSecurity Grant Survey** **2564**
B. **Approve Bid for Technical Services Agreement (Post ESSER)** **2567**
C. **Approve Bid for Technical Services Agreement for March 2024 - September 2024 (ESSER)** **2579**
D. **Approve Updated Howard Technical Services Agreement** **2591**
E. Present School Technology Leader Supplemental Position 2593
3. **Food Services**
A. f.y.i. September 2023 Free and Reduced Percentages 2595
B. f.y.i. September 2023 Average Daily Breakfast and Lunch Percentages 2596
C. Present Restructure the Child Nutrition Department 2597
D. Present New Policy Salary Scale Child Nutrition Field Supervisor 2598
E. Present New Policy Job Description Child Nutrition Field Supervisor 2599

H. **16th Section Leases**
1. f.y.i. Past Due Leases

2. **Rescind Tait/King Assignment to Riley**
3. **Approve Assignment of Lease from Tait/King to Cunningham**

I. **Contracts and Agreements**

1. **Approve SMUE Guest Speaker** **2601**
2. **Approve Contract for SMHS Esports** **2602**
3. **Approve Facility Usage Agreements at Vancleave High School** **2606**
4. **Approve VMS Contract with Maneuvering the Middle, LLC**
5. **Rescind Use of Facilities Request for SMHS Athletics Previously Approved on 9/11/2023** **2612**
6. **Approve JCSD Student Release Requests for 2023-2024**
7. **Approve JCSD Out-Of-District Legal Student Transfers for 2023-2024**
8. **Approve SMEE Fundraiser for Steam Team** **2614**
9. **Approve SMEE Use of Facility** **2615**
10. **Approve SMAC Use of Facility** **2619**
11. **Approve Facilities Usage Form-ECMS Gym-Youth Basketball League** **2624**
12. **Approve SMAC Facilities Use Agreement** **2626**
13. Present 2024 School Board Calendar 2629

J. **Fundraisers and Donations**

1. **Approve JCTC Fundraiser for Moss Point Tornado Recovery Effort** **2630**
2. **Approve SMHS Fundraiser for Boys/Girls Basketball** **2631**
3. **Approve ECHS Lifeskills Fundraiser Authorization-Candygrams** **2633**
4. **Approve ECHS LIfeskills Fundraiser Authorization-Donate for Rowell** **2634**
5. **Approve ECHS Yearbook Fundraiser Authorization-Sweatshirts & Concessions** **2635**
6. **Approve ECUE Fundraiser Authorization-Art Class** **2636**
7. **Approve VHS Softball Camp Fundraiser** **2637**
8. **Approve VHS Bandbooster Fundraiser with Southern Wrestling Assoc. Show** **2638**
9. **Approve VHS Band Chocolate Bar Fundraiser** **2640**
10. **Donations**
    A. **Approve ECHS Boys Basketball Fundraiser Authorization-Booster Club Donation** **2641**
    B. **Approve Donation from VHS Basketball Boosters for Team Apparel** **2642**

K. **Travel Request**

1. **Approve Travel Requests for IT to Attend the 2024 MECA Conference**
2. **Approve Travel Request for VMS to Attend MECA Conference**
3. **Approve Travel Request for ECLE to Attend Managing Staff Conference**
4. **Approve Travel Request for ECLE to Attend Curriculum, Instruction & Assessment Conference**
5. **Approve Travel Request for JCTC to Attend SkillsUSA Regional Competition**
6. **Approve Travel Request for JCTC to Attend MCEF Welding Instructors Technical Update Workshop**
7. **Approve Travel Request for JCTC to Attend Educators Rising State Leadership Conference**
8. **Approve Travel Request for VAC Athletic Director to Attend MHSAA/ MAAA Conference**

9. **Approve Travel Request for ECHS Coach to Attend National FFA Convention**
10. **Approve Travel Request for IT-EdTech to Attend FETC**
11. **Approve Travel Request for VMS Band Director's to Attend State Band Clinic**
12. **Approve Travel Requests for Federal Programs Director to Attend 2023-2024 MAFEPD Meetings**
13. **Approve Corrected Travel Request for SMHS Swim Camp**
14. **Approve Travel Request for IT Director to Attend CoSN**
15. **Approve Travel Request for VHS to Attend DECA Sports & Entertainment Conference**
16. **Approve Emergency Travel Request for FabLab to Attend Consultation with Granada School District**
17. **Approve Travel Request for ECAC Athletic Director to Attend MHSAA Conference**
18. **Approve Travel Request for ECHS to Attend MHSAA Conference**
19. **Approve Travel Request for VHS to Attend DECA Sports & Entertainment Conference**
20. **Approve Travel Request for SMHS to Attend the Senior Trip**
21. **Approve Travel Request for SMHS to Attend the Senior Trip**
22. **Approve Travel Request for Federal Programs to Attend 2023 Innovations & Solutions for Ending Unsheltered Homeless**
23. **Approve Travel Request for Federal Progmas to Attend 2023 MDE Equity Conference**
24. **Approve Travel Request for IT to Attend State METLA Meeting**
25. **Approve Travel Request for SpEd to Attend Edgar 101 Training**
26. **Approve Travel Request for JCTC to Attend 2023 Perkins V Needs Assessment Meetings** **2643**
27. **Field Trips**
    A. **Approve Travel Request for VHS Band Directors/ Students to Attend State Band Clinic**
    B. **Approve Travel Request for VHS Dance Team to Attend Nationals**

L. **Approve Consent Agenda**
M. f.y.i. Superintendent Update 2646
N. **Closed Session**
O. **Executive Session**
1. Student Discipline
2. Legal/Personnel Matters

JACKSON COUNTY BOARD OF EDUCATION MINUTES

Regular Session

Monday, September 11, 2023

A Regular Session of the Board of Trustees of Jackson County School District was held Monday, September 11, 2023, beginning at 5:00 PM at the District Office Board Room located at 4700 Colonel Vickrey Road, Vancleave, Mississippi.

Members Present:

Amy Dobson	**Vice Chairwoman**
Jory Howell	**Secretary**
Glenn Dickerson	**District 1**
Mr. David Baggett	**Superintendent**
Jack Pickett, Esq.	**Board Attorney**
J. Keith Lee	**Absent**
Amy A. Peterson	**Absent**

Those present were: See attached sign in sheet.

Vice Chairwomen Dobson called the meeting to order at 5:00 p.m.

Board Member Dickerson gave the invocation. Board Member Howell led the pledge.

CONSENT AGENDA: Motion by Board Member Howell, Second by Board Member Dickerson to approve the consent agenda as presented, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Item	7	D-1	Approve Revision to Policy DJEJ Payment Procedures
Item	7	D-2	Approve Revised Travel Procedures Manual Effective September 12, 2023
Item	7	D-3	Approve Request to Write Off Outstanding Payroll Checks (Greater Than 6 Months Old)
Item	7	D-5	Approve Resolution Authorizing Donation of Surplus Library Books to St. Martin High Ability Club
Item	7	D-7	Approve Workers Compensation Policy Quote from Summit for the Term October 1, 2023 to October 1, 2024
Item	7	D-8	Approve Winning Bidder for Public Auction of Copiers and Authorize Transfer of Title to Winning Bidder (MS 37-7-451 through MS 37-7-457) Per Attachments

Item	7	D-9	Approve Prepaid Claim Docket
Item	7	D-10	Approve Asset Surplus
Item	7	D-11	Approve Open Claim Docket
Item	7	E-9	Approve September Personnel Changes
Item	7	F-1A	Approve Professional Learning Plan Jackson County School District 2023-2024
Item	7	F-1B	Approve Vancleave Lower Elementary School Purchase of Kids First Education, LLC Proposal for Services for 6 Days of Professional Development Targeting Pacing and Phonics and Math Teacher Effectiveness
Item	7	F-1C	Approve Jackson County School District Test Security Plan for 2023-2024
Item	7	F-1D	Approve the Jackson County School District Purchase of the Learning Management System Instructure Canvas for the 2023-2024 School Year
Item	7	F-2A	Approve Contract Agreement with Will's Way, LLC
Item	7	F-2B	Approve Memorandum of Understanding between Mississippi Department Of Rehabilitation Services, Offices of Vocational Rehabilitation, Vocational Rehabilitation for the Blind and Jackson County School District
Item	7	F-2C	Approve Contract Agreement with the Community Action of South Mississippi
Item	7	F-2D	Approve Memorandum of Understanding Between Jackson County School District and Health Connect America
Item	7	F-4A	Approve JCTC Perkins Inventory Disposal
Item	7	G-1A	Approve Can't Be Beat Fence for Vancleave Upper Elementary Fencing Project
Item	7	G-1B	Approve Pelican Playground for Vancleave Upper Elementary Playground Renovation
Item	7	G-1C	Approve VMS & VHS Baseball Matching Grant Application & Contractor Payment Terms
Item	7	G-1D	Approve Bus Turnarounds List
Item	7	G-2A	Approve Category 2 Service Bid
Item	7	G-2B	Approve Admin Tech Supervisor Job Description
Item	7	I-1	Approve Letter Requesting Assistance for Vancleave Baseball Program
Item	7	I-2	Approve SMHS Gym Facility Use Agreement for Vancleave Baseball Program
Item	7	I-3	Approve SMHS Hotel Theater Agreement
Item	7	I-4	Approve SMUE Agreement for MobyMax
Item	7	I-5	Approve SMUE Agreement for BrainPop
Item	7	I-6	Approve ECLE MobyMax Renewal
Item	7	I-7	Approve SMUE Renaissance Subscription Renewal
Item	7	I-8	Approve SMHS Contract for Prom
Item	7	I-9	Approve ECUE Renaissance Star Math & Reading Subscription
Item	7	I-10	Approve JCSD Legal Out-of-District Student Transfers for 2023-2024
Item	7	I-11	Approve JCSD Legal In-District Student Transfer Request for 2023-2024
Item	7	I-12	Approve JCSD Student Release Requests for 2023-2024
Item	7	I-13	Approve Moss Point School District Petition for Enrollment of a JCSD Student Whose Parent is Employed at Moss Point School District

Item	7	I-14	Approve Moss Point School District Petition for Enrollment with Student Release Request
Item	7	I-15	Approve Pascagoula Gautier Petition for Enrollment of Out-of District JCSD Students for 2023-2024
Item	7	I-16	Approve SMMS Bailey Group Proposal
Item	7	I-17	Approve SMUE Agreement with Performance Based Education Company For Teacher Coaching
Item	7	J-1	Approve SMHS Fundraiser for Student Body Shirts
Item	7	J-2	Approve SMHS Fundraiser for STEAM Team
Item	7	J-3	Approve SMHS Fundraiser for Prom Committee
Item	7	J-4	Approve SMHS Fundraiser for Broadcast Journalism
Item	7	J-5	Approve SMHS Fundraiser for Prom Supplies
Item	7	J-6	Approve SMHS Fundraiser for Yearbook
Item	7	J-7	Approve VHS/VMS Dance Team Video Online Fundraiser
Item	7	J-8	Approve SMHS Fundraiser for AFJROTC/MS
Item	7	J-9	Approve SMMS Fundraiser for Robotics Competition
Item	7	J-10	Approve SMHS Fundraiser for Girls/Boys Basketball
Item	7	J-11	Approve ECHS HOSA Fundraiser Authorization Chick-Fil-A Sandwich Sale
Item	7	J-12	Approve ECUE Wings Fundraiser Authorization-Jackson County Fair Exhibit
Item	7	J-13	Approve ECHS HOSA Fundraiser Authorization-HOSA Shirt Sales
Item	7	J-14	Approve VHS Dance Mini Camp Fundraiser
Item	7	J-15	Approve ECUE PTO Fundraiser Authorization- Nothing Bundt Cakes
Item	7	J-16	Approve Fundraiser for VHS Hoopster Club
Item	7	J-17	Approve SMHS Fundraiser for Wrestling
Item	7	J-18	Approve ECUE Life Skills Fundraiser Authorization-Donors Chose
Item	7	J-19	Approve VHS/VMS Dance Team Fundraiser for National Competition
Item	7	J-20	Approve SMMS Fundraiser for Gifted Program
Item	7	J-21	Approve ECMS PTO Fundraiser Authorization-Fall Festival Ticket Sales
Item	7	J-22	Approve Fundraisers for VHS Band/VMS Concessions
Item	7	J-23	Approve SMNE Fundraiser for Library
Item	7	J-24	Approve SMNE Fundraiser for Library Book Fair
Item	7	J-25	Approve SMHS Fundraiser for Physics Account
Item	7	J-26A	Approve VHS Basketball Donation
Item	7	J-26B	Approve ECMS Robotics Fundraiser Authorization-Singing River Grant
Item	7	J-26C	Approve ECMS Robotics Fundraiser Authorization-Ingalls Grant
Item	7	J-26D	Approve SMMS Donations for Gifted Program from Lowes
Item	7	J-26E	Approve SMMS Donations for Gifted Program from Home Depot
Item	7	J-26F	Approve SMMS Gifted Program Donations from Walmart
Item	7	J-26G	Approve VHS Volleyball Donation
Item	7	K-1	Approve Travel Request for Human Resources to Attend Personal Law Training
Item	7	K-2	Approve Travel Request for Human Resources to Attend FMLA Training
Item	7	K-3	Approve Travel Request for FabLab to Attend MS Science Festival
Item	7	K-4	Approve Travel Request for Assistant Superintendent to Attend MSBA Superintendent Leadership Academy
Item	7	K-5	Approve Travel Request for HR to Attend MSBA Policy Conference

Item	7	K-6	Approve Travel Request for VHS to Attend ACT Workforce Summit
Item	7	K-7	Approve Travel Requests for JCTC To Attend Educators Rising Southern Fall Conference
Item	7	K-8	Approve Travel Request for SpEd Director to Attend Special Education Director Quarterly Meeting
Item	7	K-9	Approve Travel Request 2024 FETC Technology Conference
Item	7	K-10	Approve SMHS Travel Request for Morgan Markos & Stephanie Tootle
Item	7	K-11	Approve Travel Request for IT to Attend the METLA Workshop
Item	7	K-12	Approve Travel Request for MSBA Policy Conference for Federal Programs
Item	7	K-13	Approve Travel for SpEd to Attend the Fall 2023 Legal Conference
Item	7	K-14	Approve Travel Request ECHS to Attend 2023 Mississippi Counseling Association Conference
Item	7	K-15A	Approve Travel Request for VHS Senior Trip
Item	7	K-15B	Approve Travel Request- ECHS Choir SICC- Hattiesburg
Item	7	K-15C	Approve Travel Request for ECHS Band to Attend Universal Studios Performance

BOARD MEETING MINUTES OF August 14, 2023, Motion by Board Member Dickerson, Second by Board Member Howell, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Acknowledgements/Announcements –

Public Comments

f.y.i- Construction Update-Machado|Patano and ESSER Projects

Approve Purchase of Three (3) New Chevy Bolt EUVs for Drivers Education Programs (One at Each High School), Motion by Board Member Dickerson, Seconded by Board Member Howell, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

f.y.i.- Plant Daniel & Milage Update

Present Correction to Policy GFBEB Bus Aide Job Description

Present Obsolete Transition Specialist Salary Scale Policy GGBD Correction

Present Teacher Assistant/Aids Salary Scale Policy GGBD Correction

Present Transition Specialist Job Description Policy GFABN Correction

Present Human Resources Coordinator Position

Present Salary Scale for Human Resources Coordinator Position

Present Suggested Calendar for Policy Review

f.y.i. Workers Compensation Accident Claims

f.y.i. August 2023 Free and Reduced Percentages

f.y.i. August 2023 average Daily Breakfast and Lunch Participation

16th SECTION:

f.y.i – 16th Section Past Due Leases

Approve Cole Amendment to Remove Shannon Cole and Add Lauri Cole to Lease, Motion by Board Member Dickerson, Seconded by Board Member Howell, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Approve O'Keefe Properties 8 Year Appraisal Amendment, Motion by Board Member Howell, Seconded by Board Member Dickerson, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Approve Lease Assignment from Angela Robinson to Kermit and Madison Aultman, Motion by Board Member Dickerson, Seconded by Board Member Howell, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Approve Consent Agenda, Motion by Board Member Howell, Seconded by Board Member Dickerson, to approve consent agenda, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Approve Revision to Policy DJEJ Payment Procedures
Approve Revised Travel Procedures Manual Effective September 12, 2023
Approve Request to Write Off Outstanding Payroll Checks (Greater Than 6 Months Old)
Approve Resolution Authorizing Donation of Surplus Library Books to St. Martin High Ability Club
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Approve Asset Surplus
Approve Open Claim Docket
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Approve Bus Turnarounds List
Approve Category 2 Service Bid
Approve Admin Tech Supervisor Job Description
Approve Letter Requesting Assistance for Vancleave Baseball Program
Approve SMHS Gym Facility Use Agreement for Basketball Camp
Approve SMHS Hotel Theater Agreement
Approve SMUE Agreement for MobyMax
Approve SMUE Agreement for BrainPop
Approve ECLE MobyMax Renewal
Approve SMUE Renaissance Subscription Renewal
Approve SMHS Contract for Prom
Approve ECUE Renaissance Star Math & Reading Subscription
Approve JCSD Legal Out-of-District Student Transfers for 2023-2024
Approve JCSD Legal In-District Student Transfer Request for 2023-2024
Approve JCSD Student Release Requests for 2023-2024
Approve Moss Point School District petition for Enrollment of a JCSD Student Whose Parent is Employed at Moss Point School District
Approve Moss Point School District Petition for Enrollment with Student Release Request
Approve Pascagoula Gautier Petition for Enrollment of Out-of -District JCSD Students for 2023-2024
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Approve SMHS Fundraiser for Student Body Shirts
Approve SMHS Fundraiser for STEAM Team
Approve SMHS Fundraiser for Prom Committee
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Approve SMHS Fundraiser for Prom Supplies
Approve SMHS Fundraiser for Yearbook
Approve VHS/VMS Dance Team Video Online Fundraiser
Approve SMHS Fundraiser for AFJROTC/MS
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Approve ECHS HOSA Fundraiser Authorization Chick-Fil-A Sandwich Sale
Approve ECUE Wings Fundraiser Authorization- Jackson County Fair Exhibit
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Approve VHS Dance Mini Camp Fundraiser
Approve ECUE PTO Fundraiser Authorization- Nothing Bundt Cakes
Approve Fundraiser for VHS Hoopster Club
Approve SMHS Fundraiser for Wrestling
Approve ECUE Life Skills Fundraiser Authorization- Donors Chose
Approve VHS/VMS Dance Team Fundraiser for National Competition
Approve SMMS Fundraiser for Gifted Program
Approve ECMS PTO Fundraiser Authorization- Fall Festival Ticket Sales
Approve Fundraisers for VHS Band/VMS Concessions
Approve SMNE Fundraiser for Library
Approve SMNE Fundraiser for Library Book Fair

Approve SMHS Fundraiser for Physics Account
Approve VHS Basketball Donation
Approve ECMS Robotics Fundraiser Authorization- Singing River Grant
Approve ECMS Robotics Fundraiser Authorization-Ingalls Grant
Approve SMMS Donations for Gifted Program from Lowes
Approve SMMS Donations for Gifted Program from Home Depot
Approve SMMS Donations for Gifted Program from Walmart
Approve VHS Volleyball Donation
Approve Travel Request for Human Resources to Attend Personal Law Training
Approve Travel Request for Human Resources to Attend FMLA Training
Approve Travel Request for FabLab to Attend MS Science Festival
Approve Travel Request for Assistant Superintendent to Attend MSBA Superintendent Leadership Academy
Approve Travel Request for HR to Attend MSBA Policy Conference
Approve Travel Request for VHS to Attend ACT Workforce Summit
Approve Travel Request for JCTC to Attend Educators Rising Southern Fall Conference
Approve Travel Request for SpEd Director to Attend Special Education Director Quarterly Meeting
Approve Travel Request 2024 FETC Technology Conference
Approve SMHS Travel Request for Megan Markos & Stephanie Tootle
Approve Travel Request for IT to Attend the METLA Workshop
Approve Travel Request for MSBA Policy Conference for Federal Programs
Approve Travel for SpEd to Attend the Fall 2023 Legal Conference
Approve Travel Request ECHS to Attend 2023 Mississippi Counseling Association Conference
Approve Travel Request for VHS Senior Trip
Approve Travel Request for ECHS Choir SICC-Hattiesburg
Approved Travel Request for ECHS Band to Attend Universal Studios-Performance

f.y.i.- Superintendent Update

CLOSED SESSION: Motion by Board Member Dickerson, Second by Board Member Howell enter into Closed Session at 5:57 p.m., with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

EXECUTIVE SESSION: Motion to come out of Closed Session and enter into Executive Session, motion by Board Member Dickerson, Second by Board Member Howell at 6:07 p.m., with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Student Discipline

STUDENT DISCIPLINE CASE 02:23-24: Hearing conducted on recommendation for expulsion.

STUDENT DISCIPLINE CASE 03:23-24: Hearing conducted on recommendation for student to be place in alternative school.

Legal/Personnel Matters

EXECUTIVE SESSION: Motion by Board Member Howell, Seconded by Board Member Dickerson, to come out of Executive Session at 7:00 p.m., with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

APPROVE AGENDA: Motion by Board Member Dickerson and Seconded by Board Member Howell to approve agenda (Agenda inadvertently not approved at the beginning of meeting) now for then, with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

There being no further business to come before the Board at this time, a motion was made by Board Member Dickerson Seconded by Board Member Howell to adjourn at 7:06 p.m. with the following vote taken:

Board Member Lee	Absent
Board Member Dobson	Aye
Board Member Howell	Aye
Board Member Dickerson	Aye
Board Member Peterson	Absent

Meeting adjourned 7:06 p.m.

J. Keith Lee, Chairman

Attested by Jory Howell, Board Secretary

JACKSON COUNTY BOARD OF EDUCATION MINUTES

Special Session

Thursday, September 28, 2023

A Special Session of the Board of Trustees of Jackson County School District was held Thursday, September 28, 2023, beginning at 6:00 PM at the District Office Board Room located at 4700 Colonel Vickrey Road, Vancleave, Mississippi.

Members Present:

J. Keith Lee	**Chairman**
Glenn Dickerson	**District 1 by Telephone**
Amy A. Peterson	**District 5 by Zoom Meeting**
Mr. David Baggett	**Superintendent**
Jack Pickett, Esq.	**Board Attorney by Telephone**
Amy Dobson	**Absent**
Jory Howell	**Absent**

Those present were: See attached sign in sheet.

Chairman Lee called the meeting to order at 6:00 p.m.

Mr. Baggett gave the invocation. Chairman Lee led the pledge.

APPROVE AGENDA, Motion was made by Board Member Peterson and Seconded by Board Member Dickerson, to approve agenda with the following vote taken:

Board Member Lee	Aye
Board Member Dobson	Absent
Board Member Howell	Absent
Board Member Dickerson	Aye
Board Member Peterson	Aye

Approve Boiler/Machinery and Inland Marine Insurance Policy Renewal, Motion by Board Member Dickerson, Seconded by Board Member Peterson, with the following vote taken:

Board Member Lee	Aye
Board Member Dobson	Absent
Board Member Howell	Absent
Board Member Dickerson	Aye
Board Member Peterson	Aye

Approve FY23 Final Amended Budget, Motion by Board Member Peterson, Seconded by Board Member Dickerson, with the following vote taken:

Board Member Lee	Aye
Board Member Dobson	Absent

Board Member Howell	Absent
Board Member Dickerson	Aye
Board Member Peterson	Aye

There being no further business to come before the Board at this time, a motion was made by Board Member Dickerson Seconded by Board Member Peterson to adjourn at 6:05 p.m. with the following vote taken:

Board Member Lee	Aye
Board Member Dobson	Absent
Board Member Howell	Absent
Board Member Dickerson	Aye
Board Member Peterson	Aye

Meeting adjourned 6:05 p.m.

_____ _____

J. Keith Lee, Chairman Attested by Jory Howell, Board Secretary

Jackson County School District
Office of Operations and Support
Buildings and Grounds

Project Name **ECUE Demolitions**

District New Construction

Board Date *October 2023*

- Project on Hold pending authorization to proceed

Project Name **ECUE & ECHS Window Replacement**

ESSER II

Board Date *October 2023*

- Contractor still working on punchlist.

Project Name **SMUE HVAC Rejuvenation**

ESSER III

Board Date *October 2023*

- SMU- units are still on order.

Project Name **SMMS HVAC Rejuvenation**

ESSER II & III

Board Date *October 2023*

- Contractor has installed new cooling tower and in the process of installing all 4 roof top units on Middle School Gym.

Project Name **ECHS/ECMS Replace carpet with Tile**

ESSER II

Board Date *October 2023*

- ECHS- classrooms are complete; ECMS & ECHS dining halls will be complete next summer due to time constraints.

Project Name **VUE Demolition of A Building**

District New Construction

Board Date *October 2023*

- Project on hold pending authorization to continue

Project Name **SMAC Baseball Restrooms**

District New Construction

Board Date *October 2023*

- Project is on hold.

Project Name **SMAC Dugout Drainage Mitigation**

District New Construction

Board Date *October 2023*

- Project on HOLD

Project Name **ECAC Bleachers**

District New Construction

Board Date *October 2023*

- Maintenance to run power to press boxes.

Project Name **SMEE & SMNE Roofing Projects**

District New Construction

Board Date *August 2023*

- All roofs at SMEE are covered and we are currently waiting on the trim, gutters and down spots to complete SMEE. SMNE is still pending the completion of SMEE.

Board Date *October 2023*

- SMEE flashing is complete and SMNE roofing still ongoing.

Project Name **SMUE & SMEE HVAC Replacement**

ESSER III

Board Date *October 2023*

- Still waiting on equipment to arrive.

Project Name **Vancleave HVAC Renovation**

ESSER III

Board Date *October 2023*

- Equipment currently being order- project begins when equipment has been received.

Project Name **VAC Flooring Replacement**

ESSER II & III

Board Date *October 2023*

- Complete

Project Name **VHS Roofing Project**

District New Construction

Board Date *October 2023*

- Brad Patano is preparing roofing bid package and it is still in design.

Project Name **ECMS 800 Hall- VCT Tile /Carpet Replacment - 4 classrooms**

ESSER III

Board Date *October 2023*

- Contractor remove carpet, installed VCT tile and new base board

Primary Destination	County	Maximum Daily Meal Reimbursement	First & Last Day of Travel		
Oxford	Lafayette	$64	$48.00		
Southaven	Desoto	$59	$44.25		
Starkville	Oktibbeha	$64	$48.00		
Standard Rate	All Other	$59	$44.25		
All other states/counties per https://www.gsa.gov/travel/plan-book/per-diem-rates					

District: Jackson County School District
Section: D - Fiscal Management
Policy Code: DJDAA - Travel Reimbursements

Staff Travel—Local and Non-Local JCSD GBRF

The Jackson County Board of Education recognizes that it is necessary that staff travel to attend various meetings, conferences, and school/district-related functions. All local travel requiring only mileage reimbursement (for employee's personal vehicle) or fuel reimbursement (for school vehicle) and/or registration fees may be pre-approved by the staff member's immediate supervisor. Local travel requiring other payments, and all non-local travel must have the pre-approval of the Board of Education.

Local travel shall be considered those trips, on official school business, which require an employee to travel within the boundaries of Mobile County, AL and Jackson, Harrison, Hancock, Stone, Lamar, Forrest, George, Green, and Perry counties in Mississippi. Attendance to virtual conferences while at the employee's regular work location shall also be considered local travel.

Approved staff attending school related athletic events or school activities associated with MHSAA and only require mileage or fuel reimbursement shall be considered Local Travel for purposes of reimbursement. Athletic travel may be approved by the Assistant Superintendent and/or Superintendent.

Mileage and fuel reimbursements within "local" travel shall be submitted to and approved by the employee's immediate supervisor.

Upon submission of a travel voucher detailing specific expenditures with supporting documents, staff members shall be reimbursed for travel expenses open claims docket at the next board meeting. If an overnight stay is required, then expenses for meals shall be reimbursed at the actual cost of the meals[1] not to exceed the state approved maximum meal per diem rate for the city and state in which the conference is held.[2] Reimbursement for meals shall be prorated at 75% of the per diem meal allowance for the day travel begins and the day travel ends.[3] Alcoholic beverages are not reimbursable.[4] The travel voucher shall be signed and dated by the staff member's immediate supervisor and then submitted to the appropriate personnel for subsequent payment of expenses. All reimbursement of expenses shall be paid after board approval via direct deposit into the same account as the employee's primary bank account for payroll purposes.

Staff members are encouraged to car pool as a means of keeping travel expenses at a minimum.

Travel advances must be settled within 10 working days after the return from travel. Travel advances not settled in a timely manner may result in an employee's payroll check being withheld until the liability is resolved.[5]

Parking fees may be reimbursed, but only at a standard or regular rate. For example, if valet service is an additional charge over "regular" parking, the difference will be deducted and the lower rate reimbursed.

If employees choose to bring non-employees on a school-funded trip (or if they bring an employee who is not part of the meeting/conference), the difference in cost between the employee-only rate and the rate charged for the "extra" person shall be deducted from the reimbursement/cost.

Adopted Date: 8/23/2004
Approved/Revised Date: 4/19/2021

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[1] Miss. Code Ann. § 25-3-41(4)
[2] State of Mississippi Department of Finance and Administration State Travel Policy, Revised December 2019, page 26
[3] IRS Publication 5137 (Rev. 2-2020), page 24
[4] State of Mississippi Department of Finance and Administration State Travel Policy, Revised December 2019, page 26
[5] Miss. Code Ann. § 25-1-79

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
7002406	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	SP2049UKY	2/28/2020	JUNKED OR USED FOR PARTS	EAST CENTRAL MIDDLE SCHOOL	
7002513	ECMS-Laptops	Dell	Latitude 5500	DMPVF13	2/17/2020	JUNKED OR USED FOR PARTS	EAST CENTRAL MIDDLE SCHOOL	
14640	COMPUTER, DESKTOP	DELL	OPTIPLEX 3020	3586632	6/16/2015	JUNKED OR USED FOR PARTS	EAST CENTRAL UPPER ELEMENTARY	
16695	LAPTOP	LENOVO	THINKPAD	MP13WMWL*	4/8/2019	JUNKED OR USED FOR PARTS	EAST CENTRAL UPPER ELEMENTARY	
16701	COMPUTER	DELL	OPTIPLEX 5260	8PYLM42	5/14/2019	JUNKED OR USED FOR PARTS	EAST CENTRAL UPPER ELEMENTARY	
65757	OPTIPLEX DESKTOP COMPUTER W/MONITOR	DELL	5060 MFF	GHX88R2	9/18/2018	JUNKED OR USED FOR PARTS	EAST CENTRAL UPPER ELEMENTARY	
65758	OPTIPLEX DESKTOP COMPUTER W/MONITOR	DELL	5060 MFF	GHXF8R2	9/18/2018	JUNKED OR USED FOR PARTS	EAST CENTRAL UPPER ELEMENTARY	
66172	COPIER COLOR	SHARP	MX-4071	95105021	5/14/2019	JUNKED OR USED FOR PARTS	EAST CENTRAL UPPER ELEMENTARY	
61001	COMPUTER, LAPTOP	DELL	LATITUDE E7450	14036771342	6/16/2015	JUNKED OR USED FOR PARTS	FEDERAL PROGRAMS	Discard per Glenn Gehrmann 9/28/2023
90149	LAPTOP	DELL	INSPIRON 15	68Y6LR2	4/8/2019	JUNKED OR USED FOR PARTS	FEDERAL PROGRAMS	Discard per Glenn Gehrmann 9/28/2023
7018543	CHROMEBOOK	LENOVO	14E	1S81MH005NUSMP22QWCE	6/13/2022	JUNKED OR USED FOR PARTS	FEDERAL PROGRAMS	Brittany Downs emailed to discard this asset 9/25/2023 and brought the Chromebook to Federal Programs to be discarded.
9998	COPIER W FINISHER ID 2393	SHARP	MX-M654N	6500100X	3/14/2017	JUNKED OR USED FOR PARTS	JACKSON COUNTY TECHNOLOGY CENTER	Disposing per request of Business Office.
90057	ELECTRIC 3 HOLE PUNCH	SWINGLINE	535	5730038	6/12/2018	JUNKED OR USED FOR PARTS	JACKSON COUNTY TECHNOLOGY CENTER	Electric Hole Punch no longer works.
28132	TELEVISION, 47 IN, W/MOUNT	LG	47 IN	411RMAQ5R224	1/13/2015	JUNKED OR USED FOR PARTS	ST. MARTIN EAST ELEMENTARY	
201519	PRINTER COLOR	HP	LASERJET M452DN	VNB3M72522	12/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN EAST ELEMENTARY	
7016034	PORTABLE EXTERNAL HARD DRIVE	WESTERN DIGITAL ELEMENTS	WDBU6Y0020BBK	WXM1A983EROP	8/24/2021	JUNKED OR USED FOR PARTS	ST. MARTIN EAST ELEMENTARY	
9992	COMPUTER DESKTOP	DELL	OPTIPLEX 3020	GPX5L52	3/15/2016	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
22863	PANASONIC LCD PROJECTOR	PANASONIC	PT-LB20U	SB5620248	12/13/2005	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
24654	CAMERA, DOC	AVER MEDIA	300P	343596100	2/5/2007	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
26742	COMPUTER, DESKTOP	DELL	OPTIPLEX 960 SF	9XCVHK1	2/9/2010	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27386	PRINTER, LASER, B & W	HP	LJ P3015DN	JPBCC1246Y	4/25/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27429	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	J8H21R1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27435	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	J8HY0R1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27436	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	J8911R1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27437	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	J8631R1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27438	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	J85X0R1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27439	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	J8531R1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27489	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 790SFF	D95YTR1	11/29/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27584	COMPUTER, DESKTOP W/17 IN MONITOR	DELL	OTIPLEX 790SFF	79OXVV1	11/16/2012	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27585	COMPUTER, DESKTOP W/17 IN MONITOR	DELL	OTIPLEX 790SFF	78ZVVV1	11/16/2012	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27896	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5SFDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27897	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5SGDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27898	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5SHDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27899	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5TBDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27900	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5TCDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27901	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5VDDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27903	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5TGDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27904	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5THDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27905	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5VBDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27906	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5VCDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27907	COMPUTER, DESKTOP	DELL	PRECISION T3600	H5TDDZ1	2/11/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27912	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034210614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27913	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034220614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27914	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034230614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27917	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034260614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27919	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034280614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27920	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034290614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27921	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034300614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27922	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034310614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27923	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034320614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27924	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034330614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27925	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034340614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27926	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034350614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27927	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034360614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27928	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034370614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27929	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034380614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27930	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034390614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27932	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034410614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27933	COMPUTER, DESKTOP	HOWARD	H61AMKB	2033420614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
27934	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034430614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27935	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034440614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27936	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034450614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27937	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034460614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27938	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034470614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27939	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034480614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27941	COMPUTER, DESKTOP	HOWARD	H61AMKB	2034500614	3/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27981	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA00903J6	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27982	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA00903FG	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27983	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA9510KNF	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27986	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308GN	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27987	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA9510KNJ	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27988	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308G9	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27989	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308GF	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27992	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA9510KPK	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27993	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308DD	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27994	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA947186J	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27995	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308HO	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27996	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308DC	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
27997	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA94308DW	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28003	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA9510KPF	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28006	COMPUTER, DESKTOP W/22 IN MONITOR	HP	8100	MXL03510G1	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28007	COMPUTER, DESKTOP W/22 IN MONITOR	HP	8100	MXL1190VVV	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28008	COMPUTER, DESKTOP W/22 IN MONITOR	HP	8100	MXL02610XC	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28033	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA9520C6L	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28034	COMPUTER, DESKTOP W/22 IN MONITOR	HP	Z800	2UA93507XL	7/21/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28056	COMPUTER STATION W/WIRE MNGMNT TRAY	HON	72X30 22-32 IN	NONE	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28057	COMPUTER STATION W/WIRE MNGMNT TRAY	HON	72X30 22-32 IN	NONE	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28058	COMPUTER STATION	HON	72X30 22-32 IN	NONE	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28430	DESKTOP COMPUTER	HP	XL 504AV	MXL1471G1Y	7/22/2015	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
28847	CHROMEBOOK	LENOVO	N22	WHYF	5/17/2016	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29666	COMPUTER/MONITOR	DELL	OPTIPLEX MINI	4QRK1C2	12/13/2016	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29668	COMPUTER/MONITOR	DELL	OPTIPLEX MINI	BQRK1C2	12/13/2016	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29669	COMPUTER/MONITOR	DELL	OPTIPLEX MINI	GJRK1C2	12/13/2016	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29670	COMPUTER/MONITOR	DELL	OPTIPLEX MINI	JGRK1C2	12/13/2016	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29939	TABLET	DELL	N23	SLR088LBW	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29942	TABLET	DELL	N23	SLR088RBA	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29943	TABLET	DELL	N23	SLR088RC3	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29946	TABLET	DELL	N23	SLR088S7Z	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29947	TABLET	DELL	N23	SLR088SFU	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29948	TABLET	DELL	N23	SLR088SK5	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29949	TABLET	DELL	N23	SLR088SKP	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29951	TABLET	DELL	N23	SLR088SN1	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29956	TABLET	DELL	N23	SLR088SPC	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29959	TABLET	DELL	N23	SLR088SR4	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29961	TABLET	DELL	N23	SLR088SRP	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29962	TABLET	DELL	N23	SLR088SS1	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
29964	TABLET	DELL	N23	SLR088XNZ	6/20/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60209	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 780SFF	5KLK0R1	9/13/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60210	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 780SFF	5KMH0R1	9/13/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60215	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 780SFF	5KMK0R1	9/13/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60218	COMPUTER, DESKTOP W/HEADPHONES	DELL	OPTIPLEX 780SFF	5KLQ0R1	9/13/2011	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60444	TABLET	APPLE	IPAD 32GB	DMPL80HCF183	11/19/2013	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60719	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2RR9W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60720	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2R4CW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60721	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2RV8W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60722	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2RRBW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60723	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2QX9W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60724	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2S59W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60726	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2S9CW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60727	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2S4CW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
60728	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2S8CW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60729	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2QLBW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60730	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2SHBW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60732	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2QJCW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60733	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2QG8W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60735	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2S29W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60736	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2SBBW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60737	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2SBCW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60738	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2SCCW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60739	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2S49W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60740	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2RPBW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60741	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2R6BW12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
60742	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2R49W12	6/30/2014	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
64468	TABLET	LENOVO	N23	R085RQF	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
64469	TABLET	LENOVO	N23	R085RS3	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
64470	TABLET	LENOVO	N23	R085RSK	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
64471	TABLET	LENOVO	N23	R085RS8	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
64472	TABLET	LENOVO	N23	R085RSR	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201202	TABLET	LENOVO	N23	R085AWD	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201203	TABLET	LENOVO	N23	R085AWH	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201205	TABLET	LENOVO	N23	R085B8A	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201206	TABLET	LENOVO	N23	R085B9H	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201207	TABLET	LENOVO	N23	R085BAU	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201208	TABLET	LENOVO	N23	R085DAS	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201209	TABLET	LENOVO	N23	R085DR1	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201210	TABLET	LENOVO	N23	R085DUF	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201211	TABLET	LENOVO	N23	R085DVT	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201212	TABLET	LENOVO	N23	R085DXA	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201213	TABLET	LENOVO	N23	R085DXK	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201214	TABLET	LENOVO	N23	R085E1Z	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201215	TABLET	LENOVO	N23	R085E2J	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201216	TABLET	LENOVO	N23	R085E2W	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201217	TABLET	LENOVO	N23	R085E7F	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201218	TABLET	LENOVO	N23	R085EU3	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201219	TABLET	LENOVO	N23	R085EU7	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201220	TABLET	LENOVO	N23	R085EU8	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201221	TABLET	LENOVO	N23	R085EU9	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201222	TABLET	LENOVO	N23	R085EUA	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201223	TABLET	LENOVO	N23	R085EUB	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201224	TABLET	LENOVO	N23	R085EUD	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201225	TABLET	LENOVO	N23	R085EUE	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201226	TABLET	LENOVO	N23	R085EUG	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201227	TABLET	LENOVO	N23	R085EUL	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201228	TABLET	LENOVO	N23	R085EUN	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201229	TABLET	LENOVO	N23	R085EUP	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201230	TABLET	LENOVO	N23	R085EUQ	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201231	TABLET	LENOVO	N23	R085EUT	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201232	TABLET	LENOVO	N23	R085EUV	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201233	TABLET	LENOVO	N23	R085EUW	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201234	TABLET	LENOVO	N23	R085EV0	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201235	TABLET	LENOVO	N23	R085EV2	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201236	TABLET	LENOVO	N23	R085EV5	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201237	TABLET	LENOVO	N23	R085EV6	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201238	TABLET	LENOVO	N23	R085EV7	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201239	TABLET	LENOVO	N23	R085EVA	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201240	TABLET	LENOVO	N23	R085EVM	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201241	TABLET	LENOVO	N23	R085EW3	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201242	TABLET	LENOVO	N23	R085EW4	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201243	TABLET	LENOVO	N23	R085EW5	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201244	TABLET	LENOVO	N23	R085EW9	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201245	TABLET	LENOVO	N23	R085EWV	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201246	TABLET	LENOVO	N23	R085EWZ	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201247	TABLET	LENOVO	N23	R085F6Q	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
201248	TABLET	LENOVO	N23	R085F6S	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201249	TABLET	LENOVO	N23	R085F6W	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201250	TABLET	LENOVO	N23	R085F7Z	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201251	TABLET	LENOVO	N23	R085F80	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201252	TABLET	LENOVO	N23	R085F85	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201253	TABLET	LENOVO	N23	R085F86	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201254	TABLET	LENOVO	N23	R085F87	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201255	TABLET	LENOVO	N23	R085F8A	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201256	TABLET	LENOVO	N23	R085F8C	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201257	TABLET	LENOVO	N23	R085F8H	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201258	TABLET	LENOVO	N23	R085F8J	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201259	TABLET	LENOVO	N23	R085F8L	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201260	TABLET	LENOVO	N23	R085F8M	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201261	TABLET	LENOVO	N23	R085F8N	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201262	TABLET	LENOVO	N23	R085F8V	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201263	TABLET	LENOVO	N23	R085F90	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201264	TABLET	LENOVO	N23	R085F91	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201265	TABLET	LENOVO	N23	R085F92	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201266	TABLET	LENOVO	N23	R085F94	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201267	TABLET	LENOVO	N23	R085F96	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201268	TABLET	LENOVO	N23	R085F97	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201269	TABLET	LENOVO	N23	R085F99	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201270	TABLET	LENOVO	N23	R085F9D	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201271	TABLET	LENOVO	N23	R085F9E	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201272	TABLET	LENOVO	N23	R085F9F	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201273	TABLET	LENOVO	N23	R085F9H	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201274	TABLET	LENOVO	N23	R085F9J	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201275	TABLET	LENOVO	N23	R085F9K	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201276	TABLET	LENOVO	N23	R085F9L	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201277	TABLET	LENOVO	N23	R085F9M	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201278	TABLET	LENOVO	N23	R085F9N	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201279	TABLET	LENOVO	N23	R085F9P	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201280	TABLET	LENOVO	N23	R085F9Q	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201281	TABLET	LENOVO	N23	R085F9T	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201282	TABLET	LENOVO	N23	R085F9U	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201283	TABLET	LENOVO	N23	R085F9V	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201284	TABLET	LENOVO	N23	R085F9W	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201285	TABLET	LENOVO	N23	R085F9X	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201286	TABLET	LENOVO	N23	R085F9Y	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201287	TABLET	LENOVO	N23	R085F9Z	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201289	TABLET	LENOVO	N23	R085FA1	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201290	TABLET	LENOVO	N23	R085FA2	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201291	TABLET	LENOVO	N23	R085FA3	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201292	TABLET	LENOVO	N23	R085FAF	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201293	TABLET	LENOVO	N23	R085FAG	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201294	TABLET	LENOVO	N23	R085FAL	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201295	TABLET	LENOVO	N23	R085FAN	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201296	TABLET	LENOVO	N23	R085FAR	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201297	TABLET	LENOVO	N23	R085FAX	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201298	TABLET	LENOVO	N23	R085FB1	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201299	TABLET	LENOVO	N23	R085FB4	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201300	TABLET	LENOVO	N23	R085FB5	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201301	TABLET	LENOVO	N23	R085FB6	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201302	TABLET	LENOVO	N23	R085FB7	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201303	TABLET	LENOVO	N23	R085FBC	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201304	TABLET	LENOVO	N23	R085FBD	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201305	TABLET	LENOVO	N23	R085FBE	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201306	TABLET	LENOVO	N23	R085H2R	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201307	TABLET	LENOVO	N23	R085H37	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201308	TABLET	LENOVO	N23	R085H3L	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201309	TABLET	LENOVO	N23	R085H5B	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201311	TABLET	LENOVO	N23	R085H5Z	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201312	TABLET	LENOVO	N23	R085H63	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
201314	TABLET	LENOVO	N23	R085H6D	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201315	TABLET	LENOVO	N23	R085H6E	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201316	TABLET	LENOVO	N23	R085L98	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201317	TABLET	LENOVO	N23	R085RLT	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201318	TABLET	LENOVO	N23	R085RRR	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201319	TABLET	LENOVO	N23	R085RSC	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201320	TABLET	LENOVO	N23	R085RSH	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
201321	TABLET	LENOVO	N23	R085RSM	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000797	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204Q2VS	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000798	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204Q3UT	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000799	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204RESB	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000800	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204RET1	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000801	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204REUX	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000802	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2A3	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000803	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2EH	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000804	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2MV	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000805	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2NP	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000806	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2N5	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000807	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2RK	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000808	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2SB	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000809	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204Q3CM	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000810	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204REQ4	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000811	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204RES2	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000812	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204REUN	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000813	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204REU4	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000814	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2A8	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000815	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2MP	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000816	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2ND	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000817	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2NT	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000818	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2N7	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000819	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2RP	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000820	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2SQ	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000821	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204Q3QA	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000822	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204RERU	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000823	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204RETY	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000824	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204REUS	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000825	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204REX8	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000826	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2BJ	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000827	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2MT	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000828	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2NM	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000829	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2N1	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000830	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2QN	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000831	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2RQ	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000832	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2S2	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000833	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R26V	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000834	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R27M	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000835	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R27C	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000836	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R27Z	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000837	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R27F	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000838	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R271	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000839	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2S5	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000840	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2TT	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000841	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2UD	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000842	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2UP	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000843	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R244	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000844	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R26J	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000845	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2TG	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000846	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2TV	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000847	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2UE	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000848	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2U1	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000849	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R25B	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000850	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R26L	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000851	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2TR	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
7000852	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2TX	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000853	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2UH	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000854	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R2U9	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000855	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R25F	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7000856	300E CHROMEBOOK (1ST GEN)	LENOVO	81H00012US	P204R26U	10/25/2019	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7002116	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	SP207JFGR	2/17/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7002126	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	SP207JEY8	2/17/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7002133	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	SP207JGNL	2/17/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7002146	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	SP207JEZR	2/17/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7002162	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	SP207JEY6	2/17/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005174	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZACV	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005176	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZB1L	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005198	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZ9ZZ	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005208	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZD1Q	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005221	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZGLC	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005250	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZN66	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005252	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZQ2X	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005272	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZCKF	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005278	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZH21	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005279	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZH5P	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005285	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1SS6K2	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005287	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZAYS	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005312	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZHSS	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005320	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1SSAWD	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
7005323	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1GZCK0	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN HIGH SCHOOL	
6569	SHARP COPIER	SHARP	ARM700U	5004945	4/6/2006	JUNKED OR USED FOR PARTS	ST. MARTIN MIDDLE SCHOOL	
21316	3COM SUPERSTACK II SWITCH 3300	3COM	3300	0100/KMNS4 EC39B8	1/25/2001	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
21317	3COM SUPERSTACK II SWITCH 3300	3COM	3300	07SKR018456	1/25/2001	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
21403	3COM SUPERSTACK II SWITCH 3300 XM	3COM	3300 XM	0102/7N4V48B6DD8	2/23/2001	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	outdated and unusable
22518	CISCO 48 PORT 2950T SWITCH	CISCO	2950T	FHK0910Y0QP	5/4/2005	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	outdated and unusable
22519	CISCO 48 PORT 2950T SWITCH	CISCO	2950T	FHK0910Y0QU	5/4/2005	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
22522	CISCO 24 PORT 2950T SWITCH	CISCO	2950T	F0C0910Y1EW	5/4/2005	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	outdated and unusable
24163	AGV BUGGY/CART				4/3/2006	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	outdated and unusable
24731	CISCO 3750G-24PS-E SWITCH	CISCO	3750G	FOC1050Y4EG	3/15/2007	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
24732	3COM 3824 24-PORT SWITCH	3COM	3824	Y2FW6YEC11200	3/15/2007	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	outdated and unusable
24733	3COM 3824 8-PORT SWITCH	3COM	3824	Y2FW6XEC095C0	3/15/2007	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
25983	CISCO 3750G 24PSS SWITCH	CISCO	3750G	FOC11142246	6/26/2007	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
26002	SWITCH, 48 PORT	3COM	4200G	YFCF86K501500	7/23/2007	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
26003	SWITCH, 48 PORT	3COM	4200G	YFCF81K071200	7/23/2007	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
26873	ACTIVBOARD BUNDLE +2	PROMETHEAN	378 PRO SERIES	C0912110137	6/15/2010	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	replaced in 2019
27732	COMPUTER, DESKTOP, MONITOR, HEADPHONES	DELL	OPTIPLEX 7010	GJLDTW1	5/14/2013	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	OUTDATED DOESN'T WORK
61873	Wireless Access Point	Xirrus	XR-2236	XR21552067084	6/14/2016	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
61897	Wireless Access Point	Xirrus	XR-2236	XR2152405B1F2	6/14/2016	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
62466	CATALYST	SMARTNET	C2960X	NONE	6/14/2016	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201566	CAMERA	PEVO	VZ-1HD	081616B118740	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	broken
201568	IPAD	APPLE	128GB	GCGV6P3YHLFD	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	outdated cannot be updated to be used by current admin
201622	CAMERA	IPEVO	CAMERA	081621GC26003	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	broken
201706	WALKIE TALKIE	MIDLAND	FXT1000VP4	201706	5/15/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201707	WALKIE TALKIE	MIDLAND	FXT1000VP4	201707	5/15/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201708	WALKIE TALKIE	MIDLAND	FXT1000VP4	201708	5/15/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201709	WALKIE TALKIE	MIDLAND	FXT1000VP4	201709	5/15/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201710	WALKIE TALKIE	MIDLAND	FXT1000VP4	201710	5/15/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201711	WALKIE TALKIE	MIDLAND	FXT1000VP4	201711	5/15/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
201913	PRINTER	HP	LJ PROM424DW	201913	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	
7001559	LENOVO 100E CHROMEBOOK (2ND GEN), 4GB RAM, WI-FI, BLUETOOTH	LENOVO	1S81QB0000US	P206SJMZ	12/10/2019	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	not working
7003654	SNE--IPad 128GB Gold	APPLE	128 GB	F9FC4046MF3V	2/28/2020	JUNKED OR USED FOR PARTS	ST. MARTIN NORTH ELEMENTARY	Cannot be updated or used by new administration
26391	SANYO XE-40 PROJECTOR	SANYO	XE-40	67813210	7/25/2008	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26401	DOCUMENT CAMERA	AVERMEDIA	VISION30P	408427080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26403	DOCUMENT CAMERA	AVERMEDIA	VISION30P	420727080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26406	DOCUMENT CAMERA	AVERMEDIA	VISION30P	404547080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
26409	DOCUMENT CAMERA	AVERMEDIA	VISION30P	422197080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26411	DOCUMENT CAMERA	AVERMEDIA	VISION30P	406407080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26413	DOCUMENT CAMERA	AVERMEDIA	VISION30P	420397080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26416	DOCUMENT CAMERA	AVERMEDIA	VISION30P	422227080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26420	DOCUMENT CAMERA	AVERMEDIA	VISION30P	428497080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26426	DOCUMENT CAMERA	AVERMEDIA	VISION30P	408237080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26428	DOCUMENT CAMERA	AVERMEDIA	VISION30P	406087080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26429	DOCUMENT CAMERA	AVERMEDIA	VISION30P	408197080	11/16/2007	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
26669	COMPUTER, DESKTOP	DELL	OPTIPLEX 960 SF	GMFTDK1	11/13/2009	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27267	PRINTER, LASERJET	HP	P2055DN	CNB9967791	12/14/2010	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27270	PRINTER, LASERJET	HP	P2055DN	CNB9967794	12/14/2010	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27337	PRINTER, COLOR, LASERJET	HP	CP1518NI	VNBKL9M86X	3/15/2011	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27525	COMPUTER, DESKTOP	DELL	OPTIPLEX 790SFF	CYAOKS1	3/13/2012	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27636	PRINTER, LASERJET	HP	LJ PRO 400 M401	VNB4F03504	11/16/2012	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27639	PRINTER, LASERJET	HP	LJ PRO 400 M401	VNB4F03503	11/16/2012	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27640	PRINTER, LASERJET	HP	LJ PRO 400 M401	VNB4M03392	11/16/2012	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
27652	DIE CUT STARTER SET, LETTERS, NUMBERS	ELLISON	CIRCUS FONT 4IN	SA 10213-9Z17	12/11/2012	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28059	COMPUTER, DESKTOP	DELL	OPTIPLEX 7010	60R2N22	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28060	COMPUTER, DESKTOP	DELL	OPTIPLEX 7010	60R3N22	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28062	COMPUTER, DESKTOP	DELL	OPTIPLEX 7010	60R5N22	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28063	COMPUTER, DESKTOP	DELL	OPTIPLEX 7010	60R6N22	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28077	COMPUTER, LAPTOP	DELL	LATITUDE E6540	7HBYM12	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28082	COMPUTER, LAPTOP	DELL	LATITUDE E6540	9W8YM12	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28083	COMPUTER, LAPTOP	DELL	LATITUDE E6540	BMJYM12	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28084	COMPUTER, LAPTOP	DELL	LATITUDE E6540	BS8YM12	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
28090	COMPUTER, LAPTOP	DELL	LATITUDE E6540	GMBYM12	11/18/2014	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61177	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	18XS932	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61183	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	30Z7832	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61184	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	3PXS932	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61186	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	4X5D832	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61188	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	5RWS932	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61190	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	66XS932	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61195	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	76YS932	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61197	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	84Z7832	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61208	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	CYSJ942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61209	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	CZBJ942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61210	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	D04J942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61212	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	D10G942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61213	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	D12G942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61214	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	D18F942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61220	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	F1TC842	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61222	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	F1YH942	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61226	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	H26D832	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61230	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	HWLF832	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
61233	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	JY5D832	6/30/2015	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64303	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	18ZZSD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64306	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	18ZYSD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64307	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	18Z1TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64308	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	18Z5TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64311	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	18Z7TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64315	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP72TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64317	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP74TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64323	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP7ZSD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64324	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP92TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64327	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP71TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64328	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP44TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64330	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP80TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64331	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP91TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64336	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP6ZSD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64341	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP67TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64344	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP57TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64345	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP43TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64347	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP42TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
64348	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP8ZSD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64351	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP55TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64352	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP52TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64356	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP81TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64357	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP45TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64359	COMPUTER DESKTOP	DELL	OPTIPLEX 3040 M	BP56TD2	5/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
64498	LAPTOP	LENOVO	THINKPAD	R909WJDR	10/16/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65306	TABLET	DELL	LATITUDE	15R9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65307	TABLET	DELL	LATITUDE	1DTBMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65308	TABLET	DELL	LATITUDE	2MBCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65310	TABLET	DELL	LATITUDE	397HMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65312	TABLET	DELL	LATITUDE	3MPCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65313	TABLET	DELL	LATITUDE	3RP5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65314	TABLET	DELL	LATITUDE	3S69MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65316	TABLET	DELL	LATITUDE	4PX9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65317	TABLET	DELL	LATITUDE	4TM5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65321	TABLET	DELL	LATITUDE	60R4MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65322	TABLET	DELL	LATITUDE	6QZBMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65323	TABLET	DELL	LATITUDE	7219MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65324	TABLET	DELL	LATITUDE	7419MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65325	TABLET	DELL	LATITUDE	76L6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65326	TABLET	DELL	LATITUDE	7Q85MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65327	TABLET	DELL	LATITUDE	7Z25MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65328	TABLET	DELL	LATITUDE	7Z6HMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65329	TABLET	DELL	LATITUDE	89G5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65331	TABLET	DELL	LATITUDE	8N8BMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65333	TABLET	DELL	LATITUDE	BFPCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65334	TABLET	DELL	LATITUDE	BMPCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65335	TABLET	DELL	LATITUDE	CGY6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65337	TABLET	DELL	LATITUDE	CW16MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65339	TABLET	DELL	LATITUDE	D5R4MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65342	TABLET	DELL	LATITUDE	DQM5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65344	TABLET	DELL	LATITUDE	FVM5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65346	TABLET	DELL	LATITUDE	GN69MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65347	TABLET	DELL	LATITUDE	GRK9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65348	TABLET	DELL	LATITUDE	GS85MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65349	TABLET	DELL	LATITUDE	HJPCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65350	TABLET	DELL	LATITUDE	HN8BMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65353	TABLET	DELL	LATITUDE	JX37MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65359	TABLET	DELL	LATITUDE	30D9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65360	TABLET	DELL	LATITUDE	33W5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65364	TABLET	DELL	LATITUDE	3L8BMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65365	TABLET	DELL	LATITUDE	407HMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65367	TABLET	DELL	LATITUDE	4SX0MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65368	TABLET	DELL	LATITUDE	53P0MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65371	TABLET	DELL	LATITUDE	61D9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65374	TABLET	DELL	LATITUDE	7GL6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65375	TABLET	DELL	LATITUDE	7MP5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65377	TABLET	DELL	LATITUDE	8D5CMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65378	TABLET	DELL	LATITUDE	8PP5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65380	TABLET	DELL	LATITUDE	8RWGMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65381	TABLET	DELL	LATITUDE	8T37MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65382	TABLET	DELL	LATITUDE	B690MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65384	TABLET	DELL	LATITUDE	BW01MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65386	TABLET	DELL	LATITUDE	C4F0MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65387	TABLET	DELL	LATITUDE	D0R9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65389	TABLET	DELL	LATITUDE	DZN0MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65390	TABLET	DELL	LATITUDE	FGBCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65393	TABLET	DELL	LATITUDE	G27HMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65394	TABLET	DELL	LATITUDE	GVWGMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65399	TABLET	DELL	LATITUDE	HM8BMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65400	TABLET	DELL	LATITUDE	HQWGMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65401	TABLET	DELL	LATITUDE	JH69MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
65402	TABLET	DELL	LATITUDE	21R9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65403	TABLET	DELL	LATITUDE	26QYLQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65404	TABLET	DELL	LATITUDE	2PD6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65405	TABLET	DELL	LATITUDE	2PX4MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65408	TABLET	DELL	LATITUDE	3N8BMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65409	TABLET	DELL	LATITUDE	3V16MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65411	TABLET	DELL	LATITUDE	4HPCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65412	TABLET	DELL	LATITUDE	4TR6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65414	TABLET	DELL	LATITUDE	5VWGMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65415	TABLET	DELL	LATITUDE	60R9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65417	TABLET	DELL	LATITUDE	6L9ZLQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65418	TABLET	DELL	LATITUDE	6SR6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65419	TABLET	DELL	LATITUDE	733BMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65420	TABLET	DELL	LATITUDE	75R9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65421	TABLET	DELL	LATITUDE	7Q6HMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65422	TABLET	DELL	LATITUDE	83W5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65423	TABLET	DELL	LATITUDE	8JBCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65424	TABLET	DELL	LATITUDE	8SWGMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65426	TABLET	DELL	LATITUDE	B6QYLQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65427	TABLET	DELL	LATITUDE	B8Y6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65428	TABLET	DELL	LATITUDE	BCY6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65429	TABLET	DELL	LATITUDE	BQMBMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65430	TABLET	DELL	LATITUDE	BR69MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65431	TABLET	DELL	LATITUDE	C6P0MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65432	TABLET	DELL	LATITUDE	CK7HMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65433	TABLET	DELL	LATITUDE	CTLZLQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65434	TABLET	DELL	LATITUDE	D450MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65435	TABLET	DELL	LATITUDE	F976MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65436	TABLET	DELL	LATITUDE	FBTBMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65438	TABLET	DELL	LATITUDE	FNBCMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65440	TABLET	DELL	LATITUDE	GPN7MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65441	TABLET	DELL	LATITUDE	H3W5MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65443	TABLET	DELL	LATITUDE	HPN7MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65444	TABLET	DELL	LATITUDE	HPR6MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65446	TABLET	DELL	LATITUDE	J650MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65447	TABLET	DELL	LATITUDE	J776MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65448	TABLET	DELL	LATITUDE	JLK9MQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65449	TABLET	DELL	LATITUDE	JNZBMQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65451	TABLET	DELL	LATITUDE	14K1TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65452	TABLET	DELL	LATITUDE	1CH9TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65453	TABLET	DELL	LATITUDE	1HJ7TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65455	TABLET	DELL	LATITUDE	209DTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65456	TABLET	DELL	LATITUDE	2C6BTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65459	TABLET	DELL	LATITUDE	4HH9TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65460	TABLET	DELL	LATITUDE	4SL8TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65462	TABLET	DELL	LATITUDE	53F8TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65463	TABLET	DELL	LATITUDE	6SY8TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65464	TABLET	DELL	LATITUDE	6V0BTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65465	TABLET	DELL	LATITUDE	6V57TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65466	TABLET	DELL	LATITUDE	6W0BTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65467	TABLET	DELL	LATITUDE	7WCBTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65468	TABLET	DELL	LATITUDE	8M78TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65469	TABLET	DELL	LATITUDE	8S57TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65470	TABLET	DELL	LATITUDE	8VY8TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65471	TABLET	DELL	LATITUDE	9GW7TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65472	TABLET	DELL	LATITUDE	B4DBTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65473	TABLET	DELL	LATITUDE	C7H9TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65474	TABLET	DELL	LATITUDE	CB49TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65475	TABLET	DELL	LATITUDE	CG78TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65479	TABLET	DELL	LATITUDE	D2S8TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65483	TABLET	DELL	LATITUDE	GSY8TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65484	TABLET	DELL	LATITUDE	GT5DTQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65485	TABLET	DELL	LATITUDE	HHV9TQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
65637	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20360VS	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65638	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20363UF	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65639	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20364QZ	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65641	TABLET	DELL	CHROMEBOOK	1S81ER0002USP203655H	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65644	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20366PH	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65645	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20366QW	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65646	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20366QZ	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65647	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20366R0	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65648	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20366RL	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65650	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20366SY	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65651	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20368E9	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65653	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20368VV	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65654	TABLET	DELL	CHROMEBOOK	1S81ER0002USP20368VY	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65656	TABLET	DELL	CHROMEBOOK	1S81ER0002USP203693J	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65657	TABLET	DELL	CHROMEBOOK	1S81ER0002USP203694R	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65658	TABLET	DELL	CHROMEBOOK	1S81ER0002USP203694S	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65661	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036A30	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65662	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036E6M	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65663	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036ECT	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65670	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036FQC	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65717	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TDG	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65719	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TE3	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65724	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TEC	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65725	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TEF	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65734	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TFR	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65735	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TFT	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65738	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TGH	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65739	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TGQ	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65742	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036THZ	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65746	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TJQ	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65794	COMP W/MONITOR	DELL	OPTIPLEX 5082	8NR0ZQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65799	COMP W/MONITOR	DELL	OPTIPLEX 5087	8QDVYQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65823	COMP W/MONITOR	DELL	OPTIPLEX 5111	F2X4KQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
65835	COMP W/MONITOR	DELL	OPTIPLEX 5123	F2Z7KQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200909	TABLET	DELL	LATITUDE 3180	13S45H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200941	TABLET	DELL	LATITUDE 3180	46455H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200943	TABLET	DELL	LATITUDE 3180	47MM5H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200974	TABLET	DELL	LATITUDE 3180	6WL65H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200983	TABLET	DELL	LATITUDE 3180	7NH55H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200995	TABLET	DELL	LATITUDE 3180	8J885H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
200998	TABLET	DELL	LATITUDE 3180	8MS65H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201018	TABLET	DELL	LATITUDE 3180	B2MM5H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201022	TABLET	DELL	LATITUDE 3180	BGQL5H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201025	TABLET	DELL	LATITUDE 3180	BZ645H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201040	TABLET	DELL	LATITUDE 3180	DC0L5H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201055	TABLET	DELL	LATITUDE 3180	F3745H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201070	TABLET	DELL	LATITUDE 3180	GH905H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201072	TABLET	DELL	LATITUDE 3180	GR045H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201092	TABLET	DELL	LATITUDE 3180	J5L45H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201097	TABLET	DELL	LATITUDE 3180	JV955H2	9/11/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201391	PRINTER	HP	M402DNE	PHB5C27582	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201392	PRINTER	HP	M402DNE	PHB5C27586	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201393	PRINTER	HP	M402DNE	PHB5C27590	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201403	PRINTER	HP	M402DNE	PHB5C27576	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201407	PRINTER	HP	M402DNE	PHB5C27588	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201410	PRINTER	HP	M402DNE	PHB5C27603	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201431	PRINTER	HP	M402DNE	PHB5B28983	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201444	LAPTOP	DELL	LATITUDE	7LYNLH2	11/7/2017	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201634	TABLET	DELL	LATITUDE	6S9K4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201635	TABLET	DELL	LATITUDE	3NCK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201636	TABLET	DELL	LATITUDE	298K4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201637	TABLET	DELL	LATITUDE	7WJK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201638	TABLET	DELL	LATITUDE	2WQK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
201639	TABLET	DELL	LATITUDE	5Z9K4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201640	TABLET	DELL	LATITUDE	3MHK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201641	TABLET	DELL	LATITUDE	7S9K4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201642	TABLET	DELL	LATITUDE	G2FK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201644	TABLET	DELL	LATITUDE	35FK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201645	TABLET	DELL	LATITUDE	02V64H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201646	TABLET	DELL	LATITUDE	HOBK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201647	TABLET	DELL	LATITUDE	20R54H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201649	TABLET	DELL	LATITUDE	3DCJ4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201650	TABLET	DELL	LATITUDE	C5FK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201651	TABLET	DELL	LATITUDE	5QR74H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201652	TABLET	DELL	LATITUDE	2CD74H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201653	TABLET	DELL	LATITUDE	27R54H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201654	TABLET	DELL	LATITUDE	6KD74H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201655	TABLET	DELL	LATITUDE	CDCJ4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201656	TABLET	DELL	LATITUDE	C3GK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201657	TABLET	DELL	LATITUDE	6MN64H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201658	TABLET	DELL	LATITUDE	09484H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201660	TABLET	DELL	LATITUDE	8LCK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201661	TABLET	DELL	LATITUDE	J5FK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201662	TABLET	DELL	LATITUDE	808K4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201663	TABLET	DELL	LATITUDE	8TG64H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201664	TABLET	DELL	LATITUDE	G2R54H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201665	TABLET	DELL	LATITUDE	HS3J4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201666	TABLET	DELL	LATITUDE	HNN64H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201667	TABLET	DELL	LATITUDE	6DCJ4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201668	TABLET	DELL	LATITUDE	6R9K4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201670	TABLET	DELL	LATITUDE	54V64H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201671	TABLET	DELL	LATITUDE	7L7J4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201672	TABLET	DELL	LATITUDE	57GK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201674	TABLET	DELL	LATITUDE	4P3J4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201675	TABLET	DELL	LATITUDE	9L364H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201676	TABLET	DELL	LATITUDE	C1GK4H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201677	TABLET	DELL	LATITUDE	9ZK74H2	2/5/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201685	ACTIVE BOARDS	PROMETHEAN	AB10T78-01	D171011841	3/12/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
201687	PROJECTOR	SANYO	PLC-XE40	WUST-P1V17440238	3/12/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
627770	PROJECTOR	VIVITEK	DW884ST	884ST6360107	11/11/2016	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
627800	PROJECTOR	VIVITEK	DW884ST	884ST6360112	11/11/2016	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
627860	PROJECTOR	VIVITEK	DW884ST	884ST6360077	11/11/2016	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
657500	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TLB	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
657550	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036TQT	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
657660	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036U03	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
657690	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036U2W	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
657700	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036U3B	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
657710	TABLET	DELL	CHROMEBOOK	1S81ER0002USP2036U61	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
658040	COMP W/MONITOR	DELL	OPTIPLEX 5092	8R32ZQ2	12/11/2018	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7003328	SMUE--LENOVO 100e CHROMEBOOK (2nd GEN)	LENOVO	100e	81QB0000USP204BSP8	10/10/2019	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7005116	DOCUMENT CAMERA	HOVERCAM	SOLO SPARK	SLS2006007362E0A	8/14/2020	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7014534	LASERJET PRO PRINTER	HP	M404dn		9/15/2020	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7014535	LASERJET PRO PRINTER	HP	M404dn		9/15/2020	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7015451	CHROMEBOOK	LENOVO	14E	1S81MH0006USMP1Y63AZ	4/23/2021	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7016329	DOCUMENT SCANNER	BROTHER	DS-640	U65747B1X115021	11/15/2021	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7016936	CHROMEBOOK	HP	11A G8	5CD120C4X1	4/21/2022	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7016977	CHROMEBOOK	HP	11A G8	5CD120C586	4/21/2022	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
7017029	CHROMEBOOK	HP	11A G8	5CD120C5LD	4/21/2022	JUNKED OR USED FOR PARTS	ST. MARTIN UPPER ELEMENTARY	
63367	CHROMEBOOK	LENOVO	N22	LR05UZRU	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63368	CHROMEBOOK	LENOVO	N22	LR05UZHD	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63369	CHROMEBOOK	LENOVO	N22	LR05UMKM	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63370	CHROMEBOOK	LENOVO	N22	LR05UZJT	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63371	CHROMEBOOK	LENOVO	N22	LR05UZRP	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63372	CHROMEBOOK	LENOVO	N22	LR05UZR9	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63374	CHROMEBOOK	LENOVO	N22	LR05UZS9	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
63375	CHROMEBOOK	LENOVO	N22	LR05UVUP	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63378	CHROMEBOOK	LENOVO	N22	LR05UZH4	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63383	CHROMEBOOK	LENOVO	N22	LR05UYA7	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63385	CHROMEBOOK	LENOVO	N22	LR05UZF1	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63387	CHROMEBOOK	LENOVO	N22	LR05V45P	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63388	CHROMEBOOK	LENOVO	N22	LR05UZS3	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63389	CHROMEBOOK	LENOVO	N22	LR05UZP6	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63390	CHROMEBOOK	LENOVO	N22	LR05V45N	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63391	CHROMEBOOK	LENOVO	N22	LR05UZMC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63452	CHROMEBOOK	LENOVO	N22	LR05KQAV	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63455	CHROMEBOOK	LENOVO	N22	LR05UQK1	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63469	CHROMEBOOK	LENOVO	N22	LR05UQHY	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63519	CHROMEBOOK	LENOVO	N22	LR05UQM6	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63528	CHROMEBOOK	LENOVO	N22	LR05UGK8	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63538	CHROMEBOOK	LENOVO	N22	LR05UJPP	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63539	CHROMEBOOK	LENOVO	N22	LR05UJAV	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63548	CHROMEBOOK	LENOVO	N22	LR05UNL7	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63549	CHROMEBOOK	LENOVO	N22	LR05UNUF	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63553	CHROMEBOOK	LENOVO	N22	LR05UNN2	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63571	CHROMEBOOK	LENOVO	N22	LR05UN4Q	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63752	CHROMEBOOK	LENOVO	N22	LR05UGYQ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63753	CHROMEBOOK	LENOVO	N22	LR05UGSF	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63754	CHROMEBOOK	LENOVO	N22	LR05UG3S	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63755	CHROMEBOOK	LENOVO	N22	LR05UGP1	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63760	CHROMEBOOK	LENOVO	N22	LR05UGFN	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63761	CHROMEBOOK	LENOVO	N22	LR05UQJQ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63762	CHROMEBOOK	LENOVO	N22	LR05UGTG	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63763	CHROMEBOOK	LENOVO	N22	LR05UGYG	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63766	CHROMEBOOK	LENOVO	N22	LR05UGYM	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63767	CHROMEBOOK	LENOVO	N22	LR05UGZ4	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63769	CHROMEBOOK	LENOVO	N22	LR05UGXR	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63770	CHROMEBOOK	LENOVO	N22	LR05UGVJ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63771	CHROMEBOOK	LENOVO	N22	LR05UQNS	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63772	CHROMEBOOK	LENOVO	N22	LR05UQJ2	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63773	CHROMEBOOK	LENOVO	N22	LR05UFMF	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63774	CHROMEBOOK	LENOVO	N22	LR05UGQY	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63775	CHROMEBOOK	LENOVO	N22	LR05UGYF	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63776	CHROMEBOOK	LENOVO	N22	LR05UGWL	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63777	CHROMEBOOK	LENOVO	N22	LR05UGUS	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63778	CHROMEBOOK	LENOVO	N22	LR05UGPC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63779	CHROMEBOOK	LENOVO	N22	LR05UGXH	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63780	CHROMEBOOK	LENOVO	N22	LR05UGVN	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63781	CHROMEBOOK	LENOVO	N22	LR05UGY6	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63782	CHROMEBOOK	LENOVO	N22	LR05UGP2	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63783	CHROMEBOOK	LENOVO	N22	LR05UGTR	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63784	CHROMEBOOK	LENOVO	N22	LR05UGWZ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63785	CHROMEBOOK	LENOVO	N22	LR05UGXG	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63786	CHROMEBOOK	LENOVO	N22	LR05UG9P	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63787	CHROMEBOOK	LENOVO	N22	LR05UGVA	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63788	CHROMEBOOK	LENOVO	N22	LR05UQK2	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63789	CHROMEBOOK	LENOVO	N22	LR05UGXY	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63790	CHROMEBOOK	LENOVO	N22	LR05UGC1	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63791	CHROMEBOOK	LENOVO	N22	LR05UGVV	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63792	CHROMEBOOK	LENOVO	N22	LR05UGVQ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63793	CHROMEBOOK	LENOVO	N22	LR05UGU3	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63794	CHROMEBOOK	LENOVO	N22	LR05UGVC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63795	CHROMEBOOK	LENOVO	N22	LR05UQML	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63796	CHROMEBOOK	LENOVO	N22	LR05UQP8	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63798	CHROMEBOOK	LENOVO	N22	LR05UGEA	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63799	CHROMEBOOK	LENOVO	N22	LR05UGU4	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63800	CHROMEBOOK	LENOVO	N22	LR05UGPF	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63801	CHROMEBOOK	LENOVO	N22	LR05UGPG	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63802	CHROMEBOOK	LENOVO	N22	LR05UGV0	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
63803	CHROMEBOOK	LENOVO	N22	LR05UGYC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63804	CHROMEBOOK	LENOVO	N22	LR05UGNZ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63805	CHROMEBOOK	LENOVO	N22	LR05UGUJ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63806	CHROMEBOOK	LENOVO	N22	LR05UQJ9	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63807	CHROMEBOOK	LENOVO	N22	LR05UGT1	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63808	CHROMEBOOK	LENOVO	N22	LR05UGSK	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63809	CHROMEBOOK	LENOVO	N22	LR05UGWJ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63810	CHROMEBOOK	LENOVO	N22	LR05UGY8	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63811	CHROMEBOOK	LENOVO	N22	LR05UGTM	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63812	CHROMEBOOK	LENOVO	N22	LR05UGXU	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63813	CHROMEBOOK	LENOVO	N22	LR05UGMC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63814	CHROMEBOOK	LENOVO	N22	LR05UGVY	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63815	CHROMEBOOK	LENOVO	N22	LR05UGW0	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63816	CHROMEBOOK	LENOVO	N22	LR05UGXM	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63817	CHROMEBOOK	LENOVO	N22	LR05UGWH	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63820	CHROMEBOOK	LENOVO	N22	LR05UGUY	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63821	CHROMEBOOK	LENOVO	N22	LR05UGP0	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63822	CHROMEBOOK	LENOVO	N22	LR05UGWP	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63823	CHROMEBOOK	LENOVO	N22	LR05UGWK	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63824	CHROMEBOOK	LENOVO	N22	LR05UGSY	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63825	CHROMEBOOK	LENOVO	N22	LR05UGYE	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63826	CHROMEBOOK	LENOVO	N22	LR05UGWN	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63829	CHROMEBOOK	LENOVO	N22	LR05UGDC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63830	CHROMEBOOK	LENOVO	N22	LR05UFT3	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63831	CHROMEBOOK	LENOVO	N22	LR05UGXZ	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63832	CHROMEBOOK	LENOVO	N22	LR05UGTE	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63833	CHROMEBOOK	LENOVO	N22	LR05UGTN	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63834	CHROMEBOOK	LENOVO	N22	LR05UGVM	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63836	CHROMEBOOK	LENOVO	N22	LR05UGUG	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63837	CHROMEBOOK	LENOVO	N22	LR05UGVK	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63838	CHROMEBOOK	LENOVO	N22	LR05UGZ2	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63839	CHROMEBOOK	LENOVO	N22	LR05UGYT	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63841	CHROMEBOOK	LENOVO	N22	LR05UGYN	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63842	CHROMEBOOK	LENOVO	N22	LR05UGG8	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63843	CHROMEBOOK	LENOVO	N22	LR05UGPL	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63844	CHROMEBOOK	LENOVO	N22	LR05UG5Q	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63845	CHROMEBOOK	LENOVO	N22	LR05UGVT	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63846	CHROMEBOOK	LENOVO	N22	LR05UGSV	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63847	CHROMEBOOK	LENOVO	N22	LR05UGYV	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63848	CHROMEBOOK	LENOVO	N22	LR05UG5H	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63849	CHROMEBOOK	LENOVO	N22	LR05UGG0	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63850	CHROMEBOOK	LENOVO	N22	LR05UGVE	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63851	CHROMEBOOK	LENOVO	N22	LR05UGXX	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63852	CHROMEBOOK	LENOVO	N22	LR05UGFW	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63855	CHROMEBOOK	LENOVO	N22	LR05UGTS	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63856	CHROMEBOOK	LENOVO	N22	LR05UGUC	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63857	CHROMEBOOK	LENOVO	N22	LR05UGFH	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63860	CHROMEBOOK	LENOVO	N22	LR05UGG6	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63861	CHROMEBOOK	LENOVO	N22	LR05UQLH	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63862	CHROMEBOOK	LENOVO	N22	LR05UGY7	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63863	CHROMEBOOK	LENOVO	N22	LR05UGVB	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63864	CHROMEBOOK	LENOVO	N22	LR05UGRD	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63865	CHROMEBOOK	LENOVO	N22	LR05UFN1	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63866	CHROMEBOOK	LENOVO	N22	LR05UGVH	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63868	CHROMEBOOK	LENOVO	N22	LR05UFSD	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63869	CHROMEBOOK	LENOVO	N22	LR05TVUX	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63870	CHROMEBOOK	LENOVO	N22	LR05UGXS	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63871	CHROMEBOOK	LENOVO	N22	LR05UGWT	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63880	CHROMEBOOK	LENOVO	N22	LR05UP0X	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63902	CHROMEBOOK	LENOVO	N22	LR05URJN	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63956	CHROMEBOOK	LENOVO	N22	LR05ULAL	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
63961	CHROMEBOOK	LENOVO	N22	LR05UQJG	3/14/2017	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64220	TABLET	LENOVO	N22 CHROMEBOOK	LR05E6DY	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
64221	TABLET	LENOVO	N22 CHROMEBOOK	LR05EDB2	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64222	TABLET	LENOVO	N22 CHROMEBOOK	LR05EDBT	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64223	TABLET	LENOVO	N22 CHROMEBOOK	LR05EDC3	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64224	TABLET	LENOVO	N22 CHROMEBOOK	LR05EDC7	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64225	TABLET	LENOVO	N22 CHROMEBOOK	LR05EDCS	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64226	TABLET	LENOVO	N22 CHROMEBOOK	LR05EDDS	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64228	TABLET	LENOVO	N22 CHROMEBOOK	LR05EGS6	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64229	TABLET	LENOVO	N22 CHROMEBOOK	LR05EGSK	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64231	TABLET	LENOVO	N22 CHROMEBOOK	LR05EGTW	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64232	TABLET	LENOVO	N22 CHROMEBOOK	LR05EGYL	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64234	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH0Y	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64235	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH1B	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64236	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH1E	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64237	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH1J	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64238	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH1L	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64239	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH6H	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
64240	TABLET	LENOVO	N22 CHROMEBOOK	LR05EH7A	9/12/2016	JUNKED OR USED FOR PARTS	TECHNOLOGY DEPT	
33695	COMPUTER, NOTEBOOK	DELL	LATITUDE E6420	33805163197	12/11/2012	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
33995	COMPUTER, LAPTOP 4GB	DELL	LATITUDE E6400	3229612	6/10/2014	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
34013	COMPUTER, LAPTOP W/SLOT LOAD CD/DVD	DELL	PRECISION M3800	BZ661YZ1	6/30/2014	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
34177	LAPTOP	HP	PROBOOK 455G2	CND45244P6	3/17/2015	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
35838	TOUCH LAPTOP	ASUS	T102HA-D4-GR	GAN0CX05S34541D	3/14/2017	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
35839	TOUCH LAPTOP	ASUS	T102HA-D4-GR	GZN0CX05R195415	3/14/2017	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
37418	PRINTER	HP	M452DN	VNB3B63144	3/12/2018	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
37495	GRAPHING CALCULATOR	CASIO	FX-9860GII	499AW81XA588712	4/16/2018	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
37689	OPTIPLEX DESKTOP COMPUTER	DELL	3050 SFF	D100RP2	6/30/2018	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
331700	COMPUTER DESKTOP	HP	COMPAQ 6200 PRO	MXL1471G3V	6/14/2016	JUNKED OR USED FOR PARTS	VANCLEAVE HIGH SCHOOL	
33294	ACTIVBOARD+2 BUNDLE	PROMETHEAN	378 PRO SERIES	C0912110132	6/15/2010	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Replaced by JCSD #7003236 in 05/2020
33339	PROMETHEAN BOARD W/PROJECTOR	PROMETHEAN	FIXED PRO 378	C1006010620	9/14/2010	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Replaced by JCSD #33336
34525	DESKTOP COMPUTER	HP	COMPAQ 7900	2UA9180HSF	11/17/2015	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Compaq computers were previously replaced, did not get taken off inventory when that occurred.
34537	DESKTOP COMPUTER	HP	COMPAQ 7900	2UA9210VOJ	11/17/2015	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Compaq computers were previously replaced, did not get taken off inventory when that occurred.
36265	TABLET	DELL	LATITUDE 3180	1HMY5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
36291	TABLET	DELL	LATITUDE 3180	9ZFY5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
36309	TABLET	DELL	LATITUDE 3180	J3GY5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
36312	TABLET	DELL	LATITUDE 3180	12GY5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
36331	TABLET	DELL	LATITUDE 3180	4VNH5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
36343	TABLET	DELL	LATITUDE 3180	DD8Y5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
36353	TABLET	DELL	LATITUDE 3180	H27T5H2	9/11/2017	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Tech replaced these models with an updated one, these should be discarded.
37205	CHROMEBOOK	LENOVO	N23	LR09YKRP	2/5/2018	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Picked up and replaced by Tech in November 2022
37255	CHROMEBOOK	LENOVO	N23	LR09YPJK	2/5/2018	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Picked up and replaced by Tech in November 2022
64771	MONITOR			9HGTLM2	11/7/2018	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Monitor is broken, unable to work.
7015896	TWO WAY RADIO	MIDLAND	GTX1050VP4	A2008003757	10/1/2021	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Will not hold a charge, battery dead
7015897	TWO WAY RADIO	MIDLAND	GTX1050VP4	A2008003758	10/1/2021	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Will not hold a charge, battery dead
7015920	TWO WAY RADIO	MIDLAND	GTX1050VP4	A2008001219	10/1/2021	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Will not hold a charge
7015973	TWO WAY RADIO	MIDLAND	GTX1050VP4	A2008001840	10/1/2021	JUNKED OR USED FOR PARTS	VANCLEAVE LOWER ELEMENTARY	Microphone doesn't work
64405	COPIER COLOR	Sharp	AR-M355U	6511300X	2/1/2017	JUNKED OR USED FOR PARTS	VANCLEAVE MAINTENANCE	Good afternoon, Below copiers need to be discarded and will you please submit a request to be discarded? Per email from Kamani- 10-4-2023 64405-VC Maintenance
60702	COMPUTER, DESKTOP W/MONITOR	DELL	OPTIPLEX 3020 M	2R2CW12	6/30/2014	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	
7001574	Lenovo 14e Chromebook 4GB RAM, Wi-Fi, Bluetooth-mineral gray	LENOVO	1S81MH0006US	MP1MEGDK	1/23/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
7001622	Lenovo 14e Chromebook 4GB RAM, Wi-Fi, Bluetooth-mineral gray	LENOVO	1S81MH0006US	MP1PZJD9	1/23/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001754	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZFV	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001755	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049UNX	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001756	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049VYU	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001757	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049WJ7	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001758	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049W71	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001759	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZFA	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001760	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZF2	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001761	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZGR	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001762	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZH5	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001763	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZM8	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001765	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZTU	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001766	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZU4	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001767	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZZJ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001769	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049V0F	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001770	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049WUT	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001771	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049X9J	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001772	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZFG	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001773	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZFZ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001774	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZF5	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001775	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZHH	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001776	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZJW	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001777	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZNB	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001778	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZP5	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001779	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZUA	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001780	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZYE	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001781	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZZS	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001782	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049UYR	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001783	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049V6N	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001784	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049WXZ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001785	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZEQ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001786	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZFQ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001787	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZF0	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001788	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZF6	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001790	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZMD	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001792	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZQ7	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001793	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZUC	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001795	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ZZU	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001796	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A0CN	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001797	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A0EZ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001798	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A0H8	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001800	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A04B	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001801	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A1CM	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001802	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A123	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001803	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A13S	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001804	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A16K	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001805	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A5V6	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001806	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A0C2	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001808	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A00F	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001809	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A00T	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001810	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A04M	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001811	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A12H	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001812	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A127	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001813	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A14B	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001814	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A4ZH	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001815	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A5WD	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001816	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A0EB	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001817	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A0F8	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001818	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A00G	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001819	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A00Y	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001820	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A06X	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001822	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A13E	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	AcquistionDate	DisposalReason	LocationName	Comment
7001823	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A15F	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001824	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A5PC	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001825	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A50K	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001826	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P204A51Y	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001827	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LBV	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001828	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LJG	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001829	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LQ5	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001830	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049RKL	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001831	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049ST5	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001832	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049BKD	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001833	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LG1	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001834	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LLC	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001835	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LT8	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001836	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049SL0	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001837	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049S90	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001838	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049HXP	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001839	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LHU	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001840	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049LQ3	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001841	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049RKJ	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001842	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049SL9	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001843	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P2049UK5	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7014934	CHROMEBOOK	LENOVO	14E	MP1YCTY1	3/15/2021	JUNKED OR USED FOR PARTS	VANCLEAVE MIDDLE SCHOOL	Discard per tech
7001734	Lenovo 100e Chromebook (2nd Gen)	LENOVO	81QB0000US	P207JF53	2/13/2020	JUNKED OR USED FOR PARTS	VANCLEAVE UPPER ELEMENTARY	

District: Jackson County School District
Section: I - Instructional Program
Policy Code: IFCB - Field Trips and Excursions

Field Trips and Excursions

The Jackson County Board of Education recognizes the need and desirability of field trips to enrich the experiences of students. A well-planned field trip is considered a worthwhile educational experience. Therefore, educational field trips related to class subjects may be authorized provided the following conditions are met:

1. The principal shall be notified in advance of the trip. Field trips must have the endorsement of the principal and must be designed to augment the lesson plans of the teacher.
2. A trip permit form must be endorsed by the Assistant Superintendent ~~at the Attendance Center~~ of Curriculum and Instruction in advance of the trip.
3. All field trip arrangements are the teacher's responsibility, including transportation, waivers, chaperones, etc. Students shall be under the direct supervision of a teacher or other certified personnel. Students will not be excluded because additional supervision for them is needed. The teacher must request in advance for additional supervision. School buses may be used for transportation for field trips. Only authorized personnel may drive a school bus.
4. Before each field trip each pupil must present to his/her teacher a document signed by the parent/guardian, giving the pupil permission to participate in the field trip.
5. Field trips shall not be taken after May 1. An exception to the May 1 deadline can be made if the following conditions are met:
    a. If the trip cannot be scheduled at any date prior to May 1.
    b. If all plans for the trip are completed prior to May 1.
    c. If the trip complies with the guidelines and approval process stated in this policy.
    d. If the trip has been approved by the Assistant Superintendent ~~for the Attendance Center~~ of Curriculum and Instruction.

~~6. Fees charged for trips using district-owned vehicles are divided into four categories:~~

~~a. The fee charged for transporting students to any planned activities for which participation with other schools or districts is scheduled, such as athletic events, band or choral events, FFA judging, debate teams, etc., or to any events directly programmed by the school administration will be $.30 per mile each way. The sponsoring school is also responsible for driver fees, additional gasoline and oil, and other incidental fees.~~

~~b. Field trips, will be charged a fee of $.50 per mile each way. This cost will be paid by the district and will not be charged to the schools. The district will cover the cost of two field trips per grade per year. Elementary grades may require more than one day per trip to accommodate the entire grade and will be considered as one trip. (Other trips for Gifted, Choir, Special Education, ETC. are to also follow the rule of only 2 per year. The sponsoring school is responsible for the cost of these trips.) Secondary~~

~~schools are allowed the equivalent of two field trips per grade per year. For example if the school serves grades 10-12, the district will cover the transportation cost for 6 field trips per year which can be divided between subject area at the principal's discretion .~~

~~c. Kindergarten classes are allowed to take more than one field trip per semester to accommodate the community trips needed to enhance their curriculum. The District will pay the transportation cost for 2 trips per year for Kindergarten. The Sponsoring school will be responsible for the transportation cost for the community trips that exceed the 2 trips paid for by the district.~~

~~d. Reward trips will be charged .50 per mile each way. Individual schools will be responsible for paying this fee. The sponsoring school is also responsible for driver fees, additional gasoline and oil, and other incidental fees. Reward trips are trips that are not necessarily related to instructional goals but are a form of reward for students/organizations. If students may be excluded from such trips for not meeting the criteria established by the principal (or designee), parents shall be notified, in writing, of said criteria and shall sign a document verifying receipt of the notification from the school. Students should not be arbitrarily disallowed from participation in these trips.~~

6. Field trips will be limited to one per grade (K-5) per year. This restriction shall not apply to Life Skills, WINGS, athletics, clubs, or reward trips.
7. Field trips must be board approved if either of the following conditions are met:
    a. Overnight stay
    b. Out of state travel

For any trip or school-related activity for which students are transported, whether by private vehicle or by district-owned vehicle, the proper trip permit form shall be submitted, necessary insurance requirements shall be met, and all of the above stated guidelines for trip permits shall be followed as applicable.

Adopted Date: 1/28/2008

Approved/Revised Date:

JACKSON COUNTY SCHOOL DISTRICT

SDA Legal Current Combined Budget Report

For the year ending June 30, 2024

Original _ Date Approved: _____

Amended X Date Approved: 10/16/2023

	Governmental Fund Types					Proprietary Fund Types		
	General	Special Revenue	Capital Projects	Debt Service	Permanent Trust	Enterprise	Internal Service	Total
Revenues								
Local Sources	40,547,948.34	1,391,380.00	0.00	1,376,265.50	0.00	0.00	0.00	43,315,593.84
Intermediate Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Sources	52,750,349.23	2,473,870.82	0.00	0.00	0.00	0.00	0.00	55,224,220.05
Federal Sources	154,408.08	24,151,956.09	0.00	0.00	0.00	0.00	0.00	24,306,364.17
Sixteenth Section Sources	361,702.00	5,000.00	0.00	0.00	0.00	0.00	0.00	366,702.00
Total Revenues	93,814,407.65	28,022,206.91	0.00	1,376,265.50	0.00	0.00	0.00	123,212,880.06
Expenditures								
Instruction	53,097,062.01	7,422,104.85	0.00	0.00	0.00	0.00	0.00	60,519,166.86
Support Services	34,358,571.96	7,769,102.75	1,116,876.09	0.00	0.00	0.00	0.00	43,244,550.80
Noninstructional Services	1,564.42	6,175,775.23	0.00	0.00	0.00	0.00	0.00	6,177,339.65
Sixteenth Section	43,056.87	57,000.00	0.00	0.00	0.00	0.00	0.00	100,056.87
Facilities Acquisition and Construction	25,702.82	13,886,543.65	8,696,478.27	0.00	0.00	0.00	0.00	22,608,724.74
Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	1,475,000.00	0.00	0.00	0.00	1,475,000.00
Interest	0.00	0.00	0.00	183,996.50	0.00	0.00	0.00	183,996.50
Other	0.00	10,000.00	0.00	1,250.00	0.00	0.00	0.00	11,250.00
Total Expenditures	87,525,958.08	35,320,526.48	9,813,354.36	1,660,246.50	0.00	0.00	0.00	134,320,085.42
Excess(Deficiency) of Revenues Over Expenditures	6,288,449.57	(7,298,319.57)	(9,813,354.36)	(283,981.00)	0.00	0.00	0.00	(11,107,205.36)

JACKSON COUNTY SCHOOL DISTRICT

SDA Legal Current Combined Budget Report

For the year ending June 30, 2024

Original _ Date Approved: _____

Amended X Date Approved: 10/16/2023

	Governmental Fund Types					Proprietary Fund Types		
	General	Special Revenue	Capital Projects	Debt Service	Permanent Trust	Enterprise	Internal Service	Total
Other Financing Sources (Uses)								
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Transfers In	12,328,037.92	2,937,376.38	3,797,040.00	282,731.00	0.00	0.00	0.00	19,345,185.30
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	26,178.31	0.00	0.00	0.00	0.00	0.00	26,178.31
Other Transfers Out	18,771,184.21	282,731.00	0.00	0.00	0.00	0.00	0.00	19,053,915.21
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	125.00	0.00	0.00	0.00	0.00	0.00	0.00	125.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources (Uses)	(6,443,271.29)	2,628,467.07	3,797,040.00	282,731.00	0.00	0.00	0.00	264,966.78
Net Change in Fund Balances	(154,821.72)	(4,669,852.50)	(6,016,314.36)	(1,250.00)	0.00	0.00	0.00	(10,842,238.58)

JACKSON COUNTY SCHOOL DISTRICT

SDA Legal Current Combined Budget Report

For the year ending June 30, 2024

Original _ Date Approved: _____

Amended X Date Approved: 10/16/2023

	Governmental Fund Types					Proprietary Fund Types		
	General	Special Revenue	Capital Projects	Debt Service	Permanent Trust	Enterprise	Internal Service	Total
Fund Balances / Retained Earnings								
July 1, 2023	23,231,597.02	10,690,626.36	6,337,101.87	821,261.91	662,899.58	0.00	0.00	41,743,486.74
Prior Period Adjustments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	23,231,597.02	10,690,626.36	6,337,101.87	821,261.91	662,899.58	0.00	0.00	41,743,486.74
Increase(Decrease) in Reserve for Inventory	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
June 30, 2024	23,076,775.30	6,020,773.86	320,787.51	820,011.91	662,899.58	0.00	0.00	30,901,248.16

JACKSON COUNTY SCHOOL DISTRICT

SDA Legal Current Combining Budget Report

For the year ending June 30, 2024

Original _ Date Approved: _____

Amended X Date Approved: 10/16/2023

General Fund Type

	1120-DISTRICT MAINTENANCE	1121-INSURANCE RESERVE	1130-SPECIAL EDUCATION	1140-ALTERNATIVE SCHOOL	1145-AT RISK
Revenues					
Local Sources	37,692,269.59	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	52,698,615.59	0.00	51,733.64	0.00	0.00
Federal Sources	10,000.00	0.00	19,408.08	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	90,400,885.18	0.00	71,141.72	0.00	0.00
Expenditures					
Instruction	42,075,372.90	0.00	6,353,791.71	435,303.52	906,495.61
Support Services	30,846,773.35	0.00	1,291,257.89	0.00	67,243.14
Noninstructional Services	500.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	25,702.82	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	72,948,349.07	0.00	7,645,049.60	435,303.52	973,738.75
Excess(Deficiency) of Revenues Over Expenditures	17,452,536.11	0.00	(7,573,907.88)	(435,303.52)	(973,738.75)

General Fund Type					
Other Financing Sources(Uses)	1120-DISTRICT MAINTENANCE	1121-INSURANCE RESERVE	1130-SPECIAL EDUCATION	1140-ALTERNATIVE SCHOOL	1145-AT RISK
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	30,000.00	0.00	7,573,907.88	435,303.52	973,738.75
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	18,741,184.21	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	125.00	0.00	0.00	0.00	44 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	(18,711,309.21)	0.00	7,573,907.88	435,303.52	973,738.75
Net Change in Fund Balances	(1,258,773.10)	0.00	0.00	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	13,388,640.57	5,000,000.00	0.00	0.00	0.00
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	13,388,640.57	5,000,000.00	0.00	0.00	0.00
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	12,129,867.47	5,000,000.00	0.00	0.00	0.00

General Fund Type

	1146-AVERAGE DAILY ENROLLMENT	1152-EAST CENTRAL ACTIVITY	1153-ST MARTIN ACTIVITY	1154-VANCLEAVE ACTIVITY	1155-JCTC ACTIVITY
Revenues					
Local Sources	0.00	765,741.03	1,021,939.56	746,999.62	29,614.63
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	765,741.03	1,021,939.56	746,999.62	29,614.63
Expenditures					
Instruction	0.00	506,522.33	587,594.43	397,435.27	17,636.60
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	1,000.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	0.00	506,522.33	587,594.43	397,435.27	18,636.60
Excess(Deficiency) of Revenues Over Expenditures	0.00	259,218.70	434,345.13	349,564.35	10,978.03

General Fund Type

Other Financing Sources(Uses)	1146-AVERAGE DAILY ENROLLMENT	1152-EAST CENTRAL ACTIVITY	1153-ST MARTIN ACTIVITY	1154-VANCLEAVE ACTIVITY	1155-JCTC ACTIVITY
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	848.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	46 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	848.00	0.00	0.00
Net Change in Fund Balances	0.00	259,218.70	435,193.13	349,564.35	10,978.03
Fund Balances / Retained Earnings					
July 1, 2023	0.00	340,967.10	386,881.30	240,075.41	16,056.65
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	0.00	340,967.10	386,881.30	240,075.41	16,056.65
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	600,185.80	822,074.43	589,639.76	27,034.68

General Fund Type

	1156-FABLAB ACTIVITY	1840-16TH SECTION INTEREST	1841-16TH SECTION INTEREST 16-4-9	1842-16TH SECTION INTEREST 16-5-9	1843-16TH SECTION INTEREST 16-6-5
Revenues					
Local Sources	116,383.91	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	342,000.00	0.00	4,300.00	6,700.00
Total Revenues	116,383.91	342,000.00	0.00	4,300.00	6,700.00
Expenditures					
Instruction	230,343.09	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	33,965.93	0.00	0.00	536.67
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	230,343.09	33,965.93	0.00	0.00	536.67
Excess(Deficiency) of Revenues Over Expenditures	(113,959.18)	308,034.07	0.00	4,300.00	6,163.33

General Fund Type

Other Financing Sources(Uses)	1156-FABLAB ACTIVITY	1840-16TH SECTION INTEREST	1841-16TH SECTION INTEREST 16-4-9	1842-16TH SECTION INTEREST 16-5-9	1843-16TH SECTION INTEREST 16-6-5
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	48 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	(113,959.18)	308,034.07	0.00	4,300.00	6,163.33
Fund Balances / Retained Earnings					
July 1, 2023	227,874.40	3,088,558.37	1,257.91	6,095.76	41,129.69
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	227,874.40	3,088,558.37	1,257.91	6,095.76	41,129.69
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	113,915.22	3,396,592.44	1,257.91	10,395.76	47,293.02

General Fund Type

	1844-16TH SECTION INTEREST 16-6-6	1845-16TH SECTION INTEREST 16-6-9	1846-16TH SECTION INTEREST 16-7-6	1847-16TH SECTION INTEREST 16-7-7	1848-16TH SECTION INTEREST 16-7-8
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	1,600.00	0.00	0.00	0.00	7,100.00
Total Revenues	1,600.00	0.00	0.00	0.00	7,100.00
Expenditures					
Instruction	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	1,887.32	0.00	0.00	0.00	6,666.95
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	1,887.32	0.00	0.00	0.00	6,666.95
Excess(Deficiency) of Revenues Over Expenditures	(287.32)	0.00	0.00	0.00	433.05

General Fund Type

Other Financing Sources(Uses)	1844-16TH SECTION INTEREST 16-6-6	1845-16TH SECTION INTEREST 16-6-9	1846-16TH SECTION INTEREST 16-7-6	1847-16TH SECTION INTEREST 16-7-7	1848-16TH SECTION INTEREST 16-7-8
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	50 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	(287.32)	0.00	0.00	0.00	433.05
Fund Balances / Retained Earnings					
July 1, 2023	11,162.87	3,174.87	87.27	7,288.50	31,293.95
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	11,162.87	3,174.87	87.27	7,288.50	31,293.95
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	10,875.55	3,174.87	87.27	7,288.50	31,727.00

General Fund Type

	1849-16TH SECTION INTEREST 16-7-9	1850-16TH SECTION INTEREST 16-8-7	1900-16TH SECTION ESCROW	1901-MEDICAID SBAC FUND	1902-COMDATA NETWORK
Revenues					
Local Sources	0.00	0.00	0.00	0.00	30,000.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	125,000.00	0.00
Sixteenth Section Sources	0.00	2.00	0.00	0.00	0.00
Total Revenues	0.00	2.00	0.00	125,000.00	30,000.00
Expenditures					
Instruction	0.00	0.00	0.00	32,677.31	0.00
Support Services	0.00	0.00	0.00	162,860.57	7,300.00
Noninstructional Services	0.00	0.00	0.00	64.42	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	0.00	0.00	0.00	195,602.30	7,300.00
Excess(Deficiency) of Revenues Over Expenditures	0.00	2.00	0.00	(70,602.30)	22,700.00

General Fund Type

Other Financing Sources(Uses)	1849-16TH SECTION INTEREST 16-7-9	1850-16TH SECTION INTEREST 16-8-7	1900-16TH SECTION ESCROW	1901-MEDICAID SBAC FUND	1902-COMDATA NETWORK
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	30,000.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	52 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	(30,000.00)
Net Change in Fund Balances	0.00	2.00	0.00	(70,602.30)	(7,300.00)
Fund Balances / Retained Earnings					
July 1, 2023	7,826.19	116.41	0.00	248,189.69	51,373.67
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	7,826.19	116.41	0.00	248,189.69	51,373.67
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	7,826.19	118.41	0.00	177,587.39	44,073.67

General Fund Type

	1903-ENERGY CLASS PRIZE 2023	1925-TECHNOLOGY FUND	1935-FAB LAB JACKSON COUNTY	1993-PAYROLL CLEARING FUND	1994-ACCOUNTS PAYABLE CLEARING FUND
Revenues					
Local Sources	0.00	0.00	145,000.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	0.00	145,000.00	0.00	0.00
Expenditures					
Instruction	0.00	1,272,399.79	281,489.45	0.00	0.00
Support Services	100,000.00	1,866,839.98	16,297.03	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	100,000.00	3,139,239.77	297,786.48	0.00	0.00
Excess(Deficiency) of Revenues Over Expenditures	(100,000.00)	(3,139,239.77)	(152,786.48)	0.00	0.00

General Fund Type

Other Financing Sources(Uses)	1903-ENERGY CLASS PRIZE 2023	1925-TECHNOLOGY FUND	1935-FAB LAB JACKSON COUNTY	1993-PAYROLL CLEARING FUND	1994-ACCOUNTS PAYABLE CLEARING FUND
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	3,139,239.77	175,000.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	3,139,239.77	175,000.00	0.00	0.00
Net Change in Fund Balances	(100,000.00)	0.00	22,213.52	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	100,000.00	0.00	33,546.44	0.00	0.00
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	100,000.00	0.00	33,546.44	0.00	0.00
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	55,759.96	0.00	0.00

General Fund Type

	Combining Totals				
Revenues					
Local Sources	40,547,948.34				
Intermediate Sources	0.00				
State Sources	52,750,349.23				
Federal Sources	154,408.08				
Sixteenth Section Sources	361,702.00				
Total Revenues	93,814,407.65				
Expenditures					
Instruction	53,097,062.01				
Support Services	34,358,571.96				
Noninstructional Services	1,564.42				
Sixteenth Section	43,056.87				
Facilities Acquisition and Construction	25,702.82				
Debt Service	0.00				
Principal	0.00				
Interest	0.00				
Other	0.00				
Total Expenditures	87,525,958.08				
Excess(Deficiency) of Revenues Over Expenditures	6,288,449.57				

General Fund Type

Other Financing Sources(Uses)	Combining Totals				
Proceeds of General Obligation Bonds	0.00				
Proceeds of Refunding Bonds	0.00				
Proceeds of Loan(s)	0.00				
Inception of Capital Lease(s)	0.00				
Insurance Loss Recoveries	0.00				
Sale of Transportation Equipment	0.00				
Sale of Other Property	0.00				
Indirect Costs	0.00				
Other Transfers In	12,328,037.92				
Payments to Escrow Agent	0.00				
Miscellaneous Other Financing Sources	0.00				
Indirect Costs Transfers Out	0.00				
Other Transfers Out	18,771,184.21				
Payment to Refunded Bond Escrow Agent	0.00				
Payment to Qualified Zone Academy Debt Escrow Agent	0.00				
Miscellaneous Other Financing Uses	125.00				56
Premium on Debt Issuance	0.00				
Total Other Financing Sources(Uses)	(6,443,271.29)				
Net Change in Fund Balances	(154,821.72)				
July 1, 2023	23,231,597.02				
Prior period adjustments	0.00				
July 1, 2023 as restated	23,231,597.02				
Increase(Decrease) in reserve for inventory	0.00				
Residual equity transfer In(Out)	0.00				
June 30, 2024	23,076,775.30				

Special Revenue Fund Type

	2020-SCHOOL RECOGNITION PROGRAM	2090-EXTENDED SCHOOL YEAR	2092-WORKFORCE ENHANCEMENT (SB 3011)	2110-SCHOOL FOOD SERVICE	2211-TITLE I - A
Revenues					
Local Sources	0.00	0.00	0.00	1,382,630.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	13,046.82	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	4,536,385.00	2,529,506.62
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	13,046.82	0.00	5,919,015.00	2,529,506.62
Expenditures					
Instruction	0.00	10,000.00	0.00	0.00	2,281,859.34
Support Services	0.00	0.00	0.00	848,069.20	219,420.86
Noninstructional Services	0.00	0.00	0.00	6,122,548.81	28,226.42
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	5,945,606.75	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	10,000.00	0.00
Total Expenditures	0.00	10,000.00	5,945,606.75	6,980,618.01	2,529,506.62
Excess(Deficiency) of Revenues Over Expenditures	0.00	3,046.82	(5,945,606.75)	(1,061,603.01)	0.00

Special Revenue Fund Type

Other Financing Sources(Uses)	2020-SCHOOL RECOGNITION PROGRAM	2090-EXTENDED SCHOOL YEAR	2092-WORKFORCE ENHANCEMENT (SB 3011)	2110-SCHOOL FOOD SERVICE	2211-TITLE I - A
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	0.00	3,046.82	(5,945,606.75)	(1,061,603.01)	0.00
Fund Balances / Retained Earnings					
July 1, 2023	0.00	(3,046.82)	5,946,928.89	4,198,316.48	14,980.25
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	0.00	(3,046.82)	5,946,928.89	4,198,316.48	14,980.25
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	1,322.14	3,136,713.47	14,980.25

Special Revenue Fund Type

	2213-TITLE I-1003(a) SCHOOL IMPROVEMENT	2290-TITLE I COST POOL	2410-EEF - BUILDINGS AND BUSES	2511-TITLE II, PART A	2560-TITLE III ENGLISH LEARNERS
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	282,731.00	0.00	0.00
Federal Sources	446,423.09	0.00	0.00	564,003.33	36,492.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	446,423.09	0.00	282,731.00	564,003.33	36,492.00
Expenditures					
Instruction	266,967.67	0.00	0.00	0.00	36,492.00
Support Services	167,776.12	236,423.41	0.00	564,003.33	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	434,743.79	236,423.41	0.00	564,003.33	36,492.00
Excess(Deficiency) of Revenues Over Expenditures	11,679.30	(236,423.41)	282,731.00	0.00	0.00

Special Revenue Fund Type

Other Financing Sources(Uses)	2213-TITLE I-1003(a) SCHOOL IMPROVEMENT	2290-TITLE I COST POOL	2410-EEF - BUILDINGS AND BUSES	2511-TITLE II, PART A	2560-TITLE III ENGLISH LEARNERS
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	293,833.92	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	282,731.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	293,833.92	(282,731.00)	0.00	0.00
Net Change in Fund Balances	11,679.30	57,410.51	0.00	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	(11,679.30)	(14,980.25)	837,382.38	0.00	0.00
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	(11,679.30)	(14,980.25)	837,382.38	0.00	0.00
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	42,430.26	837,382.38	0.00	0.00

60

Special Revenue Fund Type

	2579-FEMA / MEMA GRANTS	2590-ESSER I	2594-ESSER II	2597-CTE ESSER	2598-ESSER III
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	1,531,086.60	0.00	11,544,613.90
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	0.00	1,531,086.60	0.00	11,544,613.90
Expenditures					
Instruction	0.00	0.00	164,493.28	0.00	1,879,057.69
Support Services	0.00	0.00	59,731.59	0.00	2,478,103.38
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	897,260.17	0.00	6,988,556.95
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	0.00	0.00	1,121,485.04	0.00	11,345,718.02
Excess(Deficiency) of Revenues Over Expenditures	0.00	0.00	409,601.56	0.00	198,895.88

Special Revenue Fund Type					
Other Financing Sources(Uses)	2579-FEMA / MEMA GRANTS	2590-ESSER I	2594-ESSER II	2597-CTE ESSER	2598-ESSER III
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	26,178.31	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	62 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	(26,178.31)	0.00	0.00
Net Change in Fund Balances	0.00	0.00	383,423.25	0.00	198,895.88
Fund Balances / Retained Earnings					
July 1, 2023	0.00	0.00	(383,423.25)	0.00	(198,895.88)
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	0.00	0.00	(383,423.25)	0.00	(198,895.88)
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	0.00	0.00	0.00

Special Revenue Fund Type

	2599-IDEA B (ARP)	2600-IDEA B (ARP-PRESCHOOL)	2609-ARP HOMELESS II	2610-IDEA PART B	2620-IDEA PART C
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	16,483.42	0.00	82,385.73	1,996,990.86	72,488.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	16,483.42	0.00	82,385.73	1,996,990.86	72,488.00
Expenditures					
Instruction	10,155.45	0.00	7,585.73	191,460.58	5,339.66
Support Services	5,838.94	0.00	49,800.00	209,702.30	0.00
Noninstructional Services	0.00	0.00	25,000.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	15,994.39	0.00	82,385.73	401,162.88	5,339.66
Excess(Deficiency) of Revenues Over Expenditures	489.03	0.00	0.00	1,595,827.98	67,148.34

Special Revenue Fund Type

Other Financing Sources(Uses)	2599-IDEA B (ARP)	2600-IDEA B (ARP-PRESCHOOL)	2609-ARP HOMELESS II	2610-IDEA PART B	2620-IDEA PART C
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	64 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	489.03	0.00	0.00	1,595,827.98	67,148.34
Fund Balances / Retained Earnings					
July 1, 2023	(489.03)	0.00	0.00	(15,237.57)	(8,619.26)
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	(489.03)	0.00	0.00	(15,237.57)	(8,619.26)
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	0.00	1,580,590.41	58,529.08

Special Revenue Fund Type

	2630-POSITIVE BEHAVIOR SPECIALIST (PBS-FEDERAL ONLY)	2631-EDUCATIONAL INTERPRETER (EI - FEDERAL ONLY)	2711-CTE - BASIC FUND (LOCAL & STATE)	2712-CTE - BASIC FUND (FEDERAL)	2721-VOCATIONAL REHABILITATION
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	655,000.00	0.00	0.00
Federal Sources	18,416.08	0.00	93,000.00	139,224.70	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	18,416.08	0.00	748,000.00	139,224.70	0.00
Expenditures					
Instruction	0.00	0.00	2,346,500.06	62,138.57	0.00
Support Services	0.00	0.00	331,803.43	77,086.13	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	0.00	0.00	2,678,303.49	139,224.70	0.00
Excess(Deficiency) of Revenues Over Expenditures	18,416.08	0.00	(1,930,303.49)	0.00	0.00

Special Revenue Fund Type

Other Financing Sources(Uses)	2630-POSITIVE BEHAVIOR SPECIALIST (PBS-FEDERAL ONLY)	2631-EDUCATIONAL INTERPRETER (EI - FEDERAL ONLY)	2711-CTE - BASIC FUND (LOCAL & STATE)	2712-CTE - BASIC FUND (FEDERAL)	2721-VOCATIONAL REHABILITATION
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	1,970,268.22	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	1,970,268.22	0.00	0.00
Net Change in Fund Balances	18,416.08	0.00	39,964.73	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	(18,416.08)	0.00	0.00	0.00	12,897.22
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	(18,416.08)	0.00	0.00	0.00	12,897.22
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	39,964.73	0.00	12,897.22

Special Revenue Fund Type

	2811-TITLE IV, PART A	2820-UNEMPLOYMENT COMP. REVOLVING	2830-FORESTRY ESCROW FUND	2901-BLUE CROSS BLUE SHIELD GRANT	2902-MDEQ VW DIESEL EMISSIONS
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	1,500,000.00
Federal Sources	232,037.37	0.00	0.00	0.00	240,000.00
Sixteenth Section Sources	0.00	0.00	5,000.00	0.00	0.00
Total Revenues	232,037.37	0.00	5,000.00	0.00	1,740,000.00
Expenditures					
Instruction	0.00	0.00	0.00	0.00	0.00
Support Services	231,009.06	0.00	0.00	0.00	2,180,335.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	57,000.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	55,119.78
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	231,009.06	0.00	57,000.00	0.00	2,235,454.78
Excess(Deficiency) of Revenues Over Expenditures	1,028.31	0.00	(52,000.00)	0.00	(495,454.78)

Special Revenue Fund Type

Other Financing Sources(Uses)	2811-TITLE IV, PART A	2820-UNEMPLOYMENT COMP. REVOLVING	2830-FORESTRY ESCROW FUND	2901-BLUE CROSS BLUE SHIELD GRANT	2902-MDEQ VW DIESEL EMISSIONS
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	495,454.78
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	495,454.78
Net Change in Fund Balances	1,028.31	0.00	(52,000.00)	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	(1,028.31)	179,340.81	152,489.13	4.24	0.00
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	(1,028.31)	179,340.81	152,489.13	4.24	0.00
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	179,340.81	100,489.13	4.24	0.00

Special Revenue Fund Type

	2903-MDEQ DERA GRANT	2907-POSITIVE BEHAVIOR SPECIALIST (PBS-STATE)	2908-EDUCATIONAL INTERPRETER (STATE ONLY)	2909-VOCATIONAL REHAB	2940-ROTC
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	23,093.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	8,988.79	0.00	0.00	63,430.60
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	23,093.00	8,988.79	0.00	0.00	63,430.60
Expenditures					
Instruction	0.00	0.00	0.00	0.00	154,343.06
Support Services	110,000.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	110,000.00	0.00	0.00	0.00	154,343.06
Excess(Deficiency) of Revenues Over Expenditures	(86,907.00)	8,988.79	0.00	0.00	(90,912.46)

Special Revenue Fund Type

Other Financing Sources(Uses)	2903-MDEQ DERA GRANT	2907-POSITIVE BEHAVIOR SPECIALIST (PBS-STATE)	2908-EDUCATIONAL INTERPRETER (STATE ONLY)	2909-VOCATIONAL REHAB	2940-ROTC
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	86,907.00	0.00	0.00	0.00	90,912.46
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	86,907.00	0.00	0.00	0.00	90,912.46
Net Change in Fund Balances	0.00	8,988.79	0.00	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	0.00	(8,988.79)	0.00	1,708.00	9,534.71
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	0.00	(8,988.79)	0.00	1,708.00	9,534.71
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	0.00	1,708.00	9,534.71

Special Revenue Fund Type

	2980-SPARKLIGHT	2981-GULF COAST COMMUNITY FOUNDATION INC	2982-AMERICAN HEART ASSOCIATION	2983-SINGING RIVER ELECTRIC COOPERATIVE	2984-ALLSTAR ORTHOPEDICS, PLLC
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	0.00	0.00	0.00	0.00
Expenditures					
Instruction	1,122.32	46.64	418.90	2,371.16	1,235.53
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	1,122.32	46.64	418.90	2,371.16	1,235.53
Excess(Deficiency) of Revenues Over Expenditures	(1,122.32)	(46.64)	(418.90)	(2,371.16)	(1,235.53)

Special Revenue Fund Type

Other Financing Sources(Uses)	2980-SPARKLIGHT	2981-GULF COAST COMMUNITY FOUNDATION INC	2982-AMERICAN HEART ASSOCIATION	2983-SINGING RIVER ELECTRIC COOPERATIVE	2984-ALLSTAR ORTHOPEDICS, PLLC
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	(1,122.32)	(46.64)	(418.90)	(2,371.16)	(1,235.53)
Fund Balances / Retained Earnings					
July 1, 2023	1,122.32	46.64	418.90	2,371.16	1,235.53
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	1,122.32	46.64	418.90	2,371.16	1,235.53
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	0.00	0.00	0.00	0.00

Special Revenue Fund Type

	2985-MS RESTAURANT ASSN EDUC FDN	2986-INGALLS GRANT	2987-BLACKBAUD GIVING FD-CHEVRON YOUR CAUSE	2988-PLTW-VMS	Combining Totals
Revenues					
Local Sources	0.00	0.00	0.00	8,750.00	1,391,380.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	2,473,870.82
Federal Sources	0.00	0.00	0.00	0.00	24,151,956.09
Sixteenth Section Sources	0.00	0.00	0.00	0.00	5,000.00
Total Revenues	0.00	0.00	0.00	8,750.00	28,022,206.91
Expenditures					
Instruction	516.96	0.00	0.00	0.25	7,422,104.85
Support Services	0.00	0.00	0.00	0.00	7,769,102.75
Noninstructional Services	0.00	0.00	0.00	0.00	6,175,775.23
Sixteenth Section	0.00	0.00	0.00	0.00	57,000.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	13,886,543.65
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	10,000.00
Total Expenditures	516.96	0.00	0.00	0.25	35,320,526.48
Excess(Deficiency) of Revenues Over Expenditures	(516.96)	0.00	0.00	8,749.75	(7,298,319.57)

Special Revenue Fund Type

Other Financing Sources(Uses)	2985-MS RESTAURANT ASSN EDUC FDN	2986-INGALLS GRANT	2987-BLACKBAUD GIVING FD-CHEVRON YOUR CAUSE	2988-PLTW-VMS	Combining Totals
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	2,937,376.38
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	26,178.31
Other Transfers Out	0.00	0.00	0.00	0.00	282,731.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	2,628,467.07
Net Change in Fund Balances	(516.96)	0.00	0.00	8,749.75	(4,669,852.50)
Fund Balances / Retained Earnings					
July 1, 2023	516.96	4,887.03	0.00	(8,749.75)	10,690,626.36
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	516.96	4,887.03	0.00	(8,749.75)	10,690,626.36
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	0.00	4,887.03	0.00	0.00	6,020,773.86

Capital Project Fund Type

	3027-CONTRUCTION AND IMPROVEMENTS	3028-3 MILL CONSTRUCTION 2019	Combining Totals		
Revenues					
Local Sources	0.00	0.00	0.00		
Intermediate Sources	0.00	0.00	0.00		
State Sources	0.00	0.00	0.00		
Federal Sources	0.00	0.00	0.00		
Sixteenth Section Sources	0.00	0.00	0.00		
Total Revenues	0.00	0.00	0.00		
Expenditures					
Instruction	0.00	0.00	0.00		
Support Services	1,116,876.09	0.00	1,116,876.09		
Noninstructional Services	0.00	0.00	0.00		
Sixteenth Section	0.00	0.00	0.00		
Facilities Acquisition and Construction	8,696,478.27	0.00	8,696,478.27		
Debt Service	0.00	0.00	0.00		
Principal	0.00	0.00	0.00		
Interest	0.00	0.00	0.00		
Other	0.00	0.00	0.00		
Total Expenditures	9,813,354.36	0.00	9,813,354.36		
Excess(Deficiency) of Revenues Over Expenditures	(9,813,354.36)	0.00	(9,813,354.36)		

75

Capital Project Fund Type

Other Financing Sources(Uses)	3027-CONTRUCTION AND IMPROVEMENTS	3028-3 MILL CONSTRUCTION 2019	Combining Totals		
Proceeds of General Obligation Bonds	0.00	0.00	0.00		
Proceeds of Refunding Bonds	0.00	0.00	0.00		
Proceeds of Loan(s)	0.00	0.00	0.00		
Inception of Capital Lease(s)	0.00	0.00	0.00		
Insurance Loss Recoveries	0.00	0.00	0.00		
Sale of Transportation Equipment	0.00	0.00	0.00		
Sale of Other Property	0.00	0.00	0.00		
Indirect Costs	0.00	0.00	0.00		
Other Transfers In	3,797,040.00	0.00	3,797,040.00		
Payments to Escrow Agent	0.00	0.00	0.00		
Miscellaneous Other Financing Sources	0.00	0.00	0.00		
Indirect Costs Transfers Out	0.00	0.00	0.00		
Other Transfers Out	0.00	0.00	0.00		
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00		
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00		
Miscellaneous Other Financing Uses	0.00	0.00	0.00		
Premium on Debt Issuance	0.00	0.00	0.00		
Total Other Financing Sources(Uses)	3,797,040.00	0.00	3,797,040.00		
Net Change in Fund Balances	(6,016,314.36)	0.00	(6,016,314.36)		
Fund Balances / Retained Earnings					
July 1, 2023	6,337,101.87	0.00	6,337,101.87		
Prior period adjustments	0.00	0.00	0.00		
July 1, 2023 as restated	6,337,101.87	0.00	6,337,101.87		
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00		
Residual equity transfer In(Out)	0.00	0.00	0.00		
June 30, 2024	320,787.51	0.00	320,787.51		

Debt Service Fund Type

	4010-SHORTFALL NOTE RETIREMENT	4024-THREE MILL NOTE 2019	4026-2010 QSCB NOTE	4027-THREE MILL NOTE 2012	4092-QSCB SINKING FUND
Revenues					
Local Sources	0.00	185,519.00	0.00	1,190,746.50	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	185,519.00	0.00	1,190,746.50	0.00
Expenditures					
Instruction	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	310,000.00	0.00	1,165,000.00	0.00
Interest	0.00	158,250.00	0.00	25,746.50	0.00
Other	0.00	0.00	0.00	1,250.00	0.00
Total Expenditures	0.00	468,250.00	0.00	1,191,996.50	0.00
Excess(Deficiency) of Revenues Over Expenditures	0.00	(282,731.00)	0.00	(1,250.00)	0.00

Debt Service Fund Type

Other Financing Sources(Uses)	4010-SHORTFALL NOTE RETIREMENT	4024-THREE MILL NOTE 2019	4026-2010 QSCB NOTE	4027-THREE MILL NOTE 2012	4092-QSCB SINKING FUND
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	282,731.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	78 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	282,731.00	0.00	0.00	0.00
Net Change in Fund Balances	0.00	0.00	0.00	(1,250.00)	0.00
Fund Balances / Retained Earnings					
July 1, 2023	68.45	615,297.51	48.47	205,847.48	0.00
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	68.45	615,297.51	48.47	205,847.48	0.00
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	68.45	615,297.51	48.47	204,597.48	0.00

Debt Service Fund Type

	Combining Totals				
Revenues					
Local Sources	1,376,265.50				
Intermediate Sources	0.00				
State Sources	0.00				
Federal Sources	0.00				
Sixteenth Section Sources	0.00				
Total Revenues	1,376,265.50				
Expenditures					
Instruction	0.00				
Support Services	0.00				
Noninstructional Services	0.00				
Sixteenth Section	0.00				
Facilities Acquisition and Construction	0.00				
Debt Service	0.00				
Principal	1,475,000.00				
Interest	183,996.50				
Other	1,250.00				
Total Expenditures	1,660,246.50				
Excess(Deficiency) of Revenues Over Expenditures	(283,981.00)				

Debt Service Fund Type					Page 38
Other Financing Sources(Uses)	Combining Totals				
Proceeds of General Obligation Bonds	0.00				
Proceeds of Refunding Bonds	0.00				
Proceeds of Loan(s)	0.00				
Inception of Capital Lease(s)	0.00				
Insurance Loss Recoveries	0.00				
Sale of Transportation Equipment	0.00				
Sale of Other Property	0.00				
Indirect Costs	0.00				
Other Transfers In	282,731.00				
Payments to Escrow Agent	0.00				
Miscellaneous Other Financing Sources	0.00				
Indirect Costs Transfers Out	0.00				
Other Transfers Out	0.00				
Payment to Refunded Bond Escrow Agent	0.00				
Payment to Qualified Zone Academy Debt Escrow Agent	0.00				
Miscellaneous Other Financing Uses	0.00				80
Premium on Debt Issuance	0.00				
Total Other Financing Sources(Uses)	282,731.00				
Net Change in Fund Balances	(1,250.00)				
July 1, 2023	821,261.91				
Prior period adjustments	0.00				
July 1, 2023 as restated	821,261.91				
Increase(Decrease) in reserve for inventory	0.00				
Residual equity transfer In(Out)	0.00				
June 30, 2024	820,011.91				

Enterprise Fund Type

	Combining Totals				
Revenues					
Local Sources	0.00				
Intermediate Sources	0.00				
State Sources	0.00				
Federal Sources	0.00				
Sixteenth Section Sources	0.00				
Total Revenues	0.00				
Expenditures					
Instruction	0.00				
Support Services	0.00				
Noninstructional Services	0.00				
Sixteenth Section	0.00				
Facilities Acquisition and Construction	0.00				
Debt Service	0.00				
Principal	0.00				
Interest	0.00				
Other	0.00				
Total Expenditures	0.00				
Excess(Deficiency) of Revenues Over Expenditures	0.00				

81

Enterprise Fund Type

Other Financing Sources(Uses)	Combining Totals				
Proceeds of General Obligation Bonds	0.00				
Proceeds of Refunding Bonds	0.00				
Proceeds of Loan(s)	0.00				
Inception of Capital Lease(s)	0.00				
Insurance Loss Recoveries	0.00				
Sale of Transportation Equipment	0.00				
Sale of Other Property	0.00				
Indirect Costs	0.00				
Other Transfers In	0.00				
Payments to Escrow Agent	0.00				
Miscellaneous Other Financing Sources	0.00				
Indirect Costs Transfers Out	0.00				
Other Transfers Out	0.00				
Payment to Refunded Bond Escrow Agent	0.00				
Payment to Qualified Zone Academy Debt Escrow Agent	0.00				
Miscellaneous Other Financing Uses	0.00				82
Premium on Debt Issuance	0.00				
Total Other Financing Sources(Uses)	0.00				
Net Change in Fund Balances	0.00				
July 1, 2023	0.00				
Prior period adjustments	0.00				
July 1, 2023 as restated	0.00				
Increase(Decrease) in reserve for inventory	0.00				
Residual equity transfer In(Out)	0.00				
June 30, 2024	0.00				

Internal Service Fund Type

	Combining Totals				
Revenues					
Local Sources	0.00				
Intermediate Sources	0.00				
State Sources	0.00				
Federal Sources	0.00				
Sixteenth Section Sources	0.00				
Total Revenues	0.00				
Expenditures					
Instruction	0.00				
Support Services	0.00				
Noninstructional Services	0.00				
Sixteenth Section	0.00				
Facilities Acquisition and Construction	0.00				
Debt Service	0.00				
Principal	0.00				
Interest	0.00				
Other	0.00				
Total Expenditures	0.00				
Excess(Deficiency) of Revenues Over Expenditures	0.00				

Internal Service Fund Type

Other Financing Sources(Uses)	Combining Totals				
Proceeds of General Obligation Bonds	0.00				
Proceeds of Refunding Bonds	0.00				
Proceeds of Loan(s)	0.00				
Inception of Capital Lease(s)	0.00				
Insurance Loss Recoveries	0.00				
Sale of Transportation Equipment	0.00				
Sale of Other Property	0.00				
Indirect Costs	0.00				
Other Transfers In	0.00				
Payments to Escrow Agent	0.00				
Miscellaneous Other Financing Sources	0.00				
Indirect Costs Transfers Out	0.00				
Other Transfers Out	0.00				
Payment to Refunded Bond Escrow Agent	0.00				
Payment to Qualified Zone Academy Debt Escrow Agent	0.00				
Miscellaneous Other Financing Uses	0.00				84
Premium on Debt Issuance	0.00				
Total Other Financing Sources(Uses)	0.00				
Net Change in Fund Balances	0.00				
July 1, 2023	0.00				
Prior period adjustments	0.00				
July 1, 2023 as restated	0.00				
Increase(Decrease) in reserve for inventory	0.00				
Residual equity transfer In(Out)	0.00				
June 30, 2024	0.00				

Permanent Fund Type

	7211-16-4-9 PRINCIPAL FUND	7212-16-5-9 PRINCIPAL FUND	7213-16-6-5 PRINCIPAL FUND	7214-16-6-6 PRINCIPAL FUND	7215-16-6-9 PRINCIPAL FUND
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	0.00	0.00	0.00	0.00
Expenditures					
Instruction	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	0.00	0.00	0.00	0.00	0.00
Excess(Deficiency) of Revenues Over Expenditures	0.00	0.00	0.00	0.00	0.00

Permanent Fund Type

Other Financing Sources(Uses)	7211-16-4-9 PRINCIPAL FUND	7212-16-5-9 PRINCIPAL FUND	7213-16-6-5 PRINCIPAL FUND	7214-16-6-6 PRINCIPAL FUND	7215-16-6-9 PRINCIPAL FUND
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	86 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	0.00	0.00	0.00	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	1,733.67	384.54	121,463.08	7,081.37	448.75
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	1,733.67	384.54	121,463.08	7,081.37	448.75
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	1,733.67	384.54	121,463.08	7,081.37	448.75

Permanent Fund Type

	7216-16-7-6 PRINCIPAL FUND	7217-16-7-7 PRINCIPAL FUND	7218-16-7-8 PRINCIPAL FUND	7219-16-7-9 PRINCIPAL FUND	7220-16-8-7 PRINCIPAL FUND
Revenues					
Local Sources	0.00	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00	0.00
Total Revenues	0.00	0.00	0.00	0.00	0.00
Expenditures					
Instruction	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Total Expenditures	0.00	0.00	0.00	0.00	0.00
Excess(Deficiency) of Revenues Over Expenditures	0.00	0.00	0.00	0.00	0.00

Permanent Fund Type

Other Financing Sources(Uses)	7216-16-7-6 PRINCIPAL FUND	7217-16-7-7 PRINCIPAL FUND	7218-16-7-8 PRINCIPAL FUND	7219-16-7-9 PRINCIPAL FUND	7220-16-8-7 PRINCIPAL FUND
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	0.00
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	0.00
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	0.00
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	0.00
Sale of Other Property	0.00	0.00	0.00	0.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00
Payments to Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	0.00
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	0.00
Other Transfers Out	0.00	0.00	0.00	0.00	0.00
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	0.00
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	0.00
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	88 0.00
Premium on Debt Issuance	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances	0.00	0.00	0.00	0.00	0.00
Fund Balances / Retained Earnings					
July 1, 2023	1,507.56	284,568.79	37,699.90	2,975.98	2,010.08
Prior period adjustments	0.00	0.00	0.00	0.00	0.00
July 1, 2023 as restated	1,507.56	284,568.79	37,699.90	2,975.98	2,010.08
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	0.00
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	0.00
June 30, 2024	1,507.56	284,568.79	37,699.90	2,975.98	2,010.08

Permanent Fund Type

	7221-JCSD 16TH SECTION PRINCIPAL	Combining Totals			
Revenues					
Local Sources	0.00	0.00			
Intermediate Sources	0.00	0.00			
State Sources	0.00	0.00			
Federal Sources	0.00	0.00			
Sixteenth Section Sources	0.00	0.00			
Total Revenues	0.00	0.00			
Expenditures					
Instruction	0.00	0.00			
Support Services	0.00	0.00			
Noninstructional Services	0.00	0.00			
Sixteenth Section	0.00	0.00			
Facilities Acquisition and Construction	0.00	0.00			
Debt Service	0.00	0.00			
Principal	0.00	0.00			
Interest	0.00	0.00			
Other	0.00	0.00			
Total Expenditures	0.00	0.00			
Excess(Deficiency) of Revenues Over Expenditures	0.00	0.00			

Permanent Fund Type					
Other Financing Sources(Uses)	7221-JCSD 16TH SECTION PRINCIPAL	Combining Totals			
Proceeds of General Obligation Bonds	0.00	0.00			
Proceeds of Refunding Bonds	0.00	0.00			
Proceeds of Loan(s)	0.00	0.00			
Inception of Capital Lease(s)	0.00	0.00			
Insurance Loss Recoveries	0.00	0.00			
Sale of Transportation Equipment	0.00	0.00			
Sale of Other Property	0.00	0.00			
Indirect Costs	0.00	0.00			
Other Transfers In	0.00	0.00			
Payments to Escrow Agent	0.00	0.00			
Miscellaneous Other Financing Sources	0.00	0.00			
Indirect Costs Transfers Out	0.00	0.00			
Other Transfers Out	0.00	0.00			
Payment to Refunded Bond Escrow Agent	0.00	0.00			
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00			
Miscellaneous Other Financing Uses	0.00	0.00			90
Premium on Debt Issuance	0.00	0.00			
Total Other Financing Sources(Uses)	0.00	0.00			
Net Change in Fund Balances	0.00	0.00			
Fund Balances / Retained Earnings					
July 1, 2023	203,025.86	662,899.58			
Prior period adjustments	0.00	0.00			
July 1, 2023 as restated	203,025.86	662,899.58			
Increase(Decrease) in reserve for inventory	0.00	0.00			
Residual equity transfer In(Out)	0.00	0.00			
June 30, 2024	203,025.86	662,899.58			

Fiduciary Fund Type

	7310-PAYROLL CLEARING FUND	7350-STUDENT AGENCY ACCT	7500-ACCOUNTS PAYABLE CLEARING	Combining Totals
Revenues				
Local Sources	0.00	0.00	0.00	0.00
Intermediate Sources	0.00	0.00	0.00	0.00
State Sources	0.00	0.00	0.00	0.00
Federal Sources	0.00	0.00	0.00	0.00
Sixteenth Section Sources	0.00	0.00	0.00	0.00
Total Revenues	0.00	0.00	0.00	0.00
Expenditures				
Instruction	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00
Noninstructional Services	0.00	0.00	0.00	0.00
Sixteenth Section	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	0.00	0.00	0.00	0.00
Debt Service	0.00	0.00	0.00	0.00
Principal	0.00	0.00	0.00	0.00
Interest	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Total Expenditures	0.00	0.00	0.00	0.00
Excess(Deficiency) of Revenues Over Expenditures	0.00	0.00	0.00	0.00

Fiduciary Fund Type

Other Financing Sources(Uses)	7310-PAYROLL CLEARING FUND	7350-STUDENT AGENCY ACCT	7500-ACCOUNTS PAYABLE CLEARING	Combining Totals	
Proceeds of General Obligation Bonds	0.00	0.00	0.00	0.00	
Proceeds of Refunding Bonds	0.00	0.00	0.00	0.00	
Proceeds of Loan(s)	0.00	0.00	0.00	0.00	
Inception of Capital Lease(s)	0.00	0.00	0.00	0.00	
Insurance Loss Recoveries	0.00	0.00	0.00	0.00	
Sale of Transportation Equipment	0.00	0.00	0.00	0.00	
Sale of Other Property	0.00	0.00	0.00	0.00	
Indirect Costs	0.00	0.00	0.00	0.00	
Other Transfers In	0.00	0.00	0.00	0.00	
Payments to Escrow Agent	0.00	0.00	0.00	0.00	
Miscellaneous Other Financing Sources	0.00	0.00	0.00	0.00	
Indirect Costs Transfers Out	0.00	0.00	0.00	0.00	
Other Transfers Out	0.00	0.00	0.00	0.00	
Payment to Refunded Bond Escrow Agent	0.00	0.00	0.00	0.00	
Payment to Qualified Zone Academy Debt Escrow Agent	0.00	0.00	0.00	0.00	
Miscellaneous Other Financing Uses	0.00	0.00	0.00	0.00	92
Premium on Debt Issuance	0.00	0.00	0.00	0.00	
Total Other Financing Sources(Uses)	0.00	0.00	0.00	0.00	
Net Change in Fund Balances	0.00	0.00	0.00	0.00	
Fund Balances / Retained Earnings					
July 1, 2023	0.00	0.00	0.00	0.00	
Prior period adjustments	0.00	0.00	0.00	0.00	
July 1, 2023 as restated	0.00	0.00	0.00	0.00	
Increase(Decrease) in reserve for inventory	0.00	0.00	0.00	0.00	
Residual equity transfer In(Out)	0.00	0.00	0.00	0.00	
June 30, 2024	0.00	0.00	0.00	0.00	

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.: ALL AP Dates: ALL

Claim Status: PrePaid

Claim No.	Claimant Name	Claim Amount	Fund	Description
228728	DRAGONFLY ATHLETICS, LLC	$8,000.00	1154	VAC- ATHLETIC OFFICIAL FEES
228735	PASS CHRISTIAN PUBLIC SCHOOL	$150.00	1154	VAC- XCOUNTRY MEET FEE
228736	WEST JONES HIGH SCHOOL	$170.00	1154	VAC- SWIM MEET FEES
228737	PASS CHRISTIAN PUBLIC SCHOOL	$150.00	1152	ECHS XC meet Pass Christian
228738	MILLBROOK COUNTRY CLUB	$125.00	1153	SMHS - Entrance fee
228739	COAST GOLF LLC	$175.00	1152	ECHS Girls golf tournament
228740	MS COUNSELING ASSOCIATION	$250.00	1120	ECHS-Counselor Membership
228741	PASS CHRISTIAN PUBLIC SCHOOL	$150.00	1153	SMAC Pass Christian CC Meet
228742	HOPE KING TEACHING RESOURCES,	$295.00	1120	SMU - GYTO Registration x 5
		$1,750.00	2211	SMU - GYTO Registration x 5
		$205.00	2213	SMU - GYTO Registration x 5
228743	NEEKA KING	$100.00	1156	FabLab -SummerCampRefund
228744	SUNKIST COUNTRY CLUB	$225.00	1153	SMHS - Entrance fee
228745	AMAZON CAPITAL SERVICES	$85.84	1120	Hvac- door handle, tank hinge
228746	VANCLEAVE OLD PLACE	$37.76	1120	V/M- door stop,drains,breaker
228747	JOHNSTONE SUPPLY OF GULFPORT	$170.44	1120	HVAC- ECUE Kit- protect motor
228748	JOHNSTONE SUPPLY OF GULFPORT	$110.06	1120	Hvac-VMS 204- motor,capacitor
228749	CHANCELLOR SUPPLY, INC	$172.92	1120	VC/M- ballast
228750	DBA HUDL	$9,850.00	1120	ECAC athletic software renewal
228751	ANDYS MUSIC INC	$197.00	1120	ECHS felts,corks trombone
228752	ANDYS MUSIC INC	$795.00	1120	ECHS band instrument repair
228753	ANDYS MUSIC INC	$44.50	1120	ECMS band brace leadpipe
228754	ANDYS MUSIC INC	$169.00	1120	ECHS band baritone lacquer
228755	ANDYS MUSIC INC	$397.00	1120	ECHS band instrument repair
228756	AMAZON CAPITAL SERVICES	$140.46	1152	ECMS student rewards candy
228757	ANDYS MUSIC INC	$178.26	1120	ECHS band amplifier, speaker
228758	SYCAMORE THERAPY	$4,060.00	2599	SPED SLP contract
228759	FLINN SCIENTIFIC INC.	$13.89	1120	VHS - Silver, Potassium
228760	AMAZON CAPITAL SERVICES	$902.37	1120	SMACT - Office Supplies
228761	ALL PHASE ELECTRIC SUPPLY CO.	$1,165.00	1120	ECAC GE Ballast, Sports Bulb
228762	LOWES COMPANIES, INC.	$454.47	1120	ECAC faucet, lumber, asphalt
228763	HERSHEY'S ICE CREAM	$233.28	1152	ECUE concessions resale
228764	COCA-COLA BOTTLING COMPANY	$512.50	1152	ECUE concessions resale
228765	W. A. REYNOLDS WHOLESALE CO.	$322.20	1152	ECUE concessions resale

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
228766	COCA-COLA BOTTLING COMPANY	$475.00	1152	ECMS concessions
228767	AMAZON CAPITAL SERVICES	$266.51	1152	ECHS art class supplies
228768	HERSHEY'S ICE CREAM	$366.84	1152	ECLE concessions resale
228769	PASCAGOULA SERVICE CENTER	$6,933.00	1120	ECAC lawnmower
228770	AMAZON CAPITAL SERVICES	$71.98	1152	ECMS insulated dispenser
228771	PRO-LOCK	$147.50	1120	ECAC keys
228772	BILOXI PAPER COMPANY	$961.41	1120	ECAC admin custodial supplies
228773	MS COAST SUPPLY INC	$64.79	1120	ECAC MS cafe flange, elbow
228774	ROBERT A KEITH	$1,015.00	1120	ECAC limestone, fill dirt
228775	AMAZON CAPITAL SERVICES	$256.28	1120	ECAC custodial mop buckets
228776	COMMERCIAL INTERIORS	$1,254.00	1120	ECAC adhesive, cove base
228777	CHANCELLOR SUPPLY, INC	$3,201.40	1120	ECAC HS lights
228778	WARD INTERNATIONAL TRUCKS	$387.44	1120	VACT hose assy high pressure
228779	LAWSON PRODUCTS, INC.	$433.60	1120	Lawson Products Bulbs hose tie
228780	DETCO	$1,497.96	1120	VACT fleet fuel additive
228781	PASCAGOULA SERVICE CENTER	$430.00	1120	ECAC lawn mower filters, belts
228782	STEVE WEISS MUSIC	$765.95	1120	ECHS bass head, tenor head
228783	BILOXI PAPER COMPANY	$725.97	1120	ECAC custodial cleaning supply
228784	RIDDELL/ALL AMERICAN	$10,500.95	1120	ECHS football helmets, pads
228785	WARD INTERNATIONAL TRUCKS	$128.00	1120	VACT-Engine harness,mount Bus5
228786	SUNBELT RENTALS, INC	$232.75	1120	ECAC sewer jetter
228787	CHANCELLOR SUPPLY, INC	$2,406.12	1120	EC/M- fieldhouse lght fixtures
228788	GULF COAST ED INITIATIVE CONS	$200.00	1925	IT/GCEIC Registration Fee
228789	ODP BUSINESS SOLUTIONS, LLC	$180.00	1120	SNE/stamps
228790	BEEBE'S PEST & TERMITE CONTROL	$1,500.00	1120	DO-PEST CONTROL SERVICE-23-24
228791	AMAZON CAPITAL SERVICES	$299.76	1120	Desk Calculator, Pens, Paper
228792	BSN SPORTS	$508.80	1154	VAC- GIRLS GOLF SHIRTS
228793	GOODGAMES PRINTING	$50.00	1154	VHS- ACT BANNERS
228794	AMAZON CAPITAL SERVICES	$32.99	1154	VAC- AIR PUMP
228795	LANIE MILLER	$300.00	1154	VAC- HS DANCE CHOREOGRAPHY
228796	PHOTOGRAPHIC CREATIONS	$1,140.00	1154	VAC- FOOTBALL RUN-THRU
228797	SOUTHERN PRINTING & SILK	$372.00	1154	VAC- TSHIRTS FOR PWRLIFT
228798	KENTWOOD SPRINGS	$38.97	1120	BO-5 GALLON WATER - FY 24
228799	HERCULES ACHIEVEMENT INC	$1,255.72	1153	SMMS - yearbooks
228800	GATEWAY EDUCATION HOLDINGS LLC	$227.20	1120	VMS- Envision Math 6th grade
228801	ODP BUSINESS SOLUTIONS, LLC	$204.14	1120	VA/T Printer Ink, office stuff
228802	CAROLINA TESOL	$310.00	2211	FP-I-SETESOL registration

JACKSON COUNTY SCHOOL DISTRICT
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Claim No.	Claimant Name	Claim Amount	Fund	Description
228803	BEST BUY BUSINESS (FAX ONLY)	$689.97	2811	FP-IV-ECLE STEM Tablets
228804	AMAZON CAPITAL SERVICES	$28.79	1120	SMEE - Printer, Doorbellls,
228805	AMAZON CAPITAL SERVICES	$598.55	1120	SMEE - Printer, Doorbellls,
228806	AMAZON CAPITAL SERVICES	$167.11	1120	SMEE- Horizontal Badge Holders
228807	MEDCO SUPPLY COMPANY	$158.38	1120	AD-Medical Supplies/mult sport
228808	MEDCO SUPPLY COMPANY	$2,492.90	1120	AD-Medical Supplies/mult sport
228809	GUITAR CENTER STORES INC	$349.12	1120	VC - Band drums, tables, cable
228810	GUITAR CENTER STORES INC	$52.00	1120	VAC-Band-instrument repair
228811	RSG, INC.	$3,835.00	1120	VAC AD- HELMET RECON
228812	GUITAR CENTER STORES INC	$75.69	1120	V/AD- mouthpiece adapter
228813	AMAZON CAPITAL SERVICES	$127.71	1120	SMHS - Book Order #2
228814	DEPATMENT OF THE AIR FORCE	$2,424.85	1153	SMHS - Golf gear
228815	R.W. VICE CONSTRUCTION	$26,485.00	3027	VCM-SPED BATHROOM RENOVATION
228816	VANCLEAVE OLD PLACE	$98.00	1120	VACT Fleet Waters for Drivers
228817	EM DAVIS THERAPY	$2,090.00	2811	FP-IV&ARPH-Mental Health Ther
		$1,815.00	2609	FP-IV&ARPH-Mental Health Ther
228818	AUTOMATION DESIGNS & SOLUTIONS	$116.00	1120	HR:Pre-Employment Fingerprints
228819	ROLLINS & SUMRALL EDUCATION	$13,500.00	1925	IT/E-Rate Service Agreement
228820	RS DIGITAL AND LASER, LLC	$28,105.00	1156	FabLab - 50W Laser 36x24
228821	AMAZON CAPITAL SERVICES	$39.97	2711	JCTC-Water Hose
228822	AMAZON CAPITAL SERVICES	$286.18	2711	JCTC-Pads,Tampons,BandAids,Fir
228823	GOODGAMES PRINTING	$425.00	1156	FabLab-BannerBackdrop
228824	BAILEY EDUCATION GROUP, LLC	$700.00	2211	FP-I-EL Bailey
228825	DIXON CONTRACTING GROUP, LLC.	$114,220.40	3027	SM-FOOTBALL RESTROOMS
228826	AMAZON CAPITAL SERVICES	$113.33	1153	SMU - badge holders
228827	SCHOOL NURSE SUPPLY INC.	$141.85	1120	SMU - covers,cups,eyedrops
228828	AMAZON CAPITAL SERVICES	$209.99	1120	SMU - lanyards,calendars,cards
		$567.26	1153	SMU - lanyards,calendars,cards
228829	FOLLETT SCHOOL SOLUTIONS INC	$292.99	1120	SMU - Corded Scanner
228830	AMAZON CAPITAL SERVICES	$313.49	1120	SMHS - Book Order #1
228831	SOLIANT HEALTH	$3,075.00	1130	SPED Speech Services
228832	AMAZON CAPITAL SERVICES	$88.10	1925	IT/Replacement Battery
228833	BILOXI PAPER COMPANY	$1,406.10	1120	SMAC-paper towels
228834	KESLER SCIENCE LLC	$13,230.00	1120	DO Curr Science program
228835	WARD INTERNATIONAL TRUCKS	$1,426.10	1120	SMACT - Brake Parts for SHELF
228836	DETCO	$581.33	1120	VACT Fleet Cleaner, Spray
228837	GULF COAST ED INITIATIVE CONS	$820.00	1901	SBAC PBS Conference

JACKSON COUNTY SCHOOL DISTRICT
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Claim No.	Claimant Name	Claim Amount	Fund	Description
228838	LOWES COMPANIES, INC.	$588.48	1120	ECAC doorknobs, clamp meter
228839	BILOXI PAPER COMPANY	$4,929.55	1120	ECAC Soap, Gloves, Paper Towel
228841	LAKENDRA N. BREWER	$1,050.00	1130	SPED SLP LaKendra Brewer
228842	MISSISSIPPI INTERACTIVE	$42.00	1120	HR-Motor Vehicle Record
228843	RENAISSANCE LEARNING,INC.	$1,898.00	1120	VMS- STAR Reading Program
228844	SCENARIO LEARNING LLC	$9,419.67	1120	Renewal of SafeSchools
228845	BILOXI PAPER COMPANY	$118.56	1120	SMAC-super sorb
228846	HOWARD TECHNOLOGY SOL	$171,684.00	1925	IT/SMAC Chromebooks X684
228847	OLD SCHOOL LEARNING DEPOT	$116.93	1153	SNE/Library/AR supplies
228848	ODP BUSINESS SOLUTIONS, LLC	$499.58	1120	ECHS-Printer & Toner
228849	ODP BUSINESS SOLUTIONS, LLC	$437.99	1120	ECHS-Printer & Toner
228850	AMAZON CAPITAL SERVICES	$372.63	1120	ECHS-Chair Mats
228851	AMAZON CAPITAL SERVICES	$450.80	1120	ECHS-ACT Students
228853	BSN SPORTS	$214.47	1120	V/AD- end zone Pylon
228854	BILOXI PAPER COMPANY	$196.20	1120	V/M- bags, dispensers
228855	JOHNSTONE SUPPLY OF GULFPORT	$188.40	1120	HVAC- ECUE H103
228856	PRO-LOCK	$20.00	1120	V/M- keys
228857	HOWARD TECHNOLOGY SOL	$44,337.75	2598	FP-EIII-Technical Service Agre
228858	NEARPOD INC.	$73,582.00	2598	FP-EIII-Nearpod
228859	EDMENTUM, INC	$15,966.00	2598	FP-EIII-Edmentum software
228860	AMAZON CAPITAL SERVICES	$179.44	2598	FP-I&EIII-EL toner
		$4,629.09	2211	FP-I&EIII-EL toner
228861	AMAZON CAPITAL SERVICES	$297.80	1925	IT/ECM Walkie Talkies
228862	AMAZON CAPITAL SERVICES	$96.00	2811	FP-IV-VLE STEM Blocks
228863	AMAZON CAPITAL SERVICES	$2,976.00	2811	FP-IV-ECMS STEM Balances
228864	AMAZON CAPITAL SERVICES	$250.45	1120	ECLE-Apple Pencil, Monitor,
228865	AMAZON CAPITAL SERVICES	$321.09	1120	ECLE-Construction paper
228866	CELLIE SCOGGIN	$2,750.00	2213	SMMS - Kids First Ed. consult.
228867	AMAZON CAPITAL SERVICES	$205.30	1130	SPED pract. pages slant board
228868	AMAZON CAPITAL SERVICES	($59.90)	1130	SPED pract. pages slant board
228869	RISAS Y SONRISAS, LLC SPANISH	$1,864.00	1120	SMEE- Spanish Curriculum
228870	AMAZON CAPITAL SERVICES	$489.82	1153	SMMS - kids drone, obstacle
228871	AMAZON CAPITAL SERVICES	$172.93	1153	SMMS -acrylic paint, hot plate
228872	AMAZON CAPITAL SERVICES	$309.99	1120	SMEE K-Rugs, binders, notebook
228873	EMERSONS SPORTING GOODS	$648.00	1152	ECMS student of the mon.shirts
228874	DANNYS TOWING	$700.00	1120	ECAC bus towing
228875	ADVANCE AUTO PARTS HURLEY	$91.92	1120	EC/T- hoses, brakes, filters

JACKSON COUNTY SCHOOL DISTRICT
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Claim No.	Claimant Name	Claim Amount	Fund	Description
228876	ADVANCE AUTO PARTS HURLEY	$123.06	1120	EC/T- hoses, brakes, filters
228877	CURRICULUM ASSOCIATES, LLC	$456.96	1120	VMS-Iready workbooks
228878	AMAZON CAPITAL SERVICES	$88.67	1120	VMS-Nurse supplies
228879	AMAZON CAPITAL SERVICES	$402.03	1120	VMS- File cab., ink, stamp pad
228880	AMAZON CAPITAL SERVICES	$851.71	2213	VMS- Student supplies,
228881	AMAZON CAPITAL SERVICES	$437.84	1120	SMEE - Vine, Lights
228882	AMAZON CAPITAL SERVICES	$4,857.80	2609	FP-ARP Homeless-jackets
228883	EM DAVIS THERAPY	$6,050.00	2610	IDEA - Mental Health Services
228884	GREEN, KATLYN	$750.00	1130	SPED SLP Katlyn Green
228885	MASSETT SUPPLY COMPANY, NAPA	$143.34	1120	VACT Tubing, sockets, tire rep
228886	MASSETT SUPPLY COMPANY, NAPA	$368.68	1120	VACT Switch, cables Boospac
228887	FRASIERS NURSERY INC	$94.21	1153	SMHS - Truck rental
228888	GULFCOAST SILK SCREENING	$570.00	1153	SMHS - Team shirts
228889	GULFCOAST SILK SCREENING	$98.04	1153	SMHS - Team shirts
228890	GULFCOAST SILK SCREENING	$1,015.00	1153	SMHS - Team tshirts
228891	AMAZON CAPITAL SERVICES	$96.57	1153	SMHS - Balloons, pep rally
228892	AMAZON CAPITAL SERVICES	$18.59	1153	SMHS - Protective case
228893	AMAZON CAPITAL SERVICES	$356.72	1120	SMHS - Ink cartridge
228894	SOLIANT HEALTH	$3,075.00	1130	SPED Speech Services
228895	AMAZON CAPITAL SERVICES	$410.47	1152	ECLE library ink, wipes
228896	HURLEY HARDWARE & BUILDING SUP	$197.94	1152	ECAC floor scraper
228897	ADVANCE AUTO PARTS HURLEY	$24.68	1120	ECAC trailer connect
228898	W. A. REYNOLDS WHOLESALE CO.	$187.40	1152	ECMS concessions
228899	AMAZON CAPITAL SERVICES	$237.74	1120	ECAC ue steel carts
228900	HURLEY HARDWARE & BUILDING SUP	$162.54	1120	ECAC keys
228901	MAGNOLIA ALTERNATOR & REPAIR	$1,485.00	1120	ECAC lawn mower blades
228902	RYDIN	$470.39	1120	ECAC faculty car permits
228903	HALLS ENGRAVING	$40.00	1154	VAC- ROOM SIGNS
228904	BRITTANY BLACKSHIRE	$2.86	2599	Mileage Reimbursement
		$49.54	2610	Mileage Reimbursement
228905	HAVENS, ANITA KATENA	$164.67	1120	ECAC mileage reimbursement
228906	AMAZON CAPITAL SERVICES	$363.87	1152	ECMS concessions
228907	CENTERPOINT ENERGY	$2,632.47	1120	2023-24 NATURAL GAS
		$41.28	2711	2023-24 NATURAL GAS
228908	JACKSON COUNTY UTILITY AUTH	$92.00	1935	2023-24 WATER AND SEWER
		$13,948.61	1120	2023-24 WATER AND SEWER
228909	MILLBROOK COUNTRY CLUB	$125.00	1154	VAC- BOYS GOLF TOURN FEE

JACKSON COUNTY SCHOOL DISTRICT
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Claim No.	Claimant Name	Claim Amount	Fund	Description
228910	PINE CREEK GOLF CLUB	$100.00	1154	VAC- BOYS GOLF TOURN FEE
228911	GULF COAST FOOTBALL OFFICIALS	$120.00	1152	EC MS football assigning fee
228912	MHSAA, INC.	$667.50	1120	ECHS Band Bulletin
228913	GULFPORT SCHOOL DISTRICT	$200.00	1120	ECHS State Band Evaluation
228914	MS COUNSELING ASSOCIATION	$150.00	1120	ECHS-Counselor Membership
228915	U S POST OFFICE	$382.00	1120	ECMS - postage
228916	BXS INSURANCE-CADENCE INSU.	$1,109.00	1120	DO-AUTO, GL, SCH LEAD ER &OMI,
228917	SOUTHERN LIGHT, LLC	$4,119.39	1120	2023-24 INTERNET SERVICES
228918	AMAZON CAPITAL SERVICES	$492.93	1120	SMU - staples,clips,magnets
228922	EMBASSY SUITES JACKSON/NORTH-	$314.00	1120	Hotel for Travel C. LeBatard
228923	PICAYUNE SCHOOL DISTRICT	$200.00	1153	SMAC CC Picayune Invitational
228924	RESIDENCE INN BY MARRIOTT	$232.00	1935	FabLab-Hotel for MSScienceFest
228925	RESIDENCE INN BY MARRIOTT	$232.00	1935	FabLab-Hotel for MSScienceFest
228926	NEEDCOI EAGLE CARPORTS, INC.	$17,811.75	2092	JCTC-ECHS Barn
228927	PIAM, LLC DBA:SHERATON FLOWOOD	$179.00	1120	Policy Conference Hotel
228934	CENTRAL ACCESS CORP.	$425.00	1120	CO Central Access Conference
228935	WALT MASSEY CHEVROLET	$30,320.00	1120	DO-DRIVERS ED VEHICLE
228936	PIAM, LLC DBA:SHERATON FLOWOOD	$205.54	2290	FP-CP-Hotel for MSBA conferenc
228937	HILTON HOTEL	$159.00	1901	SPED Hotel room
228938	ACT EDUCATION AND WORKFORCE	$1,100.00	1120	VHS - ACT Conference
		$550.00	2711	VHS - ACT Conference
228968	C SPIRE WIRELESS #0001209996	$760.10	1120	2023-24 Cell Phone Services
228969	SINGING RIVER ELECTRIC	$103,304.64	1120	2023-24 ELECTRIC UTILITY
		$1,144.15	1935	2023-24 ELECTRIC UTILITY
		$3,838.87	2711	2023-24 ELECTRIC UTILITY
228973	GULFPORT SCHOOL DISTRICT	$250.00	1152	ECHS Vball tournament
228974	RESURRECTION HIGH SCHOOL-CROSS	$300.00	1152	ECHS XC meet Resurrection
228975	RIVER OAKS RESTAURANT-HICKORY	$175.00	1152	ECHS Boys golf tournament
228976	GEORGE COUNTY SCHOOL DISTRICT	$190.00	1152	ECHS XC meet George County
228977	HANCOCK COUNTY SCHOOL DISTRICT	$150.00	1154	VAC- CROSS COUNTRY MEET FEES
228978	SINGING RIVER ELECTRIC	$96,494.95	1120	2023-24 ELECTRIC UTILITY
228998	HANCOCK COUNTY SCHOOL DISTRICT	$150.00	1153	SMAC Hancock CC Meet
228999	VARSITY SPIRIT, LLC	$475.00	1153	SMAC Varsity Game Day Cheer
229000	DRAGONFLY ATHLETICS, LLC	$5,000.00	1153	SMAC DragonFly Official's Pay
229001	INGRAM EDUCATION SERVICES	$17,812.00	1120	TIMS 2.0 subscription 23-24
229070	GEORGE COUNTY SCHOOL DISTRICT	$190.00	1154	VAC- XCOUNTRY MEET FEE
229071	GEORGE COUNTY SCHOOL DISTRICT	$190.00	1153	SMAC George Co. CC Meet

JACKSON COUNTY SCHOOL DISTRICT
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Claim No.	Claimant Name	Claim Amount	Fund	Description
229072	MSBA	$3,000.00	1120	MSBA- Superintendent Training
229077	A T & T 228 826-1675 001 0595	$1,135.40	1120	2023-24 TELEPHONE SERVICES
229078	A T & T 228-M25-0095-095-0597	$3,482.90	1120	2023-24 TELEPHONE SERVICES
229079	A T & T ONE NET 1001-202-8550	$838.58	1120	2023-24 TELEPHONE SERVICES
229125	WEST JACKSON CO. UTIL DIST.	$7,116.80	1120	2023-24 WATER AND SEWER
229126	WEST JACKSON CO. UTIL DIST.	$8,491.46	1120	2023-24 WATER AND SEWER
229127	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAG FOR THE DRIVER'S ED VEH
229128	BILOXI HS ATHLETICS	$160.00	1154	VAC- SWIM MEET FEES
229130	EMBASSY SUITES JACKSON/NORTH-	$298.00	1120	Hotel for Travel C. LeBatard
229210	BILOXI HS ATHLETICS	$300.00	1154	VAC- CROSS COUNTRY MEET FEES
229211	SUNKIST COUNTRY CLUB	$240.00	1153	SM Athetics Sunkist Golf Tourn
229212	HANCOCK COUNTY SCHOOL DISTRICT	$140.00	1153	SMHS - Entrance fee
229213	DRAGONFLY ATHLETICS, LLC	$8,000.00	1152	ECAC athletic game officials
229214	CHICKFILA	$1,087.50	1152	ECHS chick fil sandwhiches
229215	HILTON GARDEN INN JACKSON MADI	$98.00	1902	BO-MASBO ACADEMY HOTEL
229216	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW EC BUSES
229217	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW EC BUSES
229218	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW EC BUSES
229219	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW EC BUSES
229220	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW BUSES
229221	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW BUSES
229222	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW BUSES
229223	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAGs FOR 4 NEW BUSES
229224	TRUSTMARK NATIONAL BANK	$1,189,899.33	4027	3 MIL NOTE
229225	GULFPORT SCHOOL DISTRICT	$200.00	1152	ECHS XC meet Admiral classic
229226	MHSAA, INC.	$120.00	1152	ECMS MHSAA XC MS classic
229227	WATERS TRUCK & TRACTOR CO INC	$284,000.00	2902	DO-6 ELECTRIC SCHOOL BUSES
229449	BILOXI HS ATHLETICS	$300.00	1153	SMHS/SMMS Biloxi CC Meet
229450	CENTRAL ACCESS CORP.	$850.00	1120	CA User Conference - HR
229451	EAST CENTRAL STUDENT ACTIVITY	$120.00	1154	VAC- GIRLS GOLF DISTRICT FEES
	Total for Docket:	**$2,474,050.55**		

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.: ALL AP Dates: ALL

Claim Status: PrePaid

Total Expenditures By Fund

Fund	Description	Claim Amount
1120	DISTRICT MAINTENANCE	$402,350.63
1130	SPECIAL EDUCATION	$8,095.40
1152	EAST CENTRAL ACTIVITY	$14,963.95
1153	ST MARTIN ACTIVITY	$14,228.25
1154	VANCLEAVE ACTIVITY	$11,908.79
1156	FABLAB ACTIVITY	$28,630.00
1901	MEDICAID SBAC FUND	$979.00
1902	COMDATA NETWORK	$98.00
1925	TECHNOLOGY FUND	$185,769.90
1935	FAB LAB JACKSON COUNTY	$1,700.15
2092	WORKFORCE ENHANCEMENT (SB 3011)	$17,811.75
2211	TITLE I - A	$7,389.09
2213	TITLE I-1003(a) SCHOOL IMPROVEMENT	$3,806.71
2290	TITLE I COST POOL	$205.54
2598	ESSER III	$134,065.19
2599	IDEA B (ARP)	$4,062.86
2609	ARP HOMELESS II	$6,672.80
2610	IDEA PART B	$6,099.54
2711	CTE - BASIC FUND (LOCAL & STATE)	$4,756.30
2811	TITLE IV, PART A	$5,851.97
2902	MDEQ VW DIESEL EMISSIONS	$284,000.00
3027	CONTRUCTION AND IMPROVEMENTS	$140,705.40
4027	THREE MILL NOTE 2012	$1,189,899.33
	Total for Funds:	**$2,474,050.55**

Total Expenditures By Unit

Unit	Description	Claim Amount
01	DISTRICT WIDE	$1,611,059.68
02	EAST CENTRAL UPPER ELEMENTARY	$10,345.78
04	EAST CENTRAL MIDDLE SCHOOL	$11,991.58
06	EAST CENTRAL HIGH SCHOOL	$88,514.35
10	ST. MARTIN NORTH ELEMENTARY	$9,511.18
11	ST. MARTIN HIGH SCHOOL	$165,445.38

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Total Expenditures By Unit

Unit	Description	Claim Amount
13	ST. MARTIN UPPER ELEMENTARY	$25,687.24
14	ST. MARTIN EAST ELEMENTARY	$8,570.30
16	VANCLEAVE UPPER ELEMENTARY	$9,863.41
18	VANCLEAVE MIDDLE SCHOOL	$47,250.39
20	VANCLEAVE HIGH SCHOOL	$79,683.51
22	EAST CENTRAL LOWER ELEMENTARY	$1,348.85
24	ST.MARTIN MIDDLE SCHOOL	$32,990.23
26	VANCLEAVE LOWER ELEMENTARY	$11,713.26
30	VANCLEAVE ATTENDANCE CENTER	$288,269.37
50	EAST CENTRAL ATTENDANCE CENTER	$31,977.13
70	ST. MARTIN ATTENDANCE CENTER	$5,292.46
90	VOCATIONAL TECHNOLOGY CENTER	$5,906.45
92	FABLAB	$28,630.00
	Total for Units:	**$2,474,050.55**

APPROVED THIS THE _____ DAY OF _____ , _____

_____ PRESIDENT

_____ SECRETARY

_____ _____ _____

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.: ALL AP Dates: ALL

Claim Status: Open

Claim No.	Claimant Name	Claim Amount	Fund	Description
228919	WARD INTERNATIONAL TRUCKS	$1,449.46	1120	SMACT - AC Compressor
228920	SEAS EDUCATION INC	$366.01	1901	SBAC SEAS Conference
228921	AMAZON CAPITAL SERVICES	$29.59	1120	BO-INK FOR THE FAX MACHINE
228928	MOBILE FIXTURE AND EQUIPMENT	$42,125.53	2110	CN- 23-24 SY SMALLWARES BID
228929	HERSHEY'S ICE CREAM	$6,832.82	2110	CN-ICE CREAM - SEPT 2023
228931	TOTAL EQUIPMENT MAINTENANCE CO	$696.79	2110	CN - EQUIPMENT REPAIR - VHS
228932	TOTAL EQUIPMENT MAINTENANCE CO	$306.45	2110	CN - EQUIPMENT REPAIR - ECL
228933	PRAIRIE FARMS DAIRY	$10,126.51	2110	CN-MILK - AUGUST 2023
228939	BILOXI PAPER COMPANY	$419.92	2110	CN- FLOOR DISINFECTANT
228940	TOTAL EQUIPMENT MAINTENANCE CO	$832.91	2110	CN - EQUIPMENT REPAIR - SMH
228941	PRAIRIE FARMS DAIRY	$30,137.15	2110	CN-MILK - SEPT 2023
228942	SUNRISE FRESH PRODUCE	$5,388.30	2110	CN - PRODUCE 09/14/23
228943	FAMILY FROZEN FOODS	$27,642.52	2110	CN- EMERGENCY FOOD ORDER
228944	FAMILY FROZEN FOODS	$4,909.71	2110	CN- EMERGENCY SUPPLIES ORDER
228945	FAMILY FROZEN FOODS	$980.78	2110	CN- EMERGENCY FOOD ORDER
228946	FAMILY FROZEN FOODS	$2,754.96	2110	CN- EMERGENCY SUPPLIES ORDER
228947	MOBILE FIXTURE AND EQUIPMENT	$3,987.00	2110	CN-ECMS&SMEE TABLE AND SHELVES
228948	CRUMBLEY PAPER CO.	$7,879.55	2110	CN CRUMBLEY PAPER 09/13/23
228950	CRUMBLEY PAPER CO.	$9,209.28	2110	CN-CRUMBLEY FOOD 09/13/23
228951	CRUMBLEY PAPER CO.	$818.00	2110	CN- CRUMBLEY COMMODITIES
228952	MERCHANTS FOODSERVICE	$38,723.44	2110	CN-FROZEN FOOD 09/13/2023
228953	MERCHANTS FOODSERVICE	$41,615.70	2110	CN-FROZEN FOOD 08/30/2023
228954	SUNRISE FRESH PRODUCE	$4,688.32	2110	CN - PRODUCE 08/31/23
228955	CINTAS CORPORATION	$420.21	2110	CN - FOOD PRODUCTION SUPPLIES
228956	CINTAS CORPORATION	$193.38	2110	CN - FOOD PRODUCTION SUPPLIES
228957	CINTAS CORPORATION	$395.87	2110	CN - FOOD PRODUCTION SUPPLIES
228958	CINTAS CORPORATION	$294.42	2110	CN - FOOD PRODUCTION SUPPLIES
228959	CINTAS CORPORATION	$401.55	2110	CN - FOOD PRODUCTION SUPPLIES
228960	CINTAS CORPORATION	$209.90	2110	CN - FOOD PRODUCTION SUPPLIES
228961	CINTAS CORPORATION	$300.50	2110	CN - FOOD PRODUCTION SUPPLIES
228962	CINTAS CORPORATION	$188.72	2110	CN - FOOD PRODUCTION SUPPLIES
228963	CINTAS CORPORATION	$219.95	2110	CN - FOOD PRODUCTION SUPPLIES
228964	CINTAS CORPORATION	$245.79	2110	CN - FOOD PRODUCTION SUPPLIES
228965	CINTAS CORPORATION	$229.85	2110	CN - FOOD PRODUCTION SUPPLIES

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
228966	CINTAS CORPORATION	$249.25	2110	CN - FOOD PRODUCTION SUPPLIES
228967	CINTAS CORPORATION	$166.70	2110	CN - FOOD PRODUCTION SUPPLIES
228971	AMAZON CAPITAL SERVICES	$280.79	2711	JCTC - Portable Air Conditione
228979	MERCHANTS FOODSERVICE	$2,030.30	2110	CN-MERCHANTS COMMODITIES
228980	CRUMBLEY PAPER CO.	$6,196.09	2110	CN CRUMBLEY PAPER 08/30/23
228981	CRUMBLEY PAPER CO.	$17,843.62	2110	CN-CRUMBLEY FOOD 08/30/23
228983	DEPT OF PUBLIC SAFETY FINGERPR	$992.00	7310	HR Fingerprints - FY23-24
228985	WARING OIL COMPANY	$4,440.00	1120	EC-1200GAL DIESEL
228986	EAGLE ENERGY, INC.	$3,559.59	1120	VC-1000GAL DIESEL
228987	WARING OIL COMPANY	$3,740.00	1120	VC-1100GAL DIESEL
228988	DEMCO	$331.30	1120	ECLE-library supplies
228989	AMAZON CAPITAL SERVICES	$138.03	1154	VAC- CANDY, BRACELETS
228990	BILOXI PAPER COMPANY	$176.40	1120	SMAC Ath Stadium RR Supplies
228991	ADVANCE AUTO PARTS HURLEY	$133.32	1120	ECAC truck battery # 13142
228992	LOWES COMPANIES, INC.	$568.10	1120	ECAC portable ac unit
228993	RIDDELL/ALL AMERICAN	$1,175.45	1120	ECHS football helmet decals
228994	AMAZON CAPITAL SERVICES	$61.29	1120	ECHS band ink
228995	ROBOLINK, INC	$509.98	1152	ECMS robotics supplies
228996	ANDYS MUSIC INC	$1,450.00	1120	ECHS HS band Anthem valve
228997	ADVANCE AUTO PARTS HURLEY	$144.26	1120	EC/T- hoses, brakes, filters
229002	BAND SHOPPE	$236.15	1120	ECHS band flags
229003	FRANK P. CORSO, INC	$1,081.06	1154	VHS- CHIPS, GRANOLA BARS
229004	AUTOZONE OCEAN SPRINGS	$280.97	1120	SMACT - bus 60 ac parts batt.
229005	AUTOZONE GAUTIER	$149.90	2711	JCTC-Oil Absorbent
229006	AMAZON CAPITAL SERVICES	$259.16	2711	ECMS - mouse, desk, earbud
229007	CHANCELLOR SUPPLY, INC	$1,807.85	2711	JCTC-Transformer
229008	LOWES COMPANIES, INC.	$76.64	2711	JCTC-ElectricalHookUpforTransf
229009	ACT EDUCATION AND WORKFORCE	$1,500.00	1120	VHS - ACT WorkKeys
229010	LOWES COMPANIES, INC.	$70.22	1153	SM/Ath--Stadium Supplies
229011	HOWARD TECHNOLOGY SOL	$3,830.00	2211	VLE-Galaxy-Android- Tablet
229012	NEWELL PAPER COMPANY	$2,989.00	1120	VLE-Copy Paper
229013	WARING OIL COMPANY	$8,012.00	1120	SMM-1900GAL DIESEL/400GAL GAS
229014	AMAZON CAPITAL SERVICES	$790.00	2811	FP-IV-ECMS STEM Balances
229015	TRAFERA, LLC	$250.00	1925	IT/VHS Panel Move
229016	BILOXI PAPER COMPANY	$956.83	1120	SMAC-paper towels
229017	BILOXI PAPER COMPANY	$652.58	1120	SMAC-graffiti remover
229018	BILOXI PAPER COMPANY	$127.98	1120	SMAC-lite n foamy hand soap

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229019	ABDO PUBLISHING CO	$916.20	1120	VLE-Library Books
229020	AMAZON CAPITAL SERVICES	$379.26	1901	SPED Ink Toner
229021	SUNBELT RENTALS, INC	$974.31	1120	SMAC-forklift rental
229022	STEGALL NOTARY SERVICE LLC	$113.00	1120	SMAC Notary
229023	AUTOZONE OCEAN SPRINGS	$233.99	1120	SMAC-A/C kit for maint. vehicl
229024	SOLIANT HEALTH	$2,044.00	1130	SPED Speech Services
229025	MS COUNSELING ASSOCIATION	$125.00	2290	FP-CP-MCA Dues
229026	MACHADO | PATANO, PLLC	$6,636.00	2598	ESSER II & III-Architect Fees
229027	TEACHERS PAY TEACHERS	$74.99	1130	SPED Upper & Middle Speech
229028	HOWARD TECHNOLOGY SOL	$4,260.00	2211	VLE-Charge Cart Station
229029	MASSETT SUPPLY COMPANY, NAPA	$1,108.71	1120	Vact fleet compressor, washer
229030	MASSETT SUPPLY COMPANY, NAPA	$448.80	1120	VACT fleet brake cleaner
229031	AMAZON CAPITAL SERVICES	$181.43	1925	ITY/ECM Scanner
229032	CURRICULUM ASSOCIATES, LLC	$401.88	1120	VUE- Textbook iready
229033	LAWSON PRODUCTS, INC.	$143.76	1120	SMACT - Bus Repair Hardware
229034	AMAZON CAPITAL SERVICES	$59.69	1120	ECU-children's books
229035	AMAZON CAPITAL SERVICES	$64.20	1120	ECU-thermometers
229036	AMAZON CAPITAL SERVICES	$344.52	1120	ECU-ink and cardstock
229037	AMAZON CAPITAL SERVICES	$7.90	1120	ECU-modeling clay
229038	AMAZON CAPITAL SERVICES	$157.08	1120	ECU-modeling clay
229039	AMAZON CAPITAL SERVICES	$124.94	1120	VMS-Library Books Taylor-EEF
229040	AMAZON CAPITAL SERVICES	$7.09	1120	VMS-Library Books Taylor-EEF
229041	ROBIN C RILEY STAYING IN STEP	$266.25	1901	SBAC Orientation/mobility Serv
229042	AMAZON CAPITAL SERVICES	$278.75	1156	FabLab-AcrylicSheets&PlasticSi
229043	LOWES COMPANIES, INC.	$185.80	1156	FabLab - Lumber/Wood
229044	TRAFERA, LLC	$1,345.50	2811	FP-IV-JCTC SMMS mouse/keyboard
229045	DRUG FREE SCHOOLS	$6,094.50	1120	HR - Student Drug Testing
229046	HAMMETTS AUTO ELECTRIC	$740.00	1120	VACT Alternator 99-32
229047	CURRICULUM ASSOCIATES, LLC	$1,295.40	1120	ECMS - I Ready classroom
229048	DAKOTA AURINGER	$1,625.00	2610	SPED VI Services
229049	AMAZON CAPITAL SERVICES	$131.57	1130	SPED Treasure box for school
229050	CHANCELLOR SUPPLY, INC	$201.50	1120	SMAC-light bulbs SMMS
229051	AMAZON CAPITAL SERVICES	$2,194.00	2599	SPED books for teachers
229052	GATEWAY EDUCATION HOLDINGS LLC	$1,290.00	2711	JCTC-NCCERConnectVouchers
229053	GATEWAY EDUCATION HOLDINGS LLC	$330.00	2711	JCTC-NCCERConnectVouchers
229054	AMAZON CAPITAL SERVICES	$477.30	1120	SMAC-toilet paper
229055	COUNCIL FOR EXCEPTIONAL	$5,955.95	2213	VMS-Conference packet

JACKSON COUNTY SCHOOL DISTRICT
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THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229056	WARD INTERNATIONAL TRUCKS	$1,163.67	1120	SMACT -egr SHELF antifreeze
229057	WARD INTERNATIONAL TRUCKS	$589.52	1120	SMACT - Bus 48 EGR Valve Kit
229058	WARD INTERNATIONAL TRUCKS	$1,508.78	1120	SMACT-Valve Assembly for Shelf
229059	GATEWAY EDUCATION HOLDINGS LLC	$360.00	2711	JCTC-NCCERConnectVouchers
229060	WARD INTERNATIONAL TRUCKS	$1,206.25	1120	SMACT - Diagnostic Cable
229061	BILOXI PAPER COMPANY	$52.90	1120	SMAC-vinyl gloves
229062	MS COUNSELING ASSOCIATION	$250.00	2290	FP-CP-MCA registration
229063	BILOXI PAPER COMPANY	$962.03	1120	SMAC-brown paper towels
229064	BILOXI PAPER COMPANY	$118.00	1120	SMAC-steriphene spray
229065	BILOXI PAPER COMPANY	$1,276.60	1120	SMAC-bath tissue
229066	PITNEY BOWES GLOBAL FINANCIAL	$881.28	1120	DO-POSTAGE MACHINE RENTAL FY24
229067	SWETMAN SECURITY SERVICES INC.	$368.00	1154	VAC- FOOTBALL SECURITY
229068	SWETMAN SECURITY SERVICES INC.	$306.00	1154	VAC- FOOTBALL SECURITY
229069	COCA-COLA BOTTLING COMPANY	$43.00	1120	ECLE_ Field trip Water
229073	AMAZON CAPITAL SERVICES	$318.98	1925	IT/Headset (x2)
229074	TAPPER SECURITY, INC	$32.99	1120	BO-MONTHLY ALARM SERVICE
229075	AMPCONTROL TECHNOLOGIES, INC	$200.00	1120	BO-PURCHASE OF EV CHARGING SOF
229080	DOMINO'S PIZZA	$292.17	1153	SMHS - Pizza for concession
229081	FRANK P. CORSO, INC	$795.58	1153	SMHS - Candy for concession
229082	TAYMARK	$70.41	1153	SMHS - Crown sashes homecoming
229083	FRASIERS NURSERY INC	$478.12	1153	SMHS - Truck rental
229084	BILOXI SHUCKERS	$350.00	1153	SMHS - Tickets for choir
229085	AMAZON CAPITAL SERVICES	$43.11	1120	SMHS - Books Order #3
229086	AMAZON CAPITAL SERVICES	$87.36	1120	SMHS - Hole punch
229087	AMAZON CAPITAL SERVICES	$152.42	1120	SMHS - Lamination film
229088	AMAZON CAPITAL SERVICES	$377.72	1156	FabLab-StampSheets&MDFBoard
229089	AMAZON CAPITAL SERVICES	$109.53	1120	ECLE-Office Supplies
229090	ZANER-BLOSER	$3,245.55	2211	ECLE-Workbooks
229091	AMAZON CAPITAL SERVICES	$2,621.72	2211	FP-I-EL Supplies
229092	AMAZON CAPITAL SERVICES	$376.84	1130	SPED Toner Cartriges, games
229093	WARING OIL COMPANY	$7,158.00	1120	SMM-1800GAL DIESEL/300GAL GAS
229094	AMAZON CAPITAL SERVICES	$281.97	1120	ECU-pocket charts/curtains
229095	AMAZON CAPITAL SERVICES	$43.65	2711	JCTC-FeedWaterAdapter/Battery
229096	BILOXI PAPER COMPANY	$182.50	1120	SMAC-vinyl gloves
229097	AMAZON CAPITAL SERVICES	$211.79	1130	SPED Ink, Slime kit, Coloring
229098	RAINBOW RESOURCE CENTER	$3,222.18	2211	ECLE-Language workbooks
229099	ADVANCE AUTO PARTS	$1,103.96	2711	JCTC-Floor Jacks

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229100	JOHN FAYARD MOVING &	$469.76	1120	BO-MONTHLY STORAGE FEE
229101	SOUTHERN PIPE & SUPPLY	$194.64	1120	SMAC-urinal
229102	PRO-LOCK	$32.00	1120	SMAC-deadbolt
229103	CAN'T BE BEAT FENCE	$4,982.00	1120	SMAC-fence for stadium
229104	CHANCELLOR SUPPLY, INC	$20.77	1120	SMAC-photo cell
229105	JOHN DEERE COMPANY	$1,170.27	1120	SMAC-lawnmower blades
229106	CHANCELLOR SUPPLY, INC	$58.73	1120	SMAC-breakers
229107	CDW GOVERNMENT, INC.	$23,750.00	1925	IT-Google licenses
229108	BILOXI PAPER COMPANY	$329.56	1120	SMAC-NABC
229109	GERALD BURDINE	$120.00	1153	SMAC Fall Assigning Fee
229110	SHERWIN-WILLIAMS OS	$135.00	1120	SMAC-paint
229111	ROUSES MARKET #40	$75.95	2711	VHS - Food & Supplies
229112	SUN HERALD - ADVERTISING	$64.42	1901	SPED Child Find Announcement
229113	AMAZON CAPITAL SERVICES	$201.16	1925	IT/headset
229114	AMAZON CAPITAL SERVICES	$1,145.94	1156	FabLab - Tumblers for Event
229115	HOWARD TECHNOLOGY SOL	$432.00	1925	IT/Teacher ACER Chromebook
229116	HOWARD TECHNOLOGY SOL	$1,348.00	1925	IT/SME Computer & Printer
229117	HOWARD TECHNOLOGY SOL	$2,096.00	1925	IT/SMH Lenovo Computer
229118	HOWARD TECHNOLOGY SOL	$1,920.00	1925	IT/ECL Computers (x2)
229119	HOWARD TECHNOLOGY SOL	$2,500.00	1925	IT/SMM laptop /printer
229120	AMAZON CAPITAL SERVICES	$94.78	1120	VUE: Batteries, Pencils, etc
229121	AMAZON CAPITAL SERVICES	$77.43	1120	VUE- EEF - Paper, Staples, Pen
229122	AMAZON CAPITAL SERVICES	$593.89	1120	VUE- EEF - Paper, Staples, Pen
229123	AMAZON CAPITAL SERVICES	$225.16	2211	VUE-Title- Intervention
229124	STUDIES WEEKLY INC.	$1,645.00	1120	VMS-Social Studies Weekly
229129	MERCHANTS FOODSERVICE	$39,582.87	2110	CN-FROZEN FOOD 09/06/2023
229135	CRUMBLEY PAPER CO.	$15,667.88	2110	CN-CRUMBLEY FOOD 09/06/23
229136	WARD INTERNATIONAL TRUCKS	$706.98	1120	SMACT - A/C Parts for Bus 68
229137	WARD INTERNATIONAL TRUCKS	$1,413.83	1120	SMACT - Pry Bar, Filters
229138	WARD INTERNATIONAL TRUCKS	$4,620.14	1120	SMACT - Turbocharger Bus 48
229139	APPLIANSYS LLC	$12,000.00	1925	IT/Servers (x2)
229140	AMAZON CAPITAL SERVICES	$205.98	1120	HR supplies - folders
229141	PRO-LOCK	$73.50	1120	SMAC-keys
229142	AMAZON CAPITAL SERVICES	$29.99	2711	JCTC - Mower Deck Wheels
229143	WESCO GAS & WELDING SUPPLY	$95.92	2711	JCTC-MigWireForWelding
229144	AMAZON CAPITAL SERVICES	$281.82	1120	SMU - baskets,bookends,sweeper
229145	AMAZON CAPITAL SERVICES	$83.55	1153	SMU - Confetti Popper

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229146	AMAZON CAPITAL SERVICES	$30.59	1120	VHS - Custom Stamp, Ink
229147	AMAZON CAPITAL SERVICES	$289.72	1120	VHS - Ink Cartridge
229148	AMAZON CAPITAL SERVICES	$6.99	1120	VHS - Adapter AUX to USB
229149	AMAZON CAPITAL SERVICES	$1,549.95	1120	VLE-Kinder Area Rugs
229150	AMAZON CAPITAL SERVICES	$18.18	1120	VMS- Books, Clock, Pen,
229151	MS COAST SUPPLY INC	$5.00	1120	SMAC-male adapter
229152	AMAZON CAPITAL SERVICES	$90.37	1130	SPED Figet Set, command hooks
229153	AMAZON CAPITAL SERVICES	$69.99	1130	SPED Cart/nameplate
229154	AMAZON CAPITAL SERVICES	$3,037.00	2599	SPED Books for teachers
229155	COASTAL COMMUNICATIONS INC	$337.50	1925	IT/Troubleshoot Phones
229156	WARING OIL COMPANY	$788.70	1120	VACT def fluid 330 gallons
229157	WARD INTERNATIONAL TRUCKS	$1,371.89	1120	VACT Sensor,panel bus body
229158	AUTOZONE OCEAN SPRINGS	$121.99	1120	SMAC-welder battery
229159	AUTOZONE OCEAN SPRINGS	$3,632.09	1120	SMAC-transmission
229160	AMAZON CAPITAL SERVICES	$179.97	1120	VMS- Ink
229161	LAMINATOR . COM	$233.26	1120	ECU-laminate rolls (4)
229162	AMAZON CAPITAL SERVICES	$99.87	1120	ECU-teacher chair and keyboard
229163	DEMCO	$580.90	1120	ECU-bookshelf dividers
229164	MACHADO | PATANO, PLLC	$1,761.91	3027	SMH-FOOTBALL RESTROOM RENOVATI
229165	AMAZON CAPITAL SERVICES	$350.38	1154	VHS- COFFEE, CREAMER, SUGAR
229166	AMAZON CAPITAL SERVICES	$833.90	1154	VHS- CRAFT PAPER
229167	AMAZON CAPITAL SERVICES	$489.19	1154	VHS- UMBRELLAS, FLOWERS, FEATH
229168	BSN SPORTS	$477.94	1154	VAC- BOYS GOLF POLOS
229169	WASTE PRO USA	$141.71	1154	VAC- PORTOLET RENTAL
229170	AMAZON CAPITAL SERVICES	$419.24	1154	VHS- SIGNS, CUT-OUTS, LEAVES
229171	ANN W. BEEKER	$338.00	1154	VMS- CORSAGES, SASHES
229172	DICK BLICK	$8.49	1120	VHS - Glaze, Paint, Mod Podge
229173	CRUMBLEY PAPER CO.	$4,459.89	2110	CN CRUMBLEY PAPER 09/06/23
229174	PORTIONPAC/SFSPAC FOODSAFETY	$7,033.26	2110	CN - SANITATION SERVICES
229175	QUILL CORP ACCT 683375	$3,780.34	2110	CN - PRINTER INK FOR CAFES
229176	AMAZON CAPITAL SERVICES	$272.07	1154	VHS- COMPUTER SCREENS, CUPS
229177	DETCO	$890.32	1120	V/M- grease, brake cleaner
229178	SEYMOUR, BETH	$26.59	2711	Mileage Reimbursement
229179	COLLIER, LATISHA	$42.84	2711	Mileage Reimbursement
229180	CARTWRIGHT, JENNIFER	$95.04	1935	Mileage Reimbursement
229181	YENNIE, KIMBERLY	$61.83	2110	Mileage Reimbursement
229182	REDMOND, CYNTHIA	$71.26	2110	Mileage Reimbursement

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229183	JONES, ALICIA	$69.04	2110	Mileage Reimbursement
229184	GRETA SMITH	$13.30	2110	Mileage Reimbursement
229185	NACOL, MARLANA	$44.54	2110	Mileage Reimbursement
229186	MOREE, AMANDA LEANNE	$37.47	2110	Mileage Reimbursement
229187	OVERSTREET, AMBER	$44.54	2110	Mileage Reimbursement
229188	ODOM, LAVONDIA	$14.02	2110	Mileage Reimbursement
229189	STRINGFELLOW, SHELIA KAREN	$47.09	2110	Mileage Reimbursement
229190	JACKSON, JANINE	$9.17	2110	Mileage Reimbursement
229191	STRICKLER, JENNIFER	$141.22	2110	Mileage Reimbursement
229192	DAVIS, CURTIS	$44.21	1901	Mileage Reimbursement
		$151.57	2610	Mileage Reimbursement
229193	BREWER, DEBORAH	$137.77	1901	Mileage Reimbursement
		$105.17	2610	Mileage Reimbursement
229194	DAVIS, RACHEL ELAINE	$268.62	2610	Mileage
229195	TRITLEY, JOHN	$110.83	2610	Mileage Reimbursement
229196	TONYA COX	$210.06	1901	Mileage Reimbursement
229197	RICHARDSON, DAVID	$96.16	2610	Mileage Reimbursement
229198	ENDT, ROB	$52.14	2610	Mileage Reimbursement
229199	ROBINSON, JAYME B	$63.67	2610	Mileage Reimbursement
229200	DAU, HANNAH	$31.18	2610	Mileage Reimbursement
229201	BERTOLINO, DODIE	$139.84	2610	Mileage Reimbursement
229202	NICOLE JACKSON	$120.98	2610	Mileage Reimbursement
229203	BOND, ASHTON	$59.93	2599	Mileage Reimbursement
229204	DICKERSON, GLENN	$27.38	1120	2023-24 MILEAGE REIMBURSEMENT
229205	HOWELL, JORY	$17.03	1120	2023-24 MILEAGE REIMBURSEMENT
229206	DOBSON, AMY	$17.55	1120	2023-24 MILEAGE REIMBURSEMENT
229207	GREEN, LISA	$65.24	2711	Mileage Reimbursement
229208	CARTWRIGHT, JENNIFER	$78.85	1935	TRAVEL REIMBURSEMENT
229209	CRUMBLEY PAPER CO.	$760.94	2110	CN-CRUMBLEY FOOD 08/16/23
229229	MAESA	$420.00	1120	ECLE- Principal Dues
229230	AMAZON CAPITAL SERVICES	$1,080.08	2609	FP-ARP Homeless & I-uniforms
		$281.98	2211	FP-ARP Homeless & I-uniforms
229231	CELLIE SCOGGIN	$6,875.00	2213	SMMS - Kids First Ed. consult.
229232	MS ASSOCIATION FOR CAREER &	$115.00	2711	JCTC-MS ACTE Membership
229233	ULINE	$54.61	1120	SMAC Signs for new restrooms
229234	PDQ PRINTING, INC CUST#137	$854.02	1153	SMAC Sports Admission signs
229235	AMAZON CAPITAL SERVICES	$54.59	1120	SMHS - Book Order #2

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
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ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229236	AMAZON CAPITAL SERVICES	$121.99	1153	SMHS - Popcorn, oil
229237	FIREHOUSE SUBS	$52.74	1153	SMHS - Player meals
229238	ACT EDUCATION AND WORKFORCE	$187.50	1153	SMHS - Testing
229239	BOUND TO STAY BOUND BOOKS, INC	$715.51	1120	SMHS - Books for library
229240	BSN SPORTS	$1,889.14	1153	SMHS - Swim gear
229241	BAND SHOPPE	$2,204.15	1153	SMHS - Shoes, paint
229242	WARING OIL COMPANY	$5,445.00	1120	EC-1500GAL DIESEL
229243	PC PARTS PLUS, LLC	$854.55	1925	IT/ chromebook parts
229244	GRACENOTES LLC	$274.50	1120	VHS - Sheet Music
229245	ROCHESTER 100 INC.	$835.00	2211	SMU - Parent Comm. Folders
229246	AMAZON CAPITAL SERVICES	$78.52	2711	JCTC-Duster,Extender,Lug
229247	TESTOUT	$819.00	2712	JCTC-TestOut for IT
229248	OTICON INC.	$619.99	1901	SPED EduMic
229249	SOLIANT HEALTH	$656.00	1130	SPED Speech Services
229250	AMAZON CAPITAL SERVICES	$96.96	1120	SMAC-batteries for sinks
229251	DELL MARKETING L.P.	$73,169.83	1925	IT/Dell Annual Renewal License
229252	HOWARD TECHNOLOGY SOL	$44,337.75	2598	FP-EIII-Technical Service Agre
229253	TURF MASTERS LAWN CARE INC	$346.39	1120	SMAC Field Herbicide Maint.
229254	TURF MASTERS LAWN CARE INC	$423.08	1120	SM Baseball Field Herb. Maint.
229255	AMAZON CAPITAL SERVICES	$344.70	2211	VUE- Title - Glass Bottles
229256	DEES AUTO REPAIR	$385.00	1120	VACT Bus 11 a/c hose
229257	CHANCELLOR SUPPLY, INC	$527.98	1120	SMAC-light fixture
229258	BEST CHOICE BACKFLOW SERVICES	$2,134.19	1120	SMAC-repairs for Backflow
229259	WARING OIL COMPANY	$5,306.00	1120	EC-1400GAL DIESEL
229260	WARING OIL COMPANY	$3,380.00	1120	VC-1000GAL DIESEL
229261	WARING OIL COMPANY	$5,295.00	1120	VC-1500GAL DIESEL
229262	ORCHID.EVENTS, LLC	$3,699.30	2213	MS-Hotel stay for CEC conf.
229263	EXPRESS SERVICES INC	$11,133.50	2110	CN - CAFETERIA SUB SERVICES
229264	BILOXI PAPER COMPANY	$960.00	2110	CN- PAPER TOWEL ROLLS
229265	PRAIRIE FARMS DAIRY	$3,285.40	2110	CN-MILK - SEPT 2023
229266	CRUMBLEY PAPER CO.	$6,980.47	2110	CN CRUMBLEY PAPER 09/27/23
229267	CRUMBLEY PAPER CO.	$10,270.54	2110	CN-CRUMBLEY FOOD 09/27/23
229268	CRUMBLEY PAPER CO.	$9,806.85	2110	CN-CRUMBLEY FOOD 09/20/23
229269	PRO-LOCK	$27.00	1120	SMAC-keys
229270	AMAZON CAPITAL SERVICES	$221.77	1130	SPED ink, tent, rug
229271	AMAZON CAPITAL SERVICES	$114.94	1130	SPED: Interactice playset, kit
229272	AMAZON CAPITAL SERVICES	$481.48	1130	SPED playhouse, kitchen set

JACKSON COUNTY SCHOOL DISTRICT
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Claim No.	Claimant Name	Claim Amount	Fund	Description
229273	WASTE PRO USA	$17,703.22	1120	DO-WASTE MANAGEMENT SERVICE
		$84.44	1935	DO-WASTE MANAGEMENT SERVICE
		$168.88	2711	DO-WASTE MANAGEMENT SERVICE
229274	HOLLAND HERITAGE FURNITURE	$1,100.00	1120	VUE-Bookshelf
229275	MASSETT SUPPLY COMPANY, NAPA	$528.20	1120	VACT Batteries 2 (32) 2 stock
229276	AMAZON CAPITAL SERVICES	$759.85	1120	ECLE-Construction & Copy Paper
229277	SWETMAN SECURITY SERVICES INC.	$18,137.05	1120	DO--Security Services
229278	GUITAR CENTER STORES INC	$100.00	1120	VAC-Band-instrument repair
229279	VANCLEAVE OLD PLACE	$92.64	1120	VACA-caution tape, nuts,bolts,
229280	RIDDELL/ALL AMERICAN	$9,838.90	1120	VACAD- HELMET RECON
229281	AMAZON CAPITAL SERVICES	$205.90	1120	V/C- pressbox blinds, tape
229282	RSG, INC.	$2,345.00	1120	VAC -Helmets
229283	TRUCK EQUIPMENT SALES, INC	$2,553.00	1120	CO HVAC- Toolbox/Tank Install
229284	CHANCERY CLERK	$349.00	1840	DO LEASE ASSIGNMENTS/NEW LEASE
229285	J E TALLEY CONSTRUCTION	$22,678.12	1120	SMH-BASEBALL FIELD UPGRADE
229286	STEWART CONSTRUCTION COMPANY	$4,845.00	3027	EC-CANOPY REPLACEMENT
229287	JC BOARD OF SUPERVISORS	$1,995.00	1153	SMAC Sept Game Security
229288	ROWELL ROOFING, INC.	$400,425.00	3027	DO-SME & SMN ROOF REPLACEMENTS
229289	JC BOARD OF SUPERVISORS	$2,490.00	1152	ECAC Security for games
229290	MERCHANTS FOODSERVICE	$39,077.06	2110	CN-FROZEN FOOD 09/27/2023
229291	TOTAL EQUIPMENT MAINTENANCE CO	$2,035.38	2110	CN - EQUIPMENT REPAIR - SMU
229292	SHOES FOR CREWS, LLC	$263.16	2110	CN-SLIP RESISTANT SHOE COVERS
229293	TOTAL EQUIPMENT MAINTENANCE CO	$1,436.24	2110	CN - EQUIPMENT REPAIR - SMU
229294	MOBILE FIXTURE AND EQUIPMENT	$486.68	2110	CN- 23-24 SMALLWARES
229296	SIERRA TANNER	$26.75	2110	CN-Student Lunch Refund
229297	JOHNSTONE SUPPLY OF GULFPORT	$1,215.94	1120	HVAC- ECHS RM 303-compressor
229298	JOHNSTONE SUPPLY OF GULFPORT	$223.53	1120	HVAC- ECU Cafe-motor,defrost
229299	JOHNSTONE SUPPLY OF GULFPORT	$550.48	1120	HVAC- ECU Kitch-motor,defrost
229300	FEED SACK, THE	$2,452.40	1120	V/AD- field chemicals
229301	JOHNSTONE SUPPLY OF GULFPORT	$1,966.07	1120	Hvac-ECLE 108-condenser
229302	JOHNSTONE SUPPLY OF GULFPORT	$77.81	1120	HVAC- VMS RM 205 motor
229303	MS COAST SUPPLY INC	$291.00	1120	V/M- replace mirror w/brack
229304	GLASS SOLUTIONS, INC.	$290.00	1120	V/M-door lite replacement
229305	JOHNSTONE SUPPLY OF GULFPORT	$747.64	1120	HVAC -- Refrigerant for VANS
229306	JOHNSTONE SUPPLY OF GULFPORT	$3,021.30	1120	Hvac-SMNE 23
229307	BLOSSMAN GAS, INC	$2,891.25	1120	VACM-ECAC Propane
229308	HINTONS PAINT SPECIALTY	$300.00	1120	VC/M-paint,nap, tape, thinner

JACKSON COUNTY SCHOOL DISTRICT
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ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229309	LOWES COMPANIES, INC.	$116.75	1120	V/M-bits, zip ties, sealant,
229310	SHERWIN-WILLIAMS OS	$271.60	1120	V/M- paint
229311	VANCLEAVE OLD PLACE	$62.39	1120	V/M- dead bolt, keys, union
229312	SUN SOUTH, LLC	$234.33	1120	V/M- waste collection system
229313	VANCLEAVE OLD PLACE	$65.98	1120	V/M- liquid fire drain cleaner
229314	JOHNSTONE SUPPLY OF GULFPORT	$1,318.48	1120	HVAC- ECM Gym- compressor
229315	JOHNSTONE SUPPLY OF GULFPORT	$877.17	1120	HVAC- core mover,capacitor
229316	SOUTHERN PIPE & SUPPLY	$619.48	1120	V/M- nuts, washer, flange
229317	INTERIOR EXTERIOR BUILDING	$2,102.52	1120	SMAC-ceiling tiles
229318	BILOXI PAPER COMPANY	$103.62	1120	SMAC-damp mop COG
229319	BILOXI PAPER COMPANY	$1,112.04	1120	SMAC-paper towels
229320	COLLEGE AND CAREER TECH INST.	$280.00	1155	JCTC-Ed Rising Registration
229321	CHANCERY CLERK	$416.00	1120	DO-SURETY BOND FILING FEES
229322	EAGLE ENERGY, INC.	$3,559.59	1120	VC-1000GAL DIESEL
229323	WARING OIL COMPANY	$9,005.00	1120	SMM-2000GAL DIESEL/500GAL GAS
229324	GOODGAMES PRINTING	$289.26	1120	BO-RECEIPT BOOKS
229325	RETIF OIL & FUEL LLC	$5,222.00	1120	EC-1400GAL DIESEL
229326	J & L DESPORTE, LLC	$40,454.54	1120	SMAC-JANITORIAL CONTRACT-FY24
229327	TOTAL EQUIPMENT MAINTENANCE CO	$281.50	2110	CN - EQUIPMENT REPAIR - ECM
229329	HERSHEY'S ICE CREAM	$443.38	2110	CN-ICE CREAM - SEPT 2023
229330	CRUMBLEY PAPER CO.	($96.65)	2110	CN-CRUMBLEY FOOD 09/13/23
229331	CRUMBLEY PAPER CO.	$6,681.77	2110	CN CRUMBLEY PAPER 09/20/23
229332	AMAZON CAPITAL SERVICES	$39.14	1120	VHS - Binders, Hghlighter
229333	AMAZON CAPITAL SERVICES	$28.99	1120	VHs - File Organizer Container
229334	D&J SPORTS	$825.95	1153	SMHS - Swim suits
229335	WARING OIL COMPANY	$3,700.00	1120	VC-1000GAL DIESEL
229336	ALS LEASING, LLC	$2,895.75	2110	CN- DISH MACHINE RENTAL
229337	LETS TALK THERAPY SPEECH AND	$6,731.25	1130	SPED Speech Services
229338	SOUTHERN TIRE MART, LLC	$1,068.87	1935	FabLab - TruckTires&Installati
229339	AMAZON CAPITAL SERVICES	$123.19	1120	VMS- Folders
229340	RPDC - KANSAS CITY	$1,400.00	1120	CURR - 504 Plan Virtual PD
229341	BILOXI PAPER COMPANY	$1,024.49	1120	V/M- VHS Custodial Supply
229342	BILOXI PAPER COMPANY	$715.92	1120	V/M- VUE towels, tissue
229343	BILOXI PAPER COMPANY	$862.13	1120	VACM- VmS tissue, towels,liner
229344	BILOXI PAPER COMPANY	$86.70	1120	V/M- VHS Custodial Supply
229345	BILOXI PAPER COMPANY	$168.13	1120	V/M- VUE soap, disinfectant
229346	BILOXI PAPER COMPANY	$31.98	1120	VACM- hand soap

JACKSON COUNTY SCHOOL DISTRICT
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ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229347	JOHNSTONE SUPPLY OF GULFPORT	$2,391.63	1120	Hvac-Dist Off- condensing unit
229348	JOHNSTONE SUPPLY OF GULFPORT	$279.08	1120	Hvac-ECh RM 503-condenser
229349	JOHNSTONE SUPPLY OF GULFPORT	$408.91	1120	HVAC- VHS Softball
229350	JOHNSTONE SUPPLY OF GULFPORT	$654.78	1120	HVAC- Water filter
229351	MASSETT SUPPLY COMPANY, NAPA	$119.98	1120	V/M-oz sensors valve #3-91
229352	SUN SOUTH, LLC	$7.05	1120	V/M- torsion spring
229353	BILOXI PAPER COMPANY	$318.14	1120	VAC- AD- towels, gloves, liner
229354	COMPLETE CONTRACTING, LLC	$1,744.25	1120	V/M- FB field house flooring
229355	CHANCELLOR SUPPLY, INC	$320.50	1120	VC/M- ballast
229356	PRO-LOCK	$20.00	1120	VC/M- duplicate keys
229357	SOUTHERN PIPE & SUPPLY	$337.40	1120	V/M- plastic covers
229358	LOWES COMPANIES, INC.	$164.39	1120	V/M- sink,pipe, faucet
229359	VANCLEAVE OLD PLACE	$172.79	1120	VC/M-lumber, plug, water
229360	WATERS INTERNATIONAL TRUCK	$479.26	1120	ECAC bus ac compressor
229361	WATERS INTERNATIONAL TRUCK	$1,653.53	1120	ECAC bus arm, seat, strobes
229363	WATERS TRUCK & TRACTOR CO INC	$281.56	1120	ECAC bus actuator switch
229364	WARING OIL COMPANY	$478.00	1120	ECAC Bus DEF
229365	DANNYS TOWING	$500.00	1120	ECAC bus towing
229366	WATERS INTERNATIONAL TRUCK	$1,611.15	1120	ECAC bus 1411 manifold
229367	WATERS INTERNATIONAL TRUCK	$997.29	1120	ECAC bus door assy
229368	AMAZON CAPITAL SERVICES	$35.77	1120	ECAC gas temp. sensor
229369	BSN SPORTS	$635.94	1153	SMAC Ath Girls Basketballs
229370	BSN SPORTS	$1,472.25	1120	SMAC Ath Dept/Maint Caps Shirt
229371	ROBERT J YOUNG CO. LLC	$25.00	1935	FabLab - Printer/Copier
229372	AMAZON CAPITAL SERVICES	$108.75	2711	JCTC-Storage,Stickers,Pencil,A
229373	AMAZON CAPITAL SERVICES	$247.92	2711	JCTC-AirHoseReels/HoseStoppers
229374	BLAX SCREEN PRINTING	$760.00	1155	JCTC-Tshirts for Ed Prep
229375	AMAZON CAPITAL SERVICES	$1,076.17	1120	SMMS - toner cartridges, stapl
229376	SCHOOL NURSE SUPPLY INC.	$343.48	1120	SMMS - thermoscan ear, refresh
229377	VEX ROBOTICS INC	$518.59	1153	SMMS - parts for robotics
229378	COMPLETE CONTRACTING, LLC	$28,519.97	2598	FP-EII&III-VAC flooring
		$8,708.46	2594	FP-EII&III-VAC flooring
229379	AMAZON CAPITAL SERVICES	$909.20	2290	FP-CP-folders, toner,&etc.
229380	JACK C.PICKETT,ATTORNEY AT LAW	$500.00	1120	DO-LEGAL SERVICES FY23-FY24
229381	JACK C.PICKETT,ATTORNEY AT LAW	$4,389.81	1120	2023-24 LEGAL SERVICES
229382	BREEDLOVE, TERRY	$437.00	1120	2023-24 BUS DRIVER INSURANCE
229383	DUNCAN, SANDRA	$213.00	1120	2023-24 BUS DRIVER INSURANCE

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229384	GEISSINGER, MARK S.	$437.00	1120	2023-24 BUS DRIVER INSURANCE
229385	HOLLOWAY, DWIGHT	$213.00	1120	2023-24 BUS DRIVER INSURANCE
229386	MCANNALLY, CYNTHIA	$213.00	1120	2023-24 BUS DRIVER INSURANCE
229387	MIZELLE, REBECCA	$213.00	1120	2023-24 BUS DRIVER INSURANCE
229388	PERKINS, JAMES M.	$213.00	1120	2023-24 BUS DRIVER INSURANCE
229389	COX, JACKIE A.	$213.00	1120	2023-24 BUS DRIVER INSURANCE
229390	TUYET THI TRAN	$290.00	1153	SMHS - Refund Dual Credit fees
229391	AMAZON CAPITAL SERVICES	$330.34	1120	ECLE-White Bags, Paint,Markers
229392	NIMCO, INC.	$322.61	1120	ECLE-Ribbons, Bookmarks,
229393	AMAZON CAPITAL SERVICES	$106.36	1153	SM Athletics- Thermal Pouches
229394	AMAZON CAPITAL SERVICES	$605.48	1120	SMAC-toilet paper
229395	SUNBELT RENTALS, INC	$1,166.03	1120	SMAC-art manlift
229396	4ALLPROMOS	$371.88	2211	SMU - Parent Comm. Bags
229397	WEST MUSIC COMPANY, INC	$174.95	1120	SMU - MusicPlay Online
229398	CELLIE SCOGGIN	$33,000.00	2213	ECMS-Kids First Prof Develop
229399	AMAZON CAPITAL SERVICES	$713.96	1120	DO Curr 20 admin books,
229400	USI EDUCATION &	$234.11	1120	VMS- lam film
229401	WILLIAM V. MACGILL & CO.	$225.08	1120	VMS- Nurse; Cups, exam paper,
229402	AMAZON CAPITAL SERVICES	$360.20	1120	VLE-Sharpener, Blocks
229403	IXL LEARNING	$5,463.00	2213	SMMS - IXL site license
229404	PRO-LOCK	$90.00	1120	SMAC-keys
229405	GREERS FOOD TIGER	$89.57	1154	VHS- CREAMER, TOPPING
229406	DECA INC.	$840.00	1154	VHS- DECA CLUB DUES
229407	AMAZON CAPITAL SERVICES	$46.98	1154	VHS- GARDEN ROCKS
229408	SCHOLASTIC BOOK FAIRS, INC.	$4,304.04	1154	VLE- FALL BOOK FAIR
229409	AMAZON CAPITAL SERVICES	$404.69	1154	VHS- SIGNS, LIGHTS, VINES
229410	AMAZON CAPITAL SERVICES	$56.31	1154	VHS- PLANT STAND FOR HC DECO
229411	AMAZON CAPITAL SERVICES	$131.84	1154	VHS- COFFEE CUPS, SAUCE, SYRUP
229412	ACT EDUCATION AND WORKFORCE	$25.00	1154	VAC- WORKKEYS FEES
229413	AMAZON CAPITAL SERVICES	$11.99	1154	VAC- PLASTIC CROWNS
229414	AMAZON CAPITAL SERVICES	$1,168.83	1154	VAC- WEIGHT BENCH/ RACK
229415	SMITH, YOLANDA	$15.85	2110	Mileage Reimbursement
229416	LOWERY, TIFFANY	$46.37	1120	Mileage Reimbursement
229417	WARE, SONYA	$15.56	1120	Mileage Reimbursement
229419	BAILEY, ALESHA	$130.02	2599	Mileage Reimbursement
229420	PETERSON, CHRISTIN	$194.27	2599	Mileage Reimbursement
229422	MUNDY, JOHN J	$139.69	1935	TRAVEL REIMBURSEMENT

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229423	WAGES, REBECCA	$360.89	2711	TRAVEL REIMBURSEMENT
229424	TOUATI, JOANA	$65.00	1120	CDL Renewal
229425	DELICIA HOLLOWAY-LEE	$81.00	1120	CDL Renewal
229426	HOLLY ROBBINS	$81.09	1925	Mileage Reimbursement
229427	WINDHAM, JEFFREY	$51.68	1925	MILEAGE REIMBURSEMENT
229428	MYERS, WILLIAM	$226.50	1925	Mileage Reimbursement
229429	KANODE, JESSE	$241.44	1153	Mileage Reimbursement
229430	BARNETT, SHELLY	$3.93	2211	Mileage Reimbursement
		$96.09	1120	Mileage Reimbursement
229431	HUGHEY, JIM	$143.18	1120	ECHS-Principal Hughey Mileage
229432	ROWELL, RONALD	$63.27	1120	ECHS-Principal Rowell Mileage
229434	BOYDA, KYLE	$110.00	1120	CDL Medical Exam
229435	TILLMAN, LESLIE	$81.48	2290	Mileage Reimbursement
229436	SCHOON-ROCCO, KRISTINA	$47.09	2290	Mileage Reimbursement
229437	WILLIAMS, KIMBERLY	$84.23	2290	Mileage Reimbursement
229438	BRANDY BROWN	$68.50	1154	VHS- TEXTBOOK REFUND
229439	VARSITY SPIRIT, LLC	$475.00	1154	VAC- STATE CHEER REGISTRATION
229440	ODP BUSINESS SOLUTIONS, LLC	$176.17	2290	FP-CP-pens,notepads,&etc
229441	LOWES COMPANIES, INC.	$953.96	1120	SMAC-20V combo kit
229442	AMAZON CAPITAL SERVICES	$77.90	1130	SPED lamp, calming corner post
229443	FLINN SCIENTIFIC INC.	$1,040.78	2811	FP-IV-ECMS STEM kits
229444	AMAZON CAPITAL SERVICES	$380.00	1120	ECMS- Book- Mark of the Thief
229445	AMAZON CAPITAL SERVICES	$26.89	1120	ECMS - label tape
229446	AMAZON CAPITAL SERVICES	$85.05	1120	ECMS-Binders, Dividers
229447	SOUTHERN TIRE MART, LLC	$360.00	1120	SMACT - Balancing Beads
229448	PERMA-BOUND	$2,320.17	1120	SMEE-Library Books
229452	BOUND TO STAY BOUND BOOKS, INC	$647.65	1120	SMEE--Library Books
229453	PERMA-BOUND	$658.09	1120	SMEE-Library Books
229454	PERMA-BOUND	$1,780.75	1120	SMEE-Library Books
229455	EM DAVIS THERAPY	$3,135.00	2610	SPED Mental Health Contract
229456	MAGC	$50.00	1120	DO Curr-1 reg fee virtual WS
229457	LOWES COMPANIES, INC.	$599.76	1120	SMAC-counter tops
229458	LOWES COMPANIES, INC.	$393.98	1120	ECAC pipe, tube cutter,chain
229459	LOWES COMPANIES, INC.	$481.92	1120	SMHS - Drainage rock
229460	LOWES COMPANIES, INC.	$23.74	1153	SMHS - Screwdriver set
229461	BSN SPORTS	$1,100.96	1154	VAC- SCOREBOOK, BASKETBALLS
229462	SOUTHERN PRINTING & SILK	$305.00	1154	VAC- POWERLIFTING SHIRTS

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229463	AMAZON CAPITAL SERVICES	$538.28	1154	VHS- BACKDROP, FIBER FILL
229464	MOBY MAX, LLC	$3,795.00	2211	ECLE-MobyMax License
229465	AMAZON CAPITAL SERVICES	$227.89	1120	ECMS - Toner cartridge
229466	SORG PRINTING	$4,510.00	1120	DO Curr 220 books bound lamina
229467	KIMBERLY HUGHES	$125.00	1152	ECHS senior ad reimbursement
229468	WARD INTERNATIONAL TRUCKS	$281.10	1120	SMACT - Bus 60 & 68 AC Parts
229469	GULF SALES & SUPPLY	$3,596.00	1120	EC/M- air compressor
229470	MS COAST SUPPLY INC	$934.97	1120	ECAC baseball field pipe
229471	BILOXI PAPER COMPANY	$157.47	1120	ECAC custodial cleaning supply
229473	BILOXI PAPER COMPANY	$3,190.82	1120	ECAC custodial supplies
229474	PRO-LOCK	$170.00	1120	ECAC storeroom knobs
229475	BILOXI PAPER COMPANY	$354.82	1120	ECAC custodial supplies
229476	PASCAGOULA SERVICE CENTER	$486.00	1120	ECAC lawn mower filters, belts
229477	JJ RAGS	$160.00	1120	ECAC maintenance rags
229478	AMAZON CAPITAL SERVICES	$340.01	1120	SMMS - folders, extinguisher
229479	W T COX SUBSCRIPTIONS	$229.59	1120	ECLE- Periodicals
229480	AMAZON CAPITAL SERVICES	$220.25	1120	ECU-ink/easel/planner/tape
229481	AMAZON CAPITAL SERVICES	$668.96	1120	SNE/Counselor/Red Ribbon supp
229482	AMAZON CAPITAL SERVICES	$95.21	1120	SNE/office supplies
229483	AMAZON CAPITAL SERVICES	$3,149.99	2811	FP-CP-ECHS STEM engraver
229484	EM DAVIS THERAPY	$1,320.00	2609	FP-IV&ARPH-Mental Health Ther
		$1,870.00	2811	FP-IV&ARPH-Mental Health Ther
229485	DEPATMENT OF THE AIR FORCE	$729.00	1120	SM Athletics - Golfballs
229486	RIDDELL/ALL AMERICAN	$18,530.01	1120	SMAC Ath FB Helmet Recondition
229487	AMAZON CAPITAL SERVICES	$258.82	1120	SMHS - Glue, scissors, blades
229488	AMAZON CAPITAL SERVICES	$7.99	1120	SMHS - drain pump
229489	AMAZON CAPITAL SERVICES	$135.49	1120	SMHS - Binders, zip ties
229490	AMAZON CAPITAL SERVICES	$163.36	1120	SMHS - Books for library
229491	THE SUPPLY ROOM	$1,324.23	2940	SMHS - name tags, belts
229492	SPORTABOUT	$144.00	1153	SMHS - Tshirts (uniform)
229493	NEWK'S	$528.00	1120	SMHS - Meals for meeting
229494	SUNSET PHOTOGRAPHY	$105.00	1153	SMHS - ACT banners
229495	COCA-COLA BOTTLING COMPANY	$1,595.00	1153	SMHS - Cokes for Concession
229496	DOMINO'S PIZZA	$49.68	1153	SMHS - Pizza for performers
229498	SUNRISE FRESH PRODUCE	$5,591.23	2110	CN - PRODUCE 09/21/23
229500	MERCHANTS FOODSERVICE	$35,321.97	2110	CN-FROZEN FOOD 09/20/2023
229501	TOTAL EQUIPMENT MAINTENANCE CO	$1,663.71	2110	CN - EQUIPMENT REPAIR - SMU

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
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Claim No.	Claimant Name	Claim Amount	Fund	Description
229502	TOTAL EQUIPMENT MAINTENANCE CO	$2,498.51	2110	CN - EQUIPMENT REPAIR - VMS
229503	TOTAL EQUIPMENT MAINTENANCE CO	$499.95	2110	CN - EQUIPMENT REPAIR - VMS
229504	PORTIONPAC/SFSPAC FOODSAFETY	$181.00	2110	CN - SFSPAC CHEMICALS
229506	TOTAL EQUIPMENT MAINTENANCE CO	$1,517.13	2110	CN - EQUIPMENT REPAIR - ECL
229507	ASSOCIATED FOOD EQUIPMENT	$4,917.94	2110	CN - ECHS WALK IN
229508	EXPRESS SERVICES INC	$11,419.06	2110	CN - CAFETERIA SUB SERVICES
229509	C SPIRE WIRELESS #0001209996	$762.14	1120	2023-24 Cell Phone Services
229510	SOUTHERN LIGHT, LLC	$4,119.39	1120	2023-24 INTERNET SERVICES
229511	VALERIE E ASKIN	$12.50	2110	CN-Student Lunch Refund
229512	TOTAL EQUIPMENT MAINTENANCE CO	$531.18	2110	CN - EQUIPMENT REPAIR - SME
229513	BXS INSURANCE-CADENCE INSU.	$869.00	1120	Auto Insurance Endorsement
229514	BXS INSURANCE-CADENCE INSU.	$350.00	1120	Auto Insurance Endorsement
229515	JACKSON COUNTY UTILITY AUTH	$13,713.67	1120	2023-24 WATER AND SEWER
		$104.80	1935	2023-24 WATER AND SEWER
229516	CENTERPOINT ENERGY	$2,486.41	1120	2023-24 NATURAL GAS
		$39.50	2711	2023-24 NATURAL GAS
229517	DOOLEY, ASHLEY	$219.03	1120	Mileage Reimbursement
229518	SHANON MELTON	$112.27	1120	Mileage Reimbursement
229519	BRITTANY FURLAN	$134.44	2213	TRAVEL REIMBURSEMENT
229520	JOSHUA STEPHENS	$125.19	2213	TRAVEL REIMBURSEMENT
229521	BRIDGET MUDGETT	$100.39	2213	TRAVEL REIMBURSEMENT
229522	HOLLY JACKSON	$512.57	2213	TRAVEL REIMBURSEMENT
229523	OLIVIA WIENIEWITZ	$489.45	2213	TRAVEL REIMBURSEMENT
229524	JALANIVICH, VALERIE KAYE	$503.81	2213	TRAVEL REIMBURSEMENT
229525	WIGGINS, DEBORAH SUE	$117.17	2213	TRAVEL REIMBURSEMENT
229526	SWINEY, STACY	$520.39	2213	TRAVEL REIMBURSEMENT
229527	WILLIAMS, TIFFANIE	$505.58	2213	TRAVEL REIMBURSEMENT
229528	SCHOON-ROCCO, KRISTINA	$273.00	1902	TRAVEL REIMBURSEMENT
229529	WILLIAMS, KIMBERLY	$281.79	2290	TRAVEL REIMBURSEMENT
229530	WILLIAMS, KIMBERLY	$257.03	2290	TRAVEL REIMBURSEMENT
229532	BRITTANY BLACKSHIRE	$33.01	2610	Mileage Reimbursement
229534	STALLWORTH, GWENDOLYN	$259.34	1901	TRAVEL REIMBURSEMENT
229535	STALLWORTH, GWENDOLYN	$257.76	1901	TRAVEL REIMBURSEMENT
229536	GLASS, KAREN	$231.87	1120	TRAVEL REIMBURSEMENT
229537	BOSARGE, AUBREY BOGNER	$33.60	1901	Mileage Reimbursement
229538	INABINETTE, KAMANI	$122.88	1120	Mileage Reimbursement
229539	BENNETT, DANIELLE M	$132.05	1120	Mileage Reimbursement

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
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Claim No.	Claimant Name	Claim Amount	Fund	Description
229540	DEPT OF PUBLIC SAFETY FINGERPR	$576.00	7310	HR Fingerprints - FY23-24
229541	SYNERGETICS DCS, INC	$24,295.32	1925	IT/Erate Switches (x70)
229542	TRAFERA, LLC	$3,195.00	1925	IT/SME Promethean
229543	TRAFERA, LLC	$3,195.00	1925	IT/SMU Promethean
229544	PC PARTS PLUS, LLC	$101.97	1925	IT/chromebook parts
229545	HOWARD TECHNOLOGY SOL	$685.00	1925	IT/VMS Library Printer
229546	MACHADO | PATANO, PLLC	$14,448.40	2598	ESSER II & III-Architect Fees
229547	BAILEY EDUCATION GROUP, LLC	$7,250.00	2213	SMMS - Teacher Coaching
229548	AMAZON CAPITAL SERVICES	$652.12	2811	FP-IV-ECHS STEM supplies
229549	TRAFERA, LLC	$54,450.90	2594	FP-IV-SMMS STEM computers
229550	TRAFERA, LLC	$2,880.00	2594	FP-IV-SMMS STEM computers
229551	MACKIN BOOK COMPANY	$5,000.00	2598	FP-EIII-Mackin software
229552	SOLIANT HEALTH	$12,466.00	1130	SPED SLP contract
229553	AMAZON CAPITAL SERVICES	$63.32	1154	VAC-FRUIT SNACKS, SHIRTS, TAPE
229554	MAGNOLIA PRODUCTS	$600.00	1154	VHS- DJ SERVICE FOR HOMECOMING
229555	CHEER FORCE ONE	$300.00	1154	VMS- CHEER TUMBLING CLASS
229556	AMAZON CAPITAL SERVICES	$182.37	1120	ECAC calendar, desk mat
229557	JJ RAGS	$240.00	1120	ECAC mechanic rags
229558	AMAZON CAPITAL SERVICES	$64.32	1120	ECAC Transp tape, label tape
229559	WATERS INTERNATIONAL TRUCK	$72.58	1120	ECAC bus AC receiver drier
229560	SINGING RIVER GLASS LLC	$450.00	1120	ECAC Bus 175 & 1412door glass
229561	WATERS INTERNATIONAL TRUCK	$147.37	1120	ECAC tank w/s washer
229562	WATERS INTERNATIONAL TRUCK	$1,327.92	1120	VACT Bus 10 QLS Sensor12G
229563	WARD INTERNATIONAL TRUCKS	$288.40	1120	SMACT - Gasket Head
229564	BENVENUTTI ELECTRICAL	$460.00	1120	SMAC-service call for lift sta
229565	AMAZON CAPITAL SERVICES	$31.96	1152	ECHS art class supplies
229566	AMAZON CAPITAL SERVICES	$195.61	1152	ECMS concessions
229567	W. A. REYNOLDS WHOLESALE CO.	$259.65	1152	ECUE popcorn student reward
229568	DOGWOOD CERAMIC SUPPLY, INC.	$1,218.30	1152	ECHS art paint
229569	EMERSONS SPORTING GOODS	$864.00	1152	ECUE hornet club shirts
229570	POSITIVE PROMOTIONS INC	$869.28	1152	EUCE star student rewards
229571	AMAZON CAPITAL SERVICES	$27.32	1152	ECAC concessions snack bags
229572	NEWELL PAPER COMPANY	$597.80	1120	DO-Copy Paper Order
229573	OFFICE FURNITURE SOLUTIONS,INC	$408.84	1120	DO-Supt office chair
229574	GULF COAST ED INITIATIVE CONS	$200.00	1120	Workshop for M. Noblitt
229575	KRISTEN BOOTY- TSHIRT TIME	$4,800.00	1152	ECLE student fieldtrip shirts
229576	EDUCATORS RISING	$180.00	1155	JCTC-EdRisingMembershipFees

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.	Claimant Name	Claim Amount	Fund	Description
229577	EDUCATORS RISING	$20.00	1155	JCTC-EdRisingMembershipFees
229578	AMAZON CAPITAL SERVICES	$168.94	1120	VLE-Name Badges
229579	KEY CLUB INTERNATIONAL	$1,093.50	1152	ECHS Key club dues
229580	BILOXI PAPER COMPANY	$370.68	1120	ECAC Sept. custodial supplies
229581	RAINBOW SPRING WATER, INC.	$90.59	1120	SMACT - Water for Oct 2023
229582	RAINBOW SPRING WATER, INC.	$20.84	1120	SMAC-water for maintenance
229583	COCA-COLA BOTTLING COMPANY	$626.50	1155	JCTC-CokeVendingSupplies
229584	AMAZON CAPITAL SERVICES	$155.94	1156	FabLab-AcrylicKeychainBlanks
229585	ODP BUSINESS SOLUTIONS, LLC	$997.25	1120	ECHS-Copy Paper
229586	SCHOLASTIC MAGAZINES	$477.95	1120	ECHS-Instructional Magazine
229587	SKILLS USA, INC	$112.00	1155	JCTC-SkillsAdvisorMembership
229588	LOWES COMPANIES, INC.	$217.94	1120	SMAC-plexiglass
229589	SYCAMORE THERAPY	$690.00	2599	SPED SLP contract
		$4,560.00	2610	SPED SLP contract
229590	CHICK FIL A	$325.72	1155	JCTC-Sandwiches4CareerFair
229591	ENGINEERED COOLING SERVICES	$3,000.00	1120	CO- Water Tx-HVAC
229592	JOHNSTONE SUPPLY OF GULFPORT	$406.18	1120	HVAC- SM admin- motor
229593	BILOXI PAPER COMPANY	$1,268.94	1120	V/M- VLE towels, tissue,glove
229594	JOHNSTONE SUPPLY OF GULFPORT	$83.94	1120	Hvac-ECLE 108-thermal expans
229595	AMAZON CAPITAL SERVICES	$63.39	1152	ECUE library led strip, duster
229596	SHIRT SHACK SCREEN PRINTING	$2,446.70	1152	ECHS senior class shirts
229597	W. A. REYNOLDS WHOLESALE CO.	$288.65	1152	ECUE Concession student reward
229598	W. A. REYNOLDS WHOLESALE CO.	$241.20	1152	ECUE concessions resale
229599	AMAZON CAPITAL SERVICES	$424.34	1152	ECUE Positive Behavior rewards
229600	W. A. REYNOLDS WHOLESALE CO.	$178.25	1152	ECMS concessions
229601	HERSHEY'S ICE CREAM	$233.28	1152	ECUE concessions resale
229602	COCA-COLA BOTTLING COMPANY	$260.00	1152	ECMS concessions
229603	GREERS FOOD TIGER	$202.48	1152	ECHS Home EC groceries
229604	GREERS FOOD TIGER	$45.31	1152	ECHS Home EC groceries
229605	ENCORE REHABILITATION, INC	$2,500.00	1120	DO-ATHLETIC TRAINERS
	Total for Docket:	**$1,821,578.28**		

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Claim No.: ALL AP Dates: ALL

Claim Status: Open

Total Expenditures By Fund

Fund	Description	Claim Amount
1120	DISTRICT MAINTENANCE	$387,549.37
1130	SPECIAL EDUCATION	$23,748.89
1152	EAST CENTRAL ACTIVITY	$16,868.20
1153	ST MARTIN ACTIVITY	$14,100.29
1154	VANCLEAVE ACTIVITY	$15,745.83
1155	JCTC ACTIVITY	$2,304.22
1156	FABLAB ACTIVITY	$2,144.15
1840	16TH SECTION INTEREST	$349.00
1901	MEDICAID SBAC FUND	$2,638.67
1902	COMDATA NETWORK	$273.00
1925	TECHNOLOGY FUND	$151,191.01
1935	FAB LAB JACKSON COUNTY	$1,596.69
2110	SCHOOL FOOD SERVICE	$501,638.21
2211	TITLE I - A	$23,037.10
2213	TITLE I-1003(a) SCHOOL IMPROVEMENT	$65,252.24
2290	TITLE I COST POOL	$2,211.99
2594	ESSER II	$66,039.36
2598	ESSER III	$98,942.12
2599	IDEA B (ARP)	$6,305.22
2609	ARP HOMELESS II	$2,400.08
2610	IDEA PART B	$10,493.17
2711	CTE - BASIC FUND (LOCAL & STATE)	$7,157.94
2712	CTE - BASIC FUND (FEDERAL)	$819.00
2811	TITLE IV, PART A	$8,848.39
2940	ROTC	$1,324.23
3027	CONTRUCTION AND IMPROVEMENTS	$407,031.91
7310	PAYROLL CLEARING FUND	$1,568.00
	Total for Funds:	**$1,821,578.28**

Total Expenditures By Unit

Unit	Description	Claim Amount
00		$1,568.00
01	DISTRICT WIDE	$427,408.66

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 10/16/2023

Total Expenditures By Unit

Unit	Description	Claim Amount
02	EAST CENTRAL UPPER ELEMENTARY	$44,085.14
04	EAST CENTRAL MIDDLE SCHOOL	$77,615.36
06	EAST CENTRAL HIGH SCHOOL	$59,824.44
10	ST. MARTIN NORTH ELEMENTARY	$237,957.62
11	ST. MARTIN HIGH SCHOOL	$115,362.31
13	ST. MARTIN UPPER ELEMENTARY	$48,921.38
14	ST. MARTIN EAST ELEMENTARY	$248,353.67
16	VANCLEAVE UPPER ELEMENTARY	$42,161.75
18	VANCLEAVE MIDDLE SCHOOL	$53,788.12
20	VANCLEAVE HIGH SCHOOL	$61,262.29
22	EAST CENTRAL LOWER ELEMENTARY	$54,553.96
24	ST.MARTIN MIDDLE SCHOOL	$71,183.45
26	VANCLEAVE LOWER ELEMENTARY	$68,739.62
30	VANCLEAVE ATTENDANCE CENTER	$42,402.13
50	EAST CENTRAL ATTENDANCE CENTER	$45,024.79
70	ST. MARTIN ATTENDANCE CENTER	$107,678.70
90	VOCATIONAL TECHNOLOGY CENTER	$11,542.74
92	FABLAB	$2,144.15
	Total for Units:	**$1,821,578.28**

APPROVED THIS THE _____ DAY OF _____ , _____

_____ PRESIDENT

_____ SECRETARY

_____ _____ _____

Section: G – Personnel

Policy Code: GGBO – Salary Scale: Transition Specialist

Policy:

Salary Scale: Transition Specialist

The base pay for the Transition Specialist will be as follows:

Yrs. Exp	Transition Specialist
0	$12.41
1	$12.66
2	$12.91
3	$13.14
4	$13.38
5	$13.63
6	$13.87
7	$14.12
8	$14.37
9	$14.62
10	$14.86
11	$15.11
12	$15.35
13	$15.59
14	$15.84
15	$16.09
16	$16.34
17	$16.58
18	$16.82
19	$17.07
20	$17.31
21	$17.55
22	$17.80
23	$18.05
24	$18.29
25	$18.54
26	$18.79
27	$19.03
28	$19.28
29	$19.52
30	$19.78
31	$19.98
32	$20.27
33	$20.51
34	$20.76
35	$21.00

Employees will be paid in twelve (12) monthly payments with the hourly rate being based on working 1,401 ½ hours a
above positions may be credited with a maximum of three years work experience if the previous employment was in a
related to these positions. Verification of this experience must be provided by the previous employer(s)

Exhibits:

Regulations:

References:

Original Adopted Date: 7/24/2008 **Status:** Adopted

Approved/Revised Date: 5/10/2021 **Record Id:** 295284

District: Jackson County School District
Section: G - Personnel
Policy Code: GFBEB - Job Description: Bus Aide

Job Description: Bus Aide

QUALIFICATIONS:

1. High school diploma or equivalent.
2. Possess physical strength necessary to perform duties.
3. Such additional requirements as the Board may require.

REPORTS TO:

Transportation Supervisor at the Attendance Center.

JOB GOAL:

To assist in providing safe transportation for pupils of the school district.

DUTIES AND RESPONSIBILITIES:

1. Assists the bus driver in maintaining good student conduct on the bus.
2. Assists in loading and unloading passenger and special equipment.
3. Assures that students get on and off the bus in an orderly fashion.
4. Carry out such other duties and responsibilities as may be assigned.

Terms of Employment: 180 days

Sick Leave:

At the beginning of each school year, all full-time bus aides shall be credited with ~~three (3)~~ five (5) sick leave days. Of these days, two (2) may be used annually as personal days. Such personal leave shall not be taken on the first day of a school term, the last day of a school term, on the day previous to a holiday, or the day after a holiday.

Any unused portions of the above listed sick leave days shall be carried over to the next school year and credited to such non-certified staff, as long as the staff member is employed by the school district.

Original Adopted Date: 9/19/2005
Approved/Revised Date:
Record Id: 272482

JCSD POLICY REVIEW CALENDAR

The JCSD Policy Review Calendar should be used as a framework or starting point and, after carefully reviewing the applicable policies, regulations, state laws and rules, as appropriate to meet the needs of the local school system.

Month	Policy Section	IN CONJUNCTION WITH
July	**G.** Personnel *1/3 of Section*	Professional Development Plan Travel Requests
August	**F.** Facilities	District Security/Crisis Plan
September	**I.** Curriculum & Instruction	Test Scores / Curriculum Review *Goals Review*
October	**E.** Business Management **A.** School District Organization	Goal Setting - District Operations Review Transportation, Facilities,
November	**K.** General Public Relations, **L.** Organization Relations **M.** Education Agency Relations	Community /Engagement Review *Goals Review*
December	**B.** School Board Operations	After School Board Elections
January	**C.** General School Administration	Superintendent & Administrator's Contract Renewals
February	**G.** Personnel *1/3 of Section*	Employee Evaluations Employee Recommendations
March	**J.** Students *½ Section*	Approval of Student Handbook
April	**J.** Students *½ Students*	Review of Discipline and Attendance Reports
May	**D.** Finances	Budget Preparation Goals Review
June	**G.** Personnel *1/3 of Section*	Approval of Employee Handbook

Section: G Personnel

Policy Code: MSBA to assign **Job Description:** Human Resources Coordinator

Qualifications:

- High school diploma or equivalent
- Three years' experience in Human Resources

Special Qualifications:

- Advanced knowledge of benefits, insurance, retirement and personnel recommendations. Ability to manage and administer the employee benefits program within our school district to oversee the allocation of the employee benefits package. Must be well versed in retirement and insurance plans and have a solid communication skill to explain benefits to employees. Skill in editing policy, loading board agenda items, and publishing policy to our website.

Reports to: Director of Human Resources

Duties and Responsibilities:

1. Managing and assisting with recommendations for new hire and in district transfer of personnel.
2. Managing and assisting with the process of resignations, retirements, and separation of personnel.
3. Develops and posts open vacancies on our website
4. Manages onboarding all new personnel to the district.
5. Oversees new hire orientation for the district.
6. Inputs and processes insurance, benefits, and disability insurance selections.
7. Coordinates open enrollment for the district.
8. Submits annual staff recommendations for certified and non-certified personnel.
9. Meets with personnel and processes retirement for district employees.
10. Manages and assists with General Liability forms for district employees.
11. Manages, assists, and processes Workman's Compensation claims for district employees.
12. Manages and assists with property damage claims for our district.
13. Manages and assists with FMLA requests for our district.
14. Manages and assists with verification of employment for the district.
15. Managing and assisting with collection and maintaining of employee permanent records and files.
16. Collaborates with HR Director on all processes, claims, and verifications.
17. Assisting with review and evaluation of district's employee health and welfare programs.
18. Train, assign, and assist HR Director in training of personnel related to human resources.
19. Monitors and assists with processing accident reports and assists with filing claims.
20. Periodically reviewing policy to insure updated practices.
21. Assisting with editing and updating policies for board agenda and website.
22. Other duties as assigned by HR Director.

Language and Reasoning Skills: Ability to understand written and oral instructions; read analyze, and interpret complex documents, policies, and procedures. Excellent communication skills are required. Strong interpersonal skills are essential to maintain effective working relationships with others. The ability to work effectively under stressful conditions to ensure deadlines are met is essential.

Physical Demands: The physical demands are such that must be met by an employee to successfully perform the essential functions of this job. This position is required to sit and stand for moderate periods of time and the ability to see and hear.

Terms of Employment: 232-day employment. Salary is based on Board Policy GGB.

Evaluation: Performance in this position will be evaluated by the Director of Human Resources a minimum of annually on the basis of job duties.

Salary Scale: GGB

Section: G Personnel

Policy Code: GFABN Job Description: Transition Specialist

Policy:

Job Description: Transition Specialist

QUALIFICATIONS:

1. High school diploma or equivalent.
2. A minimum of 48 college hours or successfully pass the assistant teacher examination.
3. Experience with computer word processing, database, and spreadsheet applications.
4. Possess a general understanding of the purpose of transition for students with disabilities.

REPORTS TO:

Director of Special Education and/or designee.

DUTIES:

1. Works in conjunction with certified teachers.
2. Assists in supervising students through the day's activities.
3. Traditional job development activities and non-traditional job development activities such as job sharing and job carving/creation.
4. Assist in on the job training plans.
5. Implements recommendations given by Speech Therapists, Occupational Therapist and Physical Therapist while under the supervision of a certified teacher.
6. Assists group at lunch.
7. Assists in collecting data throughout the school year.
8. Assists in the duplication process of classroom materials.
9. Follows scheduled outlines by teachers.
10. Observe students during in-school work experience, during classroom activities, at home and other current school and community environments.
11. Follows specified lesson plans assigned each day for daily activities from the certified teacher.
12. Performs such other duties as may be assigned by the Case manager and/or the Director of Special Education.

TERMS OF EMPLOYMENT:

187 work days Salary Scale: ~~Library Aides (without a classroom teacher)~~ Teacher Assistant Scale District Policy ~~GGBO~~ GGBD

EVALUATION:

Performance in this position shall be evaluated regularly and informally (oral and written) by the Director of Special Education or Case manager.

Exhibits:

Regulations:

References:

Original Adopted Date:	11/15/2007	**Status:**	Adopted
Approved/Revised Date:		**Record Id:**	272363

Section: G Personnel

Policy Code: GGBD Salary Scale: Teacher Assistants/Aides/Library Aides/ELL/ISI Monitor/Personal Care Assistant

Policy: G

The base pay for teacher assistants/aides (with classroom teacher)/library aides (without classroom teachers, behavior facilitators, Personal Care Assistants and Career Center Technicians will be as follows:

Transition Specialist

	Teacher Assistant/Aides		
	~~Behavior Facilitator~~		
Years	Career Center Technicians	Library Aide (w/o Teacher)	Personal Care Assistant
0	$13.75	$14.56	$16.34
1	$13.99	$14.81	$16.85
2	$14.24	$15.06	$17.40
3	$14.49	$15.29	$17.88
4	$14.74	$15.53	$18.39
5	$14.97	$15.78	$18.65
6	$15.22	$16.02	$19.51
7	$15.47	$16.27	$20.14
8	$15.70	$16.52	$20.80
9	$15.95	$16.77	$21.37
10	$16.20	$17.01	$21.96
11	$16.45	$17.26	$22.51
12	$16.69	$17.50	$23.10
13	$16.94	$17.74	$23.67
14	$17.19	$17.99	$24.23
15	$17.43	$18.24	$24.81
16	$17.68	$18.49	$25.38
17	$17.91	$18.73	$25.96
18	$18.17	$18.97	$26.52
19	$18.40	$19.22	$26.92
20	$18.65	$19.46	$27.32
21	$18.90	$19.70	
22	$19.14	$19.95	
23	$19.39	$20.20	
24	$19.64	$20.44	
25	$19.89	$20.69	
26	$20.12	$20.94	
27	$20.37	$21.18	
28	$20.62	$21.43	
29	$20.86	$21.67	
30	$21.10	$21.93	
31	$21.36	$22.13	
32	$21.60	$22.42	

33	$21.85	$22.66	
34	$22.09	$22.91	
35	$22.34	$23.15	

Personal Care Assistant salaries will be capped at 20 years of experience.

Employees will be paid in twelve (12) monthly payments.

Staff filling the above positions may be credited with work experience if the previous employment was in a job requiring skills related to these positions.

If the previous position was that of a teacher assistant, then the staff member will be credited with all actual teacher assistant experience. Verification of this experience must be provided by the previous employer(s).

Approved: 07/10/2023 Revised: 08/14/2023

Regulations:

References:

Selected Document

Section: J Students
Policy Code: JCDAB Student Drug Testing Program Extracurricular Activities
Policy:

Student Drug Test Policy

STATEMENT OF PURPOSE AND INTENT

The Jackson County School District (JCSD) recognizes that drug use by students participating in CTE, athletics, cheer, dance, band, and/or choir, a drivers' education course, and those who drive and park on campus (hereinafter "participating students") present special concerns about the dangerous combination of drugs and participation in these activities. While the misuse or abuse of illegal drugs, prescription and even nonprescription drugs is unsafe for any student, the additional demands placed upon participating students make such misuse or abuse dangerous.

In response to the serious health risks and other risks posed by participating students' use, JCSD has implemented a drug testing policy which is designed to provide early detection of drug use and to eradicate or reduce significantly use and influence of prohibited drugs and other chemicals by participating students.

In pursuit of these purposes, JCSD declares that the use of prohibited drugs, or intoxication and physical influence thereof, by participating students is inherently unsafe. Such use, intoxication or influence should be detected and prevented and such participating students should be counseled, educated and monitored. This policy is adopted to promote the safety, health and well-being of participating students and is not intended to be disciplinary or punitive in nature. The sanctions provided for herein relate solely to limiting the opportunity of any student found to be in violation of the policy to participate in the covered activity. There will be no academic sanction for violation of the policy and the policy is intended to complement all other policies of the JCSD regarding the possession or use of illegal drugs. Beginning July 1, 2017, this policy will become effective.

All students enrolled in JCSD who are in 7th grade or higher and who (1) participate in any JCSD High School or Middle School CTE, athletic program, cheer, dance, choir, and/or band or (2) obtain a parking permit to allow them to drive and park on a JCSD campus or (3) enroll in a drivers' education course shall be subject to drug testing to the extent and manner provided for in this policy.

The Board authorizes the superintendent to implement procedures in furtherance of the goals of this policy.

DEFINITIONS

"Athletic Department" shall mean the Athletic Departments for each of the attendance centers within the JCSD.

"Confirmation test" means a drug test on a specimen to substantiate the results of a prior drug test on the specimen. The confirmation test may use an alternate method of equal or greater sensitivity than that used in the previous drug test.

"Drug test" means a chemical test administered for the purpose of determining the presence or absence of a drug in a person's bodily fluids.

"Illegal drug" means (a) a prohibited drug as set forth below, (b) a drug listed as illegal under Mississippi law, (c) a drug which is illegal to use under Mississippi law without a prescription, or (d) which is controlled by the Food and Drug Administration.

"Initial test" means an initial drug test to determine the presence or absence or drugs or related metabolites in specimens.

"Medical Review Officer" or "MRO" means a licensed physician, either a Doctor of Medicine or Doctor of Osteopathy, or other medical or scientific expert knowledgeable in drug abuse disorders, employed to help the JCSD interpret, evaluate and monitor its drug testing program.

"Negative drug test" means a drug test that does not show evidence of a prohibited drug in a person's system.

"Participating Students" are students participating in CTE, athletics, cheer, dance, choir, and/or band and/or those who obtain a parking permit toallow them to drive and park on campus, and/or enroll in a drivers education course.

"Positive drug test" means a drug test that indicates the presence of a prohibited drug in a person's system.

"Prescription medication" means a drug prescribed for use by a duly licensed physician, dentist or other medical practitioner licensed to issue prescriptions.

"Prohibited drug" means any drug which is considered a part of the group of drugs listed in Section IV. PROHIBITED DRUGS/ALCOHOL below.

"Random testing" means a neutral selection basis of testing for drugs which provides a mechanism for selecting participating students for testing that: (i) results in an equal probability that any student from a pool of students subject to the selection mechanism will be selected, and (ii) does not give JCSD and school personnel the discretion to waive the selection of any student selected under the mechanism, unless a student has a significant cognitive disability documented in their Individualized Education Plan.

"Specimen" means a tissue or product of the human body chemically capable of revealing the presence of drugs in the human body.

"Calendar Year" means 365 days from the date a violation is declared.

"JCSD" means Jackson County School District.

ADMINISTRATIVE PROCEDURE

Concurrent Drug Testing Policies
This policy and the JCSD policy on drugs as listed in the JCSD Student Handbook shall be administered separately and concurrently. Tests occurring under this policy shall not be used for or considered for the purposes of the JCSD Assertive Disciple Program; however, test results under the Assertive Discipline Program may be considered for the purposes of eligibility to participate in CTE, athletics, cheer, dance, choir, and/or band or to drive to and park on the JCSD campus or to enroll in drivers' education course and for testing or monitoring under this policy. Participating students are subject to all related policies concerning this subject area.

Implementation
All participating students and their parents or guardians will be notified of this policy upon (1) entering an athletic program, CTE, cheer, dance, choir, and/or band, or (2) seeking a JCSD parking permit, or (3) enrolling in drivers' education course. The JCSD Superintendent and/or his or her designees shall be responsible for the fair, impartial and complete implementation of this policy and for ensuring the no-notice, surprise nature of all testing. The JCSD Administration shall be responsible for the coordination and execution of all testing through a third-party vendor, which is the MRO. The initial method of collection will be done by urinalysis.

Consent/Refusal to Consent
The parents or legal guardians of participating students will be asked to sign a consent form acknowledging this policy, authorizing the test for prohibited drugs as provided for in this policy and consenting to the release of the test results to the MRO, Superintendent and/or his/her designees on a need to know and confidential basis. The test results will also be provided to the parents/guardians of the participating student. If a participating student and/or his or her parent/guardian declines or fails to sign the consent form, the student will be ineligible to participate in any JCSD CTE, athletic program, cheer, dance, choir, and/or band or to drive and park on the JCSD campus or to enroll in drivers' education course. The consent form to be used for purposes of this policy shall be formulated by the MRO and Superintendent.

Annual Testing
As an annual prerequisite for participation in a JCSD CTE, athletic program, cheer, dance, choir, and/or band or for permission to drive and park on the JCSD campus, or enrolling in drivers' education course, parents/guardians of participating students must sign a consent form acknowledging this policy, authorizing the test for prohibited drugs as provided for in this policy. Any student who tests positive for drugs may be ineligible to participate in JCSD CTE, athletic program, cheer, dance, choir, and/or band or to drive and park on the JCSD campus or enroll in drivers' education course as provided for in this policy, or, at the discretion of the Principal or Athletic Director, and approved by the Superintendent, may participate subject to the provisions of
Section "Appeal" of this policy.

Random Testing
Participating students will be tested on a random basis for use of prohibited drugs. Random testing shall be conducted no less than two (2) times during a school year and may be conducted during the school year at any other time during the school year as determined by the Superintendent. The random testing shall be announced or revealed prior to the time of the commencement and shall be conducted on a no-notice, surprise basis. The JCSD Superintendent and his designees shall determine the percentage of participating students tested in any one (1) random test not to exceed ten percent
(10%) of eligible students on a specific campus or the designated amount budgeted by the school board for the cost of the MRO contract for drug analysis tests. Once the percent is established for the year it will be applied consistently in each attendance center. The Superintendent and his designees shall take all reasonable steps to assure the integrity, confidentiality, and random nature of the MRO selection process. This would include, but not necessarily be limited to the MRO:

1. Assuring that the names of all participating students are in the pool.
2. Assuring that the person drawing the names has no way of knowingly choosing or failing to choose particular students for the testing.
3. Assuring that the identity of students for testing is not known to those involved in the selection process.
4. Assuring the direct observation of the selection process by at least two certified employees of the District as determined by the Superintendent.

Specimen Collection
All specimens will be collected under reasonable and sanitary conditions. Individual dignity and privacy will be preserved to the extent practicable. Universally accepted standards for testing, labeling, storage and transportation of specimens will be strictly followed by the testing facilities. The MRO will request information before each confirmation test regarding prescription and non-prescription drugs and any other information which could lead to a false positive test. JCSD staff shall be present only for supervising of students during random testing. No JCSD staff shall be involved in the collection, storage, labeling, or handling of specimens from random testing unless necessary because of the student's handicapping condition that has been previously documented.

Testing Procedures
A laboratory certified by the National Institute of Drug Abuse will be designated by JCSD to perform all initial drug tests and selection of students. The laboratory and the MRO will be responsible for the handling and safe delivery of all positive specimens to the confirmation laboratory and such delivery will be accomplished through proper chain of custody procedures.

Finding of Drug Use Consequences
If a student violates this policy, the consequences described below will apply only to the component of the activity impacted by the violation (i.e., CTE, athletics, dance, cheer, band, choir, driving on campus, and/or driving during drivers' education class). The student's grade will not be lowered because of the student's suspension from participation in these activities; however, a student will not be allowed to drive until a negative test result occurs, which could negatively impact a grade in a drivers' education class. The student may be expected to complete alternative assignments during the suspension in order to maintain his or her grade .

1. **First Violation** If the initial test for drugs indicates a negative result, no further test will occur unless there is good reason to suspect the quality of the specimen sample. If the initial test indicates a positive result, a confirmation test will be conducted immediately. Should the confirmation test also indicate a positive result for a participating student, the following consequences shall be imposed:
   a. The district will notify the student and his or her parent/guardian via a phone call and in writing of such positive test results.
   b. The student shall be suspended from participation in all athletics, cheer, dance, choir, and/or band activities (which encompasses, for purposes of this policy, all participation including: tryouts, practices and competitions) and from driving to and parking on a JCSD campus or being enrolled in a drivers' education course for a minimum of thirty (30) days, which can be reduced by half upon the successful completion in a drug counseling and/or drug education program and passing a second drug test.
   c. The student shall submit to a mandatory drug test at a laboratory certified by the National Institute of Drug Abuse that will be designated by JCSD, on or about thirty days after the date on which JCSD received notification of the confirmation tests positive result. Parent/Guardian will be responsible for the cost of the test and JCSD will determine time frame it will be administered. A positive test result shall constitute a separate violation of this policy and shall be treated as a second violation.
   d. The student shall be required to participate in and complete a drug counseling or education program developed by and provided by JCSD. Refusal to participate in the counseling and/or education program, as set forth in this paragraph, will be treated and handled as a second positive test result.
   e. The student will not be allowed to resume participation until he/she has had a negative drug test at the expense of the parent/guardian.
   f. After successfully returning from a first violation, the student may be required to submit to additional unannounced retests within the calendar year of the violation at the discretion of the district. If the student receives a positive result at this point, a second violation is declared.
2. **Second Violation** Should a participating student test positive for a second time in any two calendar years, the following consequences shall be imposed:
   a. The MRO or district will notify the student and his or her parent/guardian in writing and/or via phone call of such positive test results.
   b. The student shall be suspended from participation in all athletics, dance, and cheer, choir, and/or band activities (which encompasses, for purposes of this policy, all participation including: tryouts, practices and competitions) and from driving to and parking on a JCSD campus or being enrolled in a drivers' education course for a minimum of sixty (60) days.
   c. The student shall submit to a mandatory drug test at a laboratory certified by the National Institute of Drug Abuse that will be designated by JCSD, on or about sixty (60) days after the date on which JCSD received notification of the confirmation tests' positive result. Parent/Guardian will be responsible for the cost of the test and JCSD will determine time frame it will be administered. A positive test result shall constitute a separate violation of this policy and shall be treated as a third violation.
   d. The student shall be required to attend a drug counseling or rehabilitation program at the expense of the parent/guardian. A drug counselor shall refer the student to a JCSD approved outside drug counseling agency. Documentation of attendance and completion of counseling must be submitted to the principal before participation/eligibility is reinstated.
   e. After successfully returning from a second violation, the student may be required to submit to additional unannounced retests within the calendar year of the violation at the discretion of the district. If the student receives a positive result at this point, a third violation is declared.
3. **Third Violation** Should a participating student test positive for a third time in any two calendar years, the following consequences shall be imposed:
   a. The MRO or district will notify the student and his or her parent/guardian in writing and/or via telephone of such positive test results.
   b. The student shall be suspended from participation in all athletic, dance cheer, choir, and/or band activities and from driving to and parking on the JCSD campus and from drivers' education course for a minimum of one (1) calendar year.
   c. The student shall be required to attend a drug counseling or rehabilitation program at the expense of the parent/ guardian. A drug counselor shall refer the student to a JCSD approved outside drug counseling agency. Documentation of attendance and completion of counseling must be submitted to the principal before participation/eligibility is reinstated.
   d. The JCSD reserves the right to require the student to submit to mandatory drug testing during the calendar year of the violation as often as deemed appropriate by the administration. The student will not be allowed to resume participation until he or she presents a negative result on retest. No positive test results as described in this policy will be used as grounds to discipline, suspend or expel a participating student, except for the guidelines provided in this policy.

Appeal
A participating student has the right to appeal a decision under this policy by following the grievance procedures as outlined in JCSD Student Handbook and shall be afforded all student due process rights as provided by law. Participation in CTE classes, athletics, dance, cheer, choir and/or band and parking at JCSD or enrolling in drivers' education course is a privilege only and a student has no property right or interests in such participation.

Medical Review Officer
As part of this policy, JCSD will utilize the services of a Medical Review Officer (MRO) as designated by JCSD. The MRO will interpret, monitor, and evaluate all positive test results so as to determine whether any alternative medical explanation could account for the positive results. The MRO must be a licensed physician, or group of licensed physicians, knowledgeable in drug abuse disorders.

Confidentiality
The results of a student's drug test shall not be released to anyone other than the Medical Review Officer (MRO), the Superintendent or his/her designees and the student's parents/guardians. Results may also be released to the Board of Trustees, the school attorney, athletic department personnel, and/or school advisor on a need-to-know and confidential basis. No other person may receive the test results without the express authorization and consent of the participating student's parent/guardian.

Cost
JCSD will bear the cost of the initial drug and confirmation test required by JCSD under this policy. The participating student or his or her parent/guardian will pay the costs of any retest requested by the student and of all tests required after a violation of this policy, as outlined in Section "Appeal" above. If a parent requests that blood testing or any other alternate method of equal or greater sensitivity be utilized then the parent will be responsible for the additional costs associated with the testing method.

Use of Prescription or Legal Non-prescription Drugs
Prior to an initial drug test, a participating student may voluntarily disclose the use of any prescription or non-prescription drugs, but will not be required to do so. If the initial test results are positive, the MRO shall request from the student and/or the parent/guardian information regarding what, if any, prescription and non-prescription drugs, the student was using at the time of the test.

Prohibited Drugs/Alcohol
JCSD will test for the use of prohibited drugs in the following groups:

1. Marijuana
2. Cocaine
3. Opiates
4. Amphetamines
5. Phencyclidine (PCP)
6. Spice (synthetic marijuana)

Drug Assistance Program Procedures for Intervention Program
In the event that a student chooses to enroll in a designated Drug Counseling or Rehabilitation program the following steps may be considered:

1. The student and his/her parent(s) or legal guardian(s) will be provided with information regarding those designated drug/alcohol programs that are available in our vicinity.

2. The student and his/her parent(s) or legal guardian(s) will be responsible for providing for the cost of the program.
3. The student and his/her parent(s) or legal guardian(s) will be responsible for transportation to and from the program.

4. To ensure that the student successfully completes the program, the parent/guardian will sign a release of information form with the treatment center giving the center the right to share information with the school system's designee. The school will receive a report from the treatment center advising the District of the student's attendance and degree of success.

Exhibits:

Regulations:

References:

Original Adopted Date: 5/15/2017 **Status:** Adopted

Approved/Revised Date: **Record Id:** 272177

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Section: G Personnel

Policy Code: GGB Salary Scale: ~~Computer/IT Technician,~~ Payroll/Purchasing Agent, Federal Programs, **HR, SPED and Attendance Center** Coordinator

Policy:

Salary Scale: ~~Computer Technician –~~ Federal Programs, HR, SPED and Attendance Center Coordinator – ~~Payroll/Purchasing Agent~~

Yrs. Exp	~~Technician/~~Coordinator	Payroll/Purchasing Agent
0	$19.35	$19.35
1	$20.28	$20.28
2	$21.20	$21.20
3	$22.10	$22.10
4	$23.03	$23.03
5	$23.96	$23.96
6	$24.22	$24.22
7	$24.50	$24.50
8	$24.77	$24.50
9	$25.06	$24.50
10	$25.33	$24.50
11	$25.60	$24.50
12	$25.87	$24.50
13	$26.16	$24.50
14	$26.42	$24.50
15	$26.71	$24.50
16	$26.97	$24.50
17	$27.26	$24.50
18	$27.52	$24.50
19	$27.81	$24.50
20	$28.08	$24.50
21	$28.36	$24.50
22	$28.62	$24.50
23	$28.91	$24.50
24	$29.18	$24.50
25	$29.46	$24.50
26	$29.73	$24.50
27	$30.01	$24.50
28	$30.30	$24.50
29	$30.57	$24.50
30	$30.86	$24.50
31	$31.12	$24.50

Yrs. Exp	~~Technician/~~Coordinator	Payroll/Purchasing Agent
32	$31.41	$24.50
33	$31.68	$24.50
34	$31.97	$24.50
35	$32.24	$24.50

Employees will be paid in twelve (12) monthly payments with the hourly rate being based on working 1,856 hours annually.

Salary incentives will be calculated at the end of each year to be included in the calculation for the next year's salary upon approval by the ~~technology~~ director. Incentive scale listed below.

The work week shall consist of forty (40) hours per week with specific working hours to be set by the Director of the Department.

~~Staff filling the position of Computer Technician may be credited with a maximum of three years experience if the previous employment was in a job requiring skills related to this position. Verification of this experience must be provided by the previous employer(s).~~

Staff filling the position of Payroll Agent or Purchasing Agent may be credited with a maximum of three years experience if the previous employment was in a job requiring the same responsibilities and if previous employment was with a Mississippi School District.

The Federal Programs, **HR, SPED and Attendance Center** Coordinator positions will be paid in twelve (12) monthly payments with the hourly rate being based on working 1,856 hours annually (232 days) and **may be** credited with ~~actual work experience in~~ **a maximum of three years experience** in a job requiring skills related to this position. Verification of this experience must be provided by the previous employer.

Policy changes in the below incentives shall be applicable to new employees and new certifications. Existing employees as of 6-12-2018 shall not be negatively impacted as a result of the below modifications for existing certifications and degrees.

Note: Attendance Center Coordinator is not eligible for incentives.

~~Computer Tech Incentives~~	~~Amount~~
~~Certifications~~	
~~A+~~	~~$960.00~~
~~CCNA~~	~~$960.00~~
~~Security Plus~~	~~$960.00~~
~~MCP~~	~~$960.00~~
~~N+ (Network Plus)~~	~~$960.00~~
~~MCSE~~	~~$1,920.00~~
~~CCIE~~	~~$1,920.00~~
~~Certifications – Not to Exceed~~	~~$3,840.00~~
~~Degrees~~	
~~Associate Degree~~	~~$1,920.00~~
~~Bachelor Degree~~	~~$3,840.00~~
~~Degrees – Not to Exceed (AA and Bachelor combined)~~	~~$3,840.00~~
~~Total Degrees and Certifications~~ Not to Exceed	~~$7,680.00~~

Payroll/Purchasing Agent	Amount
Degrees	
Bachelor**'s or Master's** Degree	$3,840.00
Licenses	
School Business Administrator	$3,840.00
Federal Programs, HR and SPED Coordinator	**Amount**
Degrees	
Bachelor's or Master's Degree	$3,840.00
Total Degrees and Certifications Not to Exceed	**$3,840.00**

Exhibits:
Regulations:
References:

Original Adopted Date: 7/24/2008
Approved/Revised Date: 7/19/2021

Status: Adopted
Record Id: 304881

District: MSBA Sample
Section: B - School Board Operations
Policy Code: BBBE - Board Member Compensation and Expenses

BOARD MEMBER COMPENSATION AND EXPENSES

BOARD MEMBER CHOICE

Each school board member shall receive per diem in the amount of one hundred twelve dollars ($112.00) for no more than thirty-six (36) meetings of the school board during any one (1) fiscal year, or may choose to receive as compensation for services an annual salary subject to the following provisions:

1. For a school board member serving in a district with less than five thousand students enrolled in the school district, that member shall receive an annual salary of four thousand dollars ($4,000);

2. For a school board member serving in a district with at least five thousand students but less than ten thousand students enrolled in the school district, that member shall receive an annual salary of not less than four thousand dollars ($4,000) but not more than five thousand dollars ($5,000);

3. For a school board member serving in a district with greater than ten thousand students enrolled in the school district, that member shall receive an annual salary of not less than four thousand dollars ($4,000) but not more than six thousand dollars ($6,000);

The school board should record in its minutes the selection made by each individual board member. The choice made by each school board member shall be irrevocable and shall remain in effect for all successive terms or periods of service of that member. Such compensation shall not entitle any school board member to receive or be eligible for any state employee group insurance, retirement or other fringe benefits.

REIMBURSEMENT

Each member shall be reimbursed for the necessary expenses and mileage in attending meetings of the school board. In addition, all members may be reimbursed for mileage and actual expenses incurred in the further performance of their duties, including attendance at any mandatory school board training session or at regional and national education meetings, when such mileage and other expenses are authorized by the board prior to the date on which they occur. Detailed vouchers shall be submitted for reimbursement for all expenses authorized by this section. Such reimbursement shall be in accordance with Section 25-3-41.

Such expenses shall be paid on order of the school board by pay certificates issued by the superintendent of the school district involved against the funds available for payment of the administrative expense of the district.

REFRESHMENTS / MEALS AT BOARD MEETINGS

When attending meetings of the board and mandatory training sessions, board members may be provided refreshments and/or a meal when such is deemed necessary to prevent major interruptions to the board meeting or training session. A meal may be provided in lieu of reimbursement in order to avoid disruption of business, if the board determines that such is a necessary and reasonable expense of the meeting.

PENALTY FOR MISSED BOARD MEETINGS

If a member of a school board misses twenty percent (20%) or more of the meetings of the school board during a calendar year, except for absences caused by required military duty, the member must reimburse the school district that portion of the total salary paid to the member that year which is proportionate to the number of meetings missed by the member in relation to the total number of school board meetings held during that year. For purposes of this subsection, consideration may be given only to meetings of which public notice is required. 37-6-13

LEGAL REF.: MS CODE as cited
CROSS REF.: Policy DJD - Expense Reimbursements

Sample Policy Disclaimer: MSBA policies are provided solely as a sample. Any board of education adopting MSBA sample policies should use the samples as a framework or starting point and, after carefully reviewing the applicable laws, regulations and state rules, modify the policies as appropriate to meet the needs of the local school system. All policies should be carefully reviewed by the board of education's legal counsel.

Last Review Date:_____
Review History:[1/1/1900][1/1/1901]

Adopted Date: 8/1/2003
Approved/Revised Date: 5/9/2023

Selected Document

Section: G Personnel
Policy Code: GFAEH Job Description: Instructional Technology Coordinator
Policy:

ESSENTIAL FUNCTIONS:

- Ensure instructional technology specialists have the training and supports needed to be successful
- Assign specialists to schools based on specialist's technology skills and expertise, and the needs of schools; assist specialists with scheduling, logistics, and communication in order to meet the needs of schools
- Assess needs of schools and reassign specialists as needed
- Communicate expectations for outcomes and goals of the instructional technology department to specialists
- Communicate with teachers, district staff, and school leaders to ensure the assigned specialists are meeting the expectations and outcomes of the instructional technology department
- Collect and analyze feedback from teachers, district staff, and school leaders regarding the effectiveness of assigned instructional technology specialists and the coaching, training, and instructional supports offered by the instructional technology specialists.
- Evaluate the effectiveness of specialists and provide feedback, training, and supports as needed for continuous improvement
- Collaborate with instructional technology specialists to share resources and strategies; determine the effectiveness of professional development and coaching services offered; and adjust resources and services as needed
- Share effectiveness of the instructional technology specialist department with the Associate Director of Information Technology and Director of Information Technology
- Share evaluations of the effectiveness of specialists and plans for training and supports needed for continuous improvement with the Associate Director of Information Technology and Director of Information Technology
- Analyze all data and feedback, including engagement and effectiveness data provided by survey; and feedback from schools regarding the effectiveness of the coaching, training, and instructional supports offered by the instructional technology specialists
- Share identified needs of teachers, schools, and districts with the Associate Director of Information Technology and Director of Information Technology to inform future training, supports, and professional development offerings.

EDUCATION AND EXPERIENCE:

- Bachelor's Degree, Master's Preferred, Instructional Technology Degree Preferred
- Hold at least a valid class "A" MS Educator License
- Five Years Teaching Experience
- Demonstrated ability to lead teachers in the implementation of research based
- effective programs to successfully meet all state curriculum requirements
- Extensive knowledge, experience, and successful implementation of instructional technology in a school setting.

SPECIAL QUALIFICATIONS
Advanced Technology and Instructional skills are required to perform the essential functions of this position.

LANGUAGE AND REASONING SKILLS:
Ability to understand written or oral instructions; read, analyze and interpret complex documents, instruction manuals, policies and procedures is essential. Excellent communication
skills are required. Strong interpersonal skills are essential to maintain effective working relationships with others. The ability to work effectively and efficiently, under stressful conditions, to ensure deadlines are met is

essential.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is required to sit and stand for moderate periods of time and the ability to see and hear.

WORKING ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. This position typically works in a well-lit, climate-controlled, and adequately ventilated office environment and requires observance of safe work practices, fire regulations, and avoidance of falls, trips, and similar office work hazards. The stress level for this position is moderate and the noise level for this position is low to moderate normally.

TERMS OF EMPLOYMENT:

This is a 232 days per year position. Salary to be established by school board policy GGBA Level F1. This position is funded through federal grants. If Federal funding for this position is no longer available; the district may choose to eliminate this position.

EVALUATION:

Evaluation of this position will be performed by the Information Technology Director. Criteria of success will include surveys, formal training plans, delivered trainings, Curriculum Director input.

Exhibits:

Regulations:

References:

Original Adopted Date: 7/19/2021 **Status:** Adopted

Approved/Revised Date: **Record Id:** 305554

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Jackson County School District Workers Compensation Claims

2023-2024

July	2
August	4
September	5

Mississippi School Boards Association
2024 School Board Legislative Survey

This survey is being sent to all school board members and superintendents. Please take time at your next board meeting to complete the survey as a team and enter the results by **October 23, 2023.** This information will help MSBA direct its lobbying efforts during the 2024 Legislative Session.

Name of School District: _____

INSTRUCTIONS: *Please **CIRCLE** or **UNDERLINE** one of the **bold choices** in each statement. We are asking that each Board discuss this survey at a board meeting, **complete a single survey,** and return it to MSBA. We are not asking each individual board member to submit a survey.*

1. Legislation that would further relax the vaccination requirements for children attending K-12 schools
   Support Oppose No Opinion

2. Legislation that would require all school board members to be elected
   Support Oppose No Opinion

3. Legislation that would restrict local control of school boards
   Support Oppose No Opinion

4. Legislation that would require all board members to be elected at the same time
   Support Oppose No Opinion

5. Legislation that would provide incentives for school districts to move to a year round calendar
   Support Oppose No Opinion

6. Legislation that addresses school board member misconduct
   Support Oppose No Opinion

7. Legislation that would require each local school board to formally adopt a code of conduct for board members
   Support Oppose No Opinion

8. Legislation that would change the public education funding formula from average daily attendance to total enrollment
   Support Oppose No Opinion

9. Legislation that would fully fund the public education funding formula (MAEP)
   Support Oppose No Opinion

10. Legislation that would create a structured, statewide approach to quality early childhood education
    Support Oppose No Opinion

Mississippi School Boards Association
2024 School Board Legislative Survey

11. Legislation that would eliminate the requirement of passing an end-of-course test to graduate
Support Oppose No Opinion

12. Legislation that would increase qualifications for individuals running for the local school board
Support Oppose No Opinion

13. Legislation that would allow for a salary supplement for experienced teachers willing to relocate to F-rated school districts
Support Oppose No Opinion

14. Legislation that would allow public funds to be diverted from public schools to nonpublic schools, home schools, or virtual schools by means of vouchers, tuition tax credits, or scholarships
Support Oppose No Opinion

15. Legislation that would allow public charter schools in districts with successful accountability ratings of A, B, or C
Support Oppose No Opinion

16. Legislation that would provide incentives to people majoring in education and/or people seeking an alternative route license
Support Oppose No Opinion

17. Legislation that would provide financial incentives to consolidate schools
Support Oppose No Opinion

18. What are your board's top priorities for the upcoming legislative session?

19. What are some of the top issues that are currently in your district?

Certified Employee Recommendations (all recommendations are subject to verified background checks and drug tests)

Employee	School/Dept.	Position	Replacing/Change	Hire/Eff. Date	Fiscal Year
Aflague, Kim	SMMS	Long Term Substitute	Karla Fox	10/19/2023	2023-2024
Baggett, Karen G.	VUE	At Risk/Title Pt. Tutor	N/A	10/9/2023	2023-2024
Bartos, Josef K.	SMHS	Teacher	Katie Thames	9/18/2023	2023-2024
Burney, Megan	VMS	LSC	Aubrey Bosarge	7/24/2023	2023-2024
Bond, Ashton	SPED -DO	Positive Behavior Specialist	Recommended with 3 yrs, 2 yrs of experience verified.	7/27/2023	2023-2024
Bullock, Emilia	ECUE	Long Term Substitute	Ashley Baker	9/18/2023	2023-2024
Cowley, Margaret	SMNE	District Tutor	N/A	9/21/2023	2023-2024
Crum, Ashlynn	SPED-DO	Speech Language Pathologist	Recommended with 12 yrs, 10 yrs of experience verified.	7/24/2023	2023-2024
Duvall, Kathy	ECLE	Title Pt. Tutor	N/A	9/18/23	2023-2024
Hollinghead, Teresa	ECHS	District Tutor	N/A	10/17/23	2023-2024
Gordon, Eric	SMMS	Teacher	Recommended with 6 yrs, 5 yrs of experience verified.	7/24/23	2023-2024
Guess, Emaly	VMS/VHS	PBIS	Amanda Buck	9/25/2023	2023-2024
Jackson, Holly	SMUE	Title 1 Facilitator	Christy Mitchell- Will earn remaining balance of the supplement	N/A	2023-2024
Jenkins, Nykesha	SMAC Athletics	Asst. Coach Track HS Girls	Vacant	9/12/23	2023-2024
Keating, Colleen	SMMS	Teacher	Previously changed experience to 0 yrs, 1 year has been verified.	7/24/23	2023-2024
May, Victoria	ECUE	Long Term Substitute	Bailey Spring	10/9/2023	2023-2024
Mocknick, Madison	ECUE	Teacher	Upgrade from A to AA	9/6/2023	2023-2024
Nelson, Angela	ECLE	Tutor	N/A	9/18/2023	2023-2024
Pait, Sheila	ECLE	Tutor	N/A	9/18/2023	2023-2024
Wegner, Hannah	SMHS	Teacher	Upgrade from A to AA	7/24/2023	2023-2024
Williams, Darlene	SMNE	Long Term Substitute	Vacant - Krystal Jordan	10/9/2023	2023-2024
Young, Charlene	SMEE	Tutor	N/A	9/21/2023	2023-2024
SMUE After School Tutors - *See Attached List					
SMHS After/Before & Saturday Tutoring - *See Attached List					

Certified Employee Resignations

Employee	School/Dept.	Position	Resignation/Retirement	Separation Date	Fiscal Year

Asher, Tiffany	SMEE	TST Inteventionist	Retirement	12/15/2023	2023-2024
Hust, Jessica	SMMS	Teacher	Resignation	9/26/2023	2023-2024
Jordan, Krystal	SMNE	Teacher	Resignation	9/29/2023	2023-2024
Medley, Sharon	SMMS	Teacher	Retirement	5/28/2024	2023-2024
Mitchell, Christy	SMUE	Title I Facilitator	Resignation	9/1/2023	2023-2024
Suarez, Kristen	VMS	Teacher	Resignation	9/29/2023	2023-2024
Webb, Tiffany	ECLE	Teacher	Resignation	10/18/2023	2023-2024

Certified Employee Transfers (informational purposes only)

Employee	**School/Dept.** (From - To)	**Position** (From - To)	**Replacing**	**Effective Date**	**Fiscal Year**
Collins, Stephanie	SMUE to SMUE	Title I PT Tutor to Title I Interventionist	New Position	10/9/2023	2023-2024
Jalanivich, Valerie	SMUE to SMHS	Positive Behavior Instruc. Spec. to SPED Inclu. Teacher	New Position	9/11/2023	2023-2024
Johnson, Brandy	DO-Tech. - DO. Tech.	Instructional Tech. Coordinator to Admin. Tech. Supervisor	New Position	9/12/2023	2023-2024
Wages, Rebecca	JCTC to JCTC	STC ELE/MS to STC HS/CTE	N/A	7/24/2023	2023-2024

Declare Certified Contract Null and Void in accordance with State Statute 37-9-23

Employee	**School/Dept.**	**Position**	**Reason**	**Separation Date**	**Fiscal Year**

Non-Certified Employee Recommendations (all recommendations are subject to verified background checks and drug tests)

Employee	**School/Dept.**	**Position**	**Replacing/Change**	**Hire/Eff. Date**	**Fiscal Year**
Guthrie, Jerri	EC Transportation	Bus Driver	Increase in hrs 5 to 6.5	7/27/2023	2023-2024
Guthrie, Kelbi	EC Transportation	Bus Aide	Increase in hrs 4 to 5.75	10/9/2023	2023-2024
Harden, Margaret	ECHS	Band Tech Asst. (Fall/Spring)	Vacant	10/16/2023	2023-2024
Hinton, Lisa	EC Transportation	Bus Aide	Joseph Williams Jr.	9/5/2023	2023-2024
Kennedy, Natasha	VMS	Custodian	Recommended with 2 yrs of exp, 0 yrs verified	7/31/23	2023-2024
Krause, Cody	VAC Athletics	Band Technician	Donald Boucher	9/21/2023	2023-2024
Miller, Kimberly	ECLE	Permanent Substitute	Madison Self	9/20/2023	2023-2024
Morris, John	SMMS	Permanent Substitute	Suzanne Couverette	10/9/2023	2023-2024
Moss, Skyiesha	SMAC Athletics	Head Coach MS Girls Track	Vacant	9/12/2023	2023-2024
Tanner, Katie	EC Transportation	Bus Driver	Increase in hours 4 to 6	10/9/2023	2023-2024
Thornton, Caroline	SMHS	Permanent Substitute	Jamera James	9/18/2023	2023-2024

Williams Jr., Joseph	EC Transportation	Bus Driver	Increase in hours 3.5 to 5.5 - Steven Wien	9/5/2023	2023-2024
Non-Certified Employee Resignations					
Employee	**School/Dept.**	**Position**	**Resignation/Retirement**	**Separation Date**	**Fiscal Year**
Hood, John	DO-Operations	District Painter	Resignation	9/20/2023	2023-2024
Myers, William	DO-IT	IT Infrastructure Manager	Resignation	10/6/23	2023-2024
Rustin, Susanne	SMEE	Permanent Substitute	Resignation	8/29/2023	2023-2024
Waters, Carolyn	ECUE	Custodian	Retirement	12/15/2023	2023-2024
Wicker, Denise	VLE	Teacher Assistant	Retirement	5/24/2024	2023-2024
Wicker, Denise	VAC Transportation	Bus Driver	Retirement	5/24/2024	2023-2024
Williams Jr., Joseph	EC Transportation	Bus Aide	Resignation	9/1/2023	2023-2024
Non-Certified Employee Transfers (informational purposes only)					
Employee	**School/Dept.** (From - To)	**Position** (From - To)	**Replacing**	**Effective Date**	**Fiscal Year**
Conger, Ashley	DO-SPED (Exceptional School)	Teacher Asst. to Personal Care Asst.	New Position	7/20/2023	2023-2024
Cox, David	SMAC to DO-Operations	Maintenance to Painter	John Hood	9/21/2023	2023-2024
Davis, Erica	ECUE to ECUE	Custodian to Teacher Assitant	George Jenne Jr.	10/9/2023	2023-2024
King, Justice	ECMS to VMS	Permanent Substitute to Teacher	Kristen Suarez	10/9/2023	2023-2024
Long, Kayla	SMN Cafeteria to VHS Cafeteria	FT Child Nutrition Worker to PT Child Nutrition Worker	Linda Bryant	9/25/2023	2023-2024
Roberts, Angela	ECUE Cafeteria to ECUE	Child Nutrition Worker to Custodian	Erica Davis	10/11/2023	2023-2024
Sheffield, Starlette	ervices SMMS/SMHS to SMMS/SMU	SMHS Registrar to SMU Registrar	N/A	8/1/2023	2023-2024
Administrator Recommendations (all recommendations are subject to verified background checks and drug tests)					
Employee	**School/Dept.**	**Position**	**Replacing**	**Hire Date**	**Fiscal Year**
Administrator Resignations					
Employee	**School/Dept.**	**Position**	**Resignation/Retirement**	**Separation Date**	**Fiscal Year**
Administrator Transfers (informational purposes only)					
Employee	**School/Dept.** (From - To)	**Position** (From - To)	**Effective Date**	**Replacing**	**Fiscal Year**
Personnel Corrections					
Employee	**School**	**Board Date**	**Correction/Change**		
Gasaway, Christina	SMHS	3/13/2023	Correction to years of experience from 14 to 13 on the 23-24 Cert. Annual Recs		
Jackson, Kristina	SMHS	3/13/2023	Correction to years of experience from 21 to 22 on the 23-24 Cert. Annual Recs		
Jamieson, Janna	SMHS	3/13/2023	Correction to years of experience from 0 to 1 on the 23-24 Cert. Annual Recs		

Smith, Kelly J.	VMS	9/11/2023	Correction to years of expericene from 19 yrs to 25 years of expericence verified.
Substitutes (added to sub list since previous board meeting)			
Employee			
Steverson, Angela			
Dizon Jr, Lawrence			
Montgomery, Sharon			
Goff, Michaela			
Roberts, Doris			

Fund Code: _____

Fund Code: _____

Federal Programs/Special Education Accountant: _____

Business Office Initials: _____

JACKSON COUNTY SCHOOL DISTRICT

Employee Recommendation for Board Agenda

ALL Blanks Must Be Completed. Use N / A if no information is needed.

Today's Date	09/11/2023
School/Department Name	St. Martin Upper Elementary
Employee's Legal Name	See Attached Employee Listing
Address	n/a
Employee ID#	see attached list
Date of Birth	n/a
Race (according to MSIS requirements)	n/a
Sex (according to MSIS requirements)	n/a
Phone Number	228-283-3555
Certified or Non Certified	Certified
Position	After School Tutor
Start Date	09/12/2023
Hours per Day for New Position	6-8 hours per week
Currently Employed by JCSD?	Yes
If yes, position	Teachers
If yes, current number of hours per day?	8
JOB # and APPLICATION #	n/a
Fiscal Year	2023-2024
Educator License Class (Attach Copy of License)	n/a
Years Experience	n/a
Name of Employee replacing (Attach Resignation Letter)	n/a
School Board Agenda Date	10/16/2023
Additional Comments	District - At Risk (1145)
	Attach Current Educator License
Date fingerprints /drug test verified	Current Employees
Principal	Valerie Martino (Sep 11, 2023 16:30 CDT) — Date: Sep 11, 2023
Director	Date:
Special Education	Date:
Federal Programs/Student Services	Date:
Assistant Superintendent	Monty Noblitt (Sep 12, 2023 08:07 CDT) — Date: Sep 12, 2023
Human Resources	Amy Stewart — Date: Sep 15, 2023
Superintendent	Date:

Forward original recommendation and all supporting documents to: Assistant Superintendent's Office and they will forward to Human Resources for further processing. The HR Director will secure all necessary signatures for Special Education or Federal Program positions.

Total hours employed per day may not exceed 8.

If this is a retired employee returning to work, notify the HUMAN RESOURCES at HR@JCSD.MS immediately.

Revised 07/28/2023

SMUE TUTORING

FY 2023-2024

36	AINSWORTH, JAMIE
4197	BROUSSARD, LISA
7492	BROWN, SARAH
8830	COUVERETTE, SUZANNE
8769	CROSS, CAITLIN
8690	KUNS, ASHLEE
7262	MCNABB, DAWN
3391	MITCHELL, CHRISTY
5640	MUDGETT, BRIDGET
8524	NEWBERRY, BETHANY
8708	STEPHENS, JOSHUA
4423	SWINEY, STACY
5417	WIGGINS, DEBORAH
5472	WILLIAMS, TIFFANIE

Fund Code: _____ Business Office Initials: _____

Fund Code: _____

Federal Programs/Special Education Accountant: _____

JACKSON COUNTY SCHOOL DISTRICT
Employee Recommendation for Board Agenda

ALL Blanks Must Be Completed. Use N / A if no information is needed.

Today's Date	09/21/2023
School/Department Name	St. Martin High School
Employee's Legal Name	See attached list of teachers
Address	n/a
Employee ID#	Noted on attached list of teachers
Date of Birth	n/a
Race (according to MSIS requirements)	n/a
Sex (according to MSIS requirements)	n/a
Phone Number	2282833420
Certified or Non Certified	Certified
Position	After/Before School and Saturday Tutoring
Start Date	09/18/2023
Hours per Day for New Position	8
Currently Employed by JCSD?	Yes
If yes, position	Teachers
If yes, current number of hours per day?	8
JOB # and APPLICATION #	n/a
Fiscal Year	2023-2024
Educator License Class (Attach Copy of License)	n/a
Years Experience	n/a
Name of Employee replacing (Attach Resignation Letter)	n/a
School Board Agenda Date	10/16/2023
Additional Comments	$28.00/hour 1145-900-1280-000-111-11-0000
	Attach Current Educator License
Date fingerprints /drug test verified	Current Employees
Principal	Shea Scarborough (Sep 21, 2023 14:46 CDT) — Date: Sep 21, 2023
Director	Date:
Special Education	Date:
Federal Programs/Student Services	Date:
Assistant Superintendent	Monty Noblitt (Sep 22, 2023 10:33 CDT) — Date: Sep 22, 2023
Human Resources	Amy Stewart — Date: Sep 22, 2023
Superintendent	Date:

Forward original recommendation and all supporting documents to: Assistant Superintendent's Office and they will forward to Human Resources for further processing. The HR Director will secure all necessary signatures for Special Education or Federal Program positions.

Total hours employed per day may not exceed 8.

If this is a retired employee returning to work, notify the HUMAN RESOURCES at HR@JCSD.MS immediately.

Revised 07/28/2023

Teacher		Employee #
Josef K	Bartos	8897
Julie	Picard	8789

District: Jackson County School District
Section: I - Instructional Program
Policy Code: IDAG Dual Enrollment

DUAL ENROLLMENT CREDIT

Eligible students may participate in the Dual Enrollment Program established by the Jackson County School District (JCSD) in compliance with the MS Code §37-15-38.

A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

1. Dual Credit Program Allowances

   A student may be granted credit delivered through the following means:

   . Examination preparation taught at a JCSD high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement (AP) or International Baccalaureate (IB) course through which a JCSD high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.

   a. College or university courses taught at a JCSD high school or designated postsecondary site by a qualified teacher who is an employee of JCSD and approved as an instructor by the collaborating college or university.

   b. College or university courses taught at a college, university or high school by an instructor employed by the college or university and approved by JCSD.

   c. Online courses of any public university, community or junior college in Mississippi.

2. Admission Criteria for Dual Enrollment in Community and Junior College or University Programs

   Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated dual enrollment admission requirements.

3. Tuition and Cost Responsibility

   Tuition and costs for university-level courses and community and junior college courses offered under a Dual Enrollment Program shall be the responsibility of the parents, custodian or legal guardians of the student.

4. Transportation Responsibility

   Any transportation required by a student to participate in the Dual Enrollment Program is the responsibility of the parent, custodian or legal guardian of the student.

5. JCSD Average Daily Attendance Credit

   When dually enrolled, the student shall be counted, for Adequate Education Program funding purposes, in the average daily attendance of JCSD in which the student attends high school.

6. High School Student Transcript Transfer Requirements

   Grades and college credits earned by a student admitted to a Dual Credit Program must be recorded on the JCSD high school student record and on the college transcript at the university or community or junior college and high school where the student attends classes.

7. Ineligible Courses for Dual Credit Programs

   Any course that is required for Subject Area Testing as a requirement for graduation from JCSD is not eligible for dual credit.

8. Eligible Courses for Dual Credit Programs

   Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. All courses being considered for dual credit must receive unconditional approval from the Superintendent of JCSD and the chief instructional officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits.

9. High School Carnegie Unit Equivalency

   One (1) three-hour university or community or junior college course is equal to one (1) High School Carnegie Unit.

10. Maximum Dual Credits Allowed

It is the intent of the Dual Enrollment Program to make it possible for every eligible student who desires to earn a semester's worth of college credit in high school to do so. A qualified dually enrolled JCSD high school student must be allowed to earn an unlimited number of college or university credits for dual credit.

11. Qualifications of Dual Credit Instructors

A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of Colleges and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors. A dual credit career and technical education instructor must meet the requirements set forth by the Mississippi Community College Board in the qualifications manual for postsecondary career and technical personnel.

The Superintendent and/or designee shall develop procedures to support this policy.

Legal Reference – MS Code § 37-15-38

Last Review Date:_____

September 2023

JACKSON COUNTY SCHOOL DISTRICT

Instructional Management Plan 2023-2024

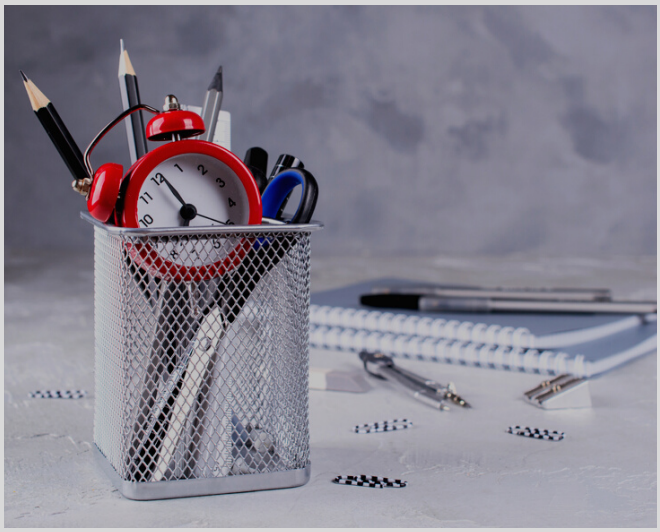

Table of Contents

- Strategic Plan Goals and Introduction
- School Board Policy IB
- Academic Standards
- Pacing Guides
- Assessment Plan & Instructional Resources
- Best Practices

Mission Statement

The mission of the Jackson County School District is to provide a safe, nurturing environment conducive to quality education wherein all students have the opportunity to obtain the essential skills necessary to achieve the goals of their choice and to become responsible, productive citizens.

JCSD Strategic Plan Goals

1. Decreased safety incidents
2. Increased student achievement
3. Sound financial management
4. Improved facilities and infrastructure
5. Positive educational experience
6. Effective leadership

Introduction

Teachers and students of Jackson County School District are provided superior-quality information, tools, and resources that are appropriate and adequate to facilitate the highest levels of student academic achievement. All administrators and faculty members are given access to the most current academic frameworks and standards available from the Mississippi Department of Education. Academic frameworks and standards are provided to teachers both digitally through internet links and in a flash-drive file at each campus. District and school-level professional development is furnished in an ongoing effort to build teacher capacity in instructional best-practices. In addition, teachers work together to align resources and instructional pacing to the Mississippi College and Career Readiness Standards. Input from parents, students, staff members, faculty members, and administrators is obtained annually regarding district-provided curriculum, resources, and information. This data, along with student assessment results, is considered for procedural and purchasing decision-making.
The instructional management system includes a tiered instructional model (MTSS) in accordance with (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

JCSD SCHOOL BOARD POLICY

Section: I Instructional Program
Policy Code: IB Instructional Goals
Policy:

Instructional Goals

The School Board of the Jackson County District directs the Superintendent to implement and maintain the planned instructional program which complies with Mississippi Code 37-3- 49 (2)(a-c) and s7-3-49(5) and School Board Policy 4300. The district curriculum will at a minimum, align with current academic standards required and adopted by the State Board of Education. These standards are available to all teachers in each school.

1. The school district implements an instructional management system that has been adopted by the school board and that includes, at a minimum, the current academic standards required and adopted by the State Board of Education. {MS Code 37-3-49)
2. Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the current academic standards required and adopted by the State Board of Education. {MS Code 37-3-49}
3. The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition. {MS Code 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}

The district shall provide resource materials as necessary, within legal budgetary limitations, to support the current standards required and adopted by the State Board of Education.

Reference: Mississippi Public School Accountability Standards

Legal reference: Adoption by school district of instructional program and management system; paperwork reduction.

Exhibits:

Regulations:

References:
37-3-49 - Adoption by school district of instructional program and management system; paperwork reduction.
MPSAS - Public School Accountability Standards

Original Adopted Date: 10/27/2003
Approved/Revised Date: 3/14/2016
Status: Adopted
Record Id: 272006

ACADEMIC STANDARDS, PACING GUIDES, ASSESSMENT PLAN, INSTRUCTIONAL RESOURCES, & BEST PRACTICES

ACADEMIC STANDARDS

PACING GUIDES

ASSESSMENT PLAN & INSTRUCTIONAL RESOURCES

BEST PRACTICES

2023-24

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2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Effective Date: 2016-2017 School Year

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

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Table of Contents

Introduction 8
Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts 10
College- and Career-Readiness Anchor Standards 20
Overview of the MS CCRS Scaffolding Document 26
MS CCRS for English Language Arts Grades K-2 27
Kindergarten 28
Grade 1 36
Grade 2 44
MS CCRS for English Language Arts Grades 3-5 51
Grade 3 52
Grade 4 60
Grade 5 68
MS CCRS for English Language Arts Grades 6-8 76
Grade 6 77
Grade 7 86
Grade 8 94
Literacy in History/Social Studies - Grades 6-8 102
Literacy in Science and Technical Subjects - Grades 6-8 103
Writing in History/Social Studies, Science, and Technical Subjects - Grades 6-8 104
MS CCRS for English Language Arts Grades 9 - 12 106
English I 107
English II 116
Literacy in History/Social Studies - Grades 9-10 126
Literacy in Science and Technical Subjects - Grades 9-10 127
Writing in History/SS, Science, and Technical Subjects - Grades 9-10 128
English III 131
English IV 141
Literacy in History/Social Studies - Grades 11-12 151
Literacy in Science and Technical Subjects - Grades 11-12 152
Writing in History/Social Studies, Science and Technical Subjects - Grades 11-12 153
High School English Electives 156

MISSISSIPPI DEPARTMENT OF EDUCATION
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Creative Writing 157
Debate 160
Foundations of Journalism 164
Broadcast Journalism 167
Print Journalism 169
Mississippi Writers 171
Oral Communication 175
SREB Literacy Ready Course 179
Survey of African American Writing 182
Survey of Twentieth Century Writing 186
Technical and Workplace Writing 190
World Literature 194
Advanced Placement 197
Advanced Placement: English Language and Composition 198
Advanced Placement: English Literature and Composition 202
Compensatory English 206
Compensatory English I 207
Compensatory English II 208
Compensatory English III 209
Compensatory English IV 210
Glossary 212

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Acknowledgements

COMMITTEE MEMBERS (2013)

The Mississippi Department of Education gratefully acknowledges the following individuals who provided feedback in developing the 2015 Mississippi College- and Career Readiness Standards for English Language Arts.

Dr. Gloria Bunnell	Mississippi University for Women
Joelle Bunnell	Lamar County School District
Patty Cooper	Gulfport School District
Jason Frazier	Lincoln County School District
Dr. Joan Haynes	Mississippi Community College Board
April Holifield-Scott	DeSoto County School District
Dr. Susan Lee	Mississippi Institute of Higher Learning
Virginia Leonard	East Mississippi Community College
Candy Mize	Oxford School District
Genevieve Roman	Lamar County School District
Dr. Angela Rutherford	University of Mississippi
Cheryl Thomas	Lauderdale County School District
Rashunda Young	Clarksdale School District

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Acknowledgments

COMMITTEE MEMBERS (2015)

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts and the supporting documents.

Shamethria Beamon	Sunflower Consolidated School District
Kelsey Bush	Harrison County School District
Ashely Chism	Pearl Public School District
Christine Davidson	Rankin County School District
Kalea Derrick	Rankin County School District
Shannon Eldridge	Desoto County School District
Amy Fleming	Pearl River County School District
Lakeesha Getter	Senatobia School District
Leslie Holloway	Pearl Public School District
Ashley Kazery	Hinds County School District
Miranda Kincaid	Louisville Municipal School District
Ginny Leonard	East Mississippi Community College
Lisa McDonald	Petal School District
Kelleigh McLeod	Clinton Public School District
Joyce Parker (Community Representative)	Greenville Public School District
Kelleigh Reynolds	Biloxi Public School District
Tricia Stoll	Gulfport School District
Melissa Sundberg	Ocean Springs School District
Penny Temples	Lumberton Public School District
Jennifer Valentine	Jones County School District
Tammy Whitney	Neshoba County School District
Trudy Cook, Lead PDC	University of Mississippi/MDE
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Jill Hoda	MDE/Office of Elementary Education and Reading
Felicia Jackson-Stewart	University of Mississippi/MDE
Victoria Johnson	MDE/Office of Secondary Education

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Introduction

Mission Statement

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in English Language Arts in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

Purpose

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards is to provide a basis for curriculum development for Grades K-12 English Language Arts teachers in Mississippi. This document provides an outline of what students should know and be able to do by the end of each grade level in preparation for college and career. The primary purpose of this document is to provide a basis for curriculum development for K-12 English Language Arts teachers, outlining what students should know and be able to do by the end of each grade level and course. Mississippi-specific courses that were revised to align with the Mississippi College- and Career-Readiness Standards include Survey of African American Writing, Creative Writing, Debate, Foundations of Journalism, Broadcast Journalism, Print Journalism, Mississippi Writers, Oral Communication, Technical and Workplace Writing, Survey of Twentieth Century Writing, and World Literature. The new Southern Regional Education Board (SREB) Literacy Ready course is included as a transition to college English course.

Organization of the 2016 Mississippi College- and Career-Readiness Standards

The 2016 Mississippi College- and Career-Readiness Standards are divided into 6 sections. The first section includes an introduction to the document, an overview of the Mississippi College- and Career-Readiness Standards for English Language Arts. The second section includes the MS CCRS for ELA for kindergarten through second grade. The third section includes the MS CCRS for ELA for grades 3-5. The fourth section includes the MS CCRS for ELA, including Literacy in Social Studies, Science, and Technical Subjects. The final section includes the Mississippi Specific High School ELA electives, Advanced Placement courses, and the SREB Bridge Course.

Implementation

The required year for the implementation of the 2016 Mississippi College- and Career-Readiness Standards is school year 2016-2017.

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Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts Overview

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Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts

OVERVIEW

The Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge to create next generation K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

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Key Design Considerations

Mississippi College- and Career-Readiness and Grade-Specific Standards

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

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

Grade Levels for K–8; Grade Bands for 9–10 and 11–12

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

A Focus on Results Rather than Means

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

An Integrated Model of Literacy

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

Research and Media Skills Blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to

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conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Research, media skills, and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared Responsibility for Students' Literacy Development

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

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

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

Strategies for Content Area Reading

Though strategies utilized in reading and language arts classes provide the framework that students need to comprehend content-specific texts, students must also be equipped with transferable skills and strategies that can be used across grade levels and curricula. The following are suggestions for content area reading that can be incorporated in all classrooms.

Suggestions for Teaching Content-Specific Vocabulary and Facilitating Comprehension

- Establish goals and purposes for reading.
- Plan pre-reading activities that allow students to develop prerequisite knowledge and vocabulary about content-specific topics. Activities may include reading materials, videos, websites, and field trips.
- Plan post-reading activities that allow students to demonstrate mastery of skills and concepts through visual, kinesthetic, oral, and/or written products. Comprehension is often aided when linked to the creation of a product.
- Create mental or visual images associated with technical vocabulary words.
- Link new vocabulary with background knowledge.

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- Focus on the semantic relationships of new and familiar words.
- Use synonyms, antonyms, and dictionary definitions to understand the meaning of specialized and technical vocabulary.
- Analyze the structure of new words (affixes, compound words, etc.) to determine word meaning.
- Maintain word banks and word walls for new words (**Note**: Word banks and word walls should be interactive; students must regularly interact with words banks and word walls to fully expand their vocabulary and analyze how words and concepts aid in reading comprehension).
- Use semantic gradients (vocabulary continuums) to illustrate a continuum of words by degree. Semantic gradients often feature antonyms or opposites on each end of the continuum. This strategy broadens students' knowledge of related and opposite words.
- Develop activities that allow students to work collaboratively to figure out the meaning of new words.
- Encourage students to generate and ask questions of texts.
- Design activities that allow students to make inferences, predict, summarize, and visualize concepts.
- Examine physical features of texts, such as different kinds of text features, including typeface, headings, and subheadings.

Many of the suggested strategies (e.g., prediction, summarizing, analyzing text features) must be directly taught (explicit instruction) and practiced, while other strategies (e.g., creating visual or mental images) can be components of incidental (implicit) instruction.

Additionally, students must engage in reading, writing, speaking, and listening activities that are authentic and content-specific. Textbooks and discipline-specific texts, such as primary and secondary source documents, articles, tables, and graphs, must be cornerstones in social studies, science, and technical subjects to aid students in using reading strategies that are discipline-specific.

(Adapted from *Research-Based Content Area Reading Instruction*, Texas Reading Initiative, *Guidance for Literacy in the Content Areas*, Engage NY, and *Vocabulary Filters: A Framework for Choosing Which Words to Teach)*

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

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

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

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

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

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

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

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

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

Focus and Coherence in Instruction and Assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often,

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

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

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several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of Standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing Standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

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

Students Who are College- and Career-Ready

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

They demonstrate independence.

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

They build strong content knowledge.

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

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

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know

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that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

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

They value evidence.

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

They use technology and digital media strategically and capably.

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

They come to understand other perspectives and cultures.

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

Overall Organization of the Standards for English Language Arts

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

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

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

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

Who is responsible for which portion of the Standard?

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

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

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

The following link provides a rubric for determining text complexity of informational texts:
http://www.mde.k12.ms.us/docs/secondary-education/qualitative-rubrics-for-measuring-text-complexity-informational-and-literary.pdf?sfvrsn=2

The following link provides a rubric for determining text complexity of literature:
http://www.mde.k12.ms.us/docs/secondary-education/qualitative-rubrics-for-measuring-text-complexity-informational-and-literary.pdf?sfvrsn=2

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments,

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informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

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

Language: Conventions, effective use, and vocabulary

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

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College- and Career- Readiness Anchor Standards

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College- and Career-Readiness Anchor Standards

COLLEGE- AND CAREER-READINESS STANDARDS: READING

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

Key Ideas and Details	
CCR.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
CCR.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCR.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCR.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
CCR.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCR.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
CCR.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

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Note on range and content of student reading:

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

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COLLEGE- AND CAREER-READINESS STANDARDS: WRITING

Text Types and Purposes[3]	
CCR.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCR.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
CCR.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
CCR.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range if Writing	
CCR.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing:

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

[3] These broad types of writing include many subgenres.

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COLLEGE- AND CAREER-READINESS STANDARDS: SPEAKING AND LISTENING

Comprehension and Collaboration	
CCR.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
CCR.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCR.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCR.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening:

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

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

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COLLEGE- AND CAREER-READINESS STANDARDS: LANGUAGE

Conventions of Standard English	
CCR.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
CCR.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
CCR.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCR.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCR.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language usage:

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

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Mississippi College- and Career- Readiness Standards for English Scaffolding Document

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Overview of the MS CCRS Scaffolding Document

Purpose

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

Organization of the 2016 Mississippi College- and Career-Standards Scaffolding Document

The 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is divided by grade level. Within each grade level, the Scaffolding Document is separated into the four strands identified in the Mississippi College- and Career-Readiness Standards for English Language Arts: Reading, Writing, Speaking and Listening, and Language.

Each standard is then broken down into three categories: Prerequisite Knowledge, Conceptual Understanding, and Evidence of Knowledge. The Prerequisite Knowledge column lists the skills that students should have mastered in previous grades in order to work towards mastery of the grade-specific standard. In other words, this column details what a student needs to KNOW before mastering the grade-specific standard. The Conceptual Understanding column explains the deeper understanding of concepts, not actions or skills, which are required for mastery of the grade specific standard. In other words, this column explains what a student needs to UNDERSTAND before mastering the grade-specific standard. The last column, Evidence of Knowledge, explains what student mastery looks like, including what work a student produces to exhibit mastery of the grade-specific standard. In other words, this column describes what a student needs to DO to show mastery of the grade-specific standard.

Finally, key terms are included for each standard. These key terms include the ideas, concepts, and verbs that are necessary for mastery of the standard.

A link to the scaffolding document can be found on the last page of each grade level's standards. The scaffolding documents for all grades may be accessed here: http://www.mde.k12.ms.us/ESE/ccr

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MS CCRS for English Language Arts Grades K-2

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Kindergarten

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

Reading Literature	
Key Ideas and Details	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	Not applicable to literature.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	
RL.K.10	Actively engage in group reading activities with purpose and understanding.

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Kindergarten

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

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Kindergarten

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

Reading Foundational Skills	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

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RF.K.3c	Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.

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Kindergarten

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

Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
W.K.4	Begins in grade 3.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	Begins in grade 4.
Range of Writing	
W.K.10	Begins in grade 3.

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Kindergarten

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

Speaking and Listening	
Comprehension and Collaboration	
SL.K.1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

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Kindergarten

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

Language	
Conventions of Standard English	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
L.K.1a	Print many upper- and lowercase letters.
L.K.1b	Use frequently occurring nouns and verbs.
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
L.K.1d	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
L.K.1e	Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
L.K.1f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a	Capitalize the first word in a sentence and the pronoun *I*.
L.K.2b	Recognize and name end punctuation.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	
L.K.3	Begins in grade 2.
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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Kindergarten

L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

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Grade 1

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

Reading Literature	
Key Ideas and Details	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8	Not applicable to literature.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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Grade 1

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

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Grade 1

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

Reading Foundational Skills	
Print Concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.

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Grade 1

Fluency	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 1

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
W.1.4	Begins in grade 3.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	Begins in grade 4.
Range of Writing	
W.1.10	Begins in grade 3.

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Grade 1

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.

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Grade 1

The following standards for Grade 1 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
L.1.1a	Print all upper- and lowercase letters.
L.1.1b	Use common, proper, and possessive nouns.
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.1f	Use frequently occurring adjectives.
L.1.1g	Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
L.1.1h	Use determiners (e.g., articles, demonstratives).
L.1.1i	Use frequently occurring prepositions (e.g., *during, beyond, toward).*
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2a	Capitalize dates and names of people.
L.1.2b	Use end punctuation for sentences.
L.1.2c	Use commas in dates and to separate single words in a series.
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language	
L.1.3	Begins in grade 2.

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Grade 1

Vocabulary Acquisition and Use	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4c	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5b	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

Grade 2

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

Reading Literature	
Key Ideas and Details	
RL.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8	(not applicable to literature)
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Grade 2

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

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Grade 2

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

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 2.	
Phonological Awareness	
Not applicable in grade 2.	
Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 2

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	
W.2.4	Begins in grade 3.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	Begins in grade 4.
Range of Writing	
W.2.10	Begins in grade 3.

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Grade 2

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.2.1	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)

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Grade 2

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.2.1a	Use collective nouns (e.g., *group*).
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
L.2.1c	Use reflexive pronouns (e.g., *myself, ourselves*).
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	Capitalize holidays, product names, and geographic names.
L.2.2b	Use commas in greetings and closings of letters.
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a	Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

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Grade 2

L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Scaffolding Document

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MS CCRS for English Language Arts Grades 3-5

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Grade 3

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

Reading Literature	
Key Ideas and Details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	(not applicable to literature)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Grade 3

Reading Informational Text	
Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Grade 3

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Reading Foundational Skills	
Print Concepts	
Not applicable in grade 3.	
Phonological Awareness	
Not applicable in grade 3.	
Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 3

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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Grade 3

W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	Begins in grade 4.
Range of Writing	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Grade 3

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

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Grade 3

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
L.3.2f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Grade 3

L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Grade 4

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

Reading Literature	
Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	Not applicable to literature.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Grade 4

Reading Informational Text	
Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Grade 4

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

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 4.	
Phonological Awareness	
Not applicable in grade 4.	
Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 4

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1d	Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

MISSISSIPPI DEPARTMENT OF EDUCATION
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Grade 4

W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9b	Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Range of Writing	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Grade 4

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

MISSISSIPPI DEPARTMENT OF EDUCATION
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Grade 4

The following standards for Grade 4 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1e	Form and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.*
L.4.3b	Choose punctuation for effect.*

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 4

L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

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Grade 5

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

Reading Literature	
Key Ideas and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.8	Not applicable to literature.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

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Grade 5

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

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Grade 5

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

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 5.	
Phonological Awareness	
Not applicable in grade 5.	
Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 5

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

Writing	
Text Types and Purposes	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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Grade 5

W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
Research to Build and Present Knowledge	
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Range of Writing	
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Grade 5

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

Speaking and Listening	
Comprehension and Collaboration	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

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Grade 5

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

Language	
Conventions of Standard English	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	Use punctuation to separate items in a series.*
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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Grade 5

Vocabulary Acquisition and Use	
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Scaffolding Document

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MS CCRS for English Language Arts Grades 6-8

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Grade 6

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

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

Reading Literature	
Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
RL.6.3	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.8	Not applicable to literature.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

	Range of Reading and Level of Text Complexity
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

Reading Informational Text	
Key Ideas and Details	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

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

Writing	
Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
Research to Build and Present Knowledge	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9a	Apply grade 6 Reading standards to literary texts (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
W.6.9b	Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

Range of Writing	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

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

Speaking and Listening	
Comprehension and Collaboration	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

MISSISSIPPI DEPARTMENT OF EDUCATION
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Grade 6

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

Language	
Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
L.6.2b	Spell correctly.
Knowledge of Language	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*
L.6.3b	Maintain consistency in style and tone.*
Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 6

L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

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

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

Reading Literature	
Key Ideas and Details	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RL.7.3	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).
Craft and Structure	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.8	Not applicable to literature.
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

Reading Informational Text	
Key Ideas and Details	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas	
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d	Establish and maintain a formal style.
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2e	Establish and maintain a formal style.
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9a	Apply grade 7 Reading standards to literary texts (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

W.7.9b	Apply grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Range of Writing	
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

The following standards for Grade 7 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

The following standards for Grade 7 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
Knowledge of Language	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
Vocabulary Acquisition and Use	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Grade 7

L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

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Grade 8

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

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

Reading Literature	
Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RL.8.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	Not applicable to literature.
RL.8.9	Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.

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Range of Reading and Level of Text Complexity	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Grade 8

Reading Informational Text	
Key Ideas and Details	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Grade 8

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The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1d	Establish and maintain a formal style.
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2e	Establish and maintain a formal style.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 8

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W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

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Grade 8

W.8.9b	Apply grade 8 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Grade 8

The following standards for Grade 8 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

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Grade 8

The following standards for Grade 8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1b	Form and use verbs in the active and passive voice.
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2b	Use an ellipsis to indicate an omission.
L.8.2c	Spell correctly.
Knowledge of Language	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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Grade 8

L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5b	Use the relationship between particular words to better understand each of the words.
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

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Literacy in History/Social Studies - Grades 6-8

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

Reading History/Social Studies	
Key Ideas and Details	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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Literacy in Science and Technical Subjects - Grades 6-8

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

Reading Science and Technical Subjects	
Key Ideas and Details	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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Writing in History/Social Studies, Science, and Technical Subjects - Grades 6-8

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

Writing	
Text Types and Purposes	
WHST.6-8.1	Write arguments focused on discipline-specific content.
WHST.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
WHST.6-8.1b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WHST.6-8.1d	Establish and maintain a formal style.
WHST.6-8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
WHST.6-8.2e	Establish and maintain a formal style and objective tone.
WHST.6-8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.3	Not Applicable

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Writing in History/Social Studies, Science, and Technical Subjects - Grades 6-8

Production and Distribution of Writing	
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Research to Build and Present Knowledge	
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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MS CCRS for English Language Arts Grades 9 - 12

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English I

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

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

Reading Literature	
Key Ideas and Details	
RL.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9.2	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
RL.9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	
RL.9.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
RL.9.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9.8	Not applicable to literature.

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English I

RL.9.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
RL.9.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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English I

Reading Informational Text	
Key Ideas and Details	
RI.9.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9.2	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
RI.9.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
RI.9.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
RI.9.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.9.10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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English I

The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.9.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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English I

W.9.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.9.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
W.9.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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English I

W.9.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9.9b	Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Range of Writing	
W.9.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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English I

The following standards for Grade 9 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.9.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
SL.9.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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English I

The following standards for Grade 9 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.9.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9.1a	Use parallel structure.*
L.9.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9.2b	Use a colon to introduce a list or quotation.
L.9.2c	Spell correctly.
Knowledge of Language	
L.9.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
L.9.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English I

L.9.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9.5b	Analyze nuances in the meaning of words with similar denotations.
L.9.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English II

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

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

Reading Literature	
Key Ideas and Details	
RL.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.10.2	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
RL.10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	
RL.10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
RL.10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.10.8	Not applicable to literature.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English II

RL.10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
RL.10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English II

Reading Informational Text	
Key Ideas and Details	
RI.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.10.2	Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
RI.10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
RI.10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
RI.10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English II

The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English II

W.10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English II

Research to Build and Present Knowledge	
W.10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.10.9b	Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Range of Writing	
W.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English II

The following standards for Grade 10 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
SL.10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English II

SL.10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

MISSISSIPPI DEPARTMENT OF EDUCATION
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English II

The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Language	
Conventions of Standard English	
L.10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.10.1a	Use parallel structure.*
L.10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.10.2b	Use a colon to introduce a list or quotation.
L.10.2c	Spell correctly.
Knowledge of Language	
L.10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
L.10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English II

L.10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.10.5b	Analyze nuances in the meaning of words with similar denotations.
L.10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

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Literacy in History/Social Studies - Grades 9-10

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

Reading in History/Social Studies	
Key Ideas and Details	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure	
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas	
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity	
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

MISSISSIPPI DEPARTMENT OF EDUCATION
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Literacy in Science and Technical Subjects - Grades 9-10

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

Reading in Science and Technical Subjects	
Key Ideas and Details	
RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Craft and Structure	
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Integration of Knowledge and Ideas	
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Range of Reading and Level of Text Complexity	
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

MISSISSIPPI DEPARTMENT OF EDUCATION
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Writing in History/SS, Science, and Technical Subjects - Grades 9-10

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

Writing	
Text Types and Purposes	
WHST.9-10.1	Write arguments focused on discipline-specific content.
WHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
WHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

MISSISSIPPI DEPARTMENT OF EDUCATION
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Writing in History/SS, Science, and Technical Subjects - Grades 9-10

WHST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
WHST.9-10.3	Not Applicable
Production and Distribution of Writing	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

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Writing in History/SS, Science, and Technical Subjects - Grades 9-10:

Range of Writing	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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English III

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

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

Reading Literature	
Key Ideas and Details	
RL.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11.2	Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.
RL.11.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
RL.11.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
RL.11.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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RL.11.8	Not applicable to literature.
RL.11.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
RL.11.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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English III

Reading Informational Text	
Key Ideas and Details	
RI.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11.2	Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.
RI.11.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
RI.11.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge and Ideas	
RI.11.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).[4]
RI.11.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.
Range of Reading and Level of Text Complexity	
RI.11.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high

[4] The discussion of U.S. historical documents can be applied in context to a more global perspective.

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	end of the range.

English III

The following standards for Grade 11 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing	
Text Types and Purposes	
W.11.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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English III

W.11.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.11.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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English III

W.11.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
W.11.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11.9b	Apply grades 11–12 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Range of Writing	
W.11.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English III

The following standards for Grade 11 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.11.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
SL.11.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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English III

SL.11.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

MISSISSIPPI DEPARTMENT OF EDUCATION
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English III

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

Language	
Conventions of Standard English	
L.11.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11.2a	Observe hyphenation conventions.
L.11.2b	Spell correctly.
Knowledge of Language	
L.11.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.
Vocabulary Acquisition and Use	
L.11.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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English III

L.11.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11.5b	Analyze nuances in the meaning of words with similar denotations.
L.11.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English IV

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

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

Reading Literature	
Key Ideas and Details	
RL.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.12.2	Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.
RL.12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
RL.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
RL.12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

MISSISSIPPI DEPARTMENT OF EDUCATION
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English IV

RL.12.8	Not applicable to literature.
RL.12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.[5]
Range of Reading and Level of Text Complexity	
RL.12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently.

[5] In English IV, this study may be expanded to include the literature of other cultures during the same time period.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English IV

Reading Informational Text	
Key Ideas and Details	
RI.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.12.2	Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.
RI.12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
RI.12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge and Ideas	
RI.12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).[6]
RI.12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.
Range of Reading and Level of Text Complexity	
RI.12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 12-CCR text complexity band independently and proficiently.

[6] The discussion of U.S. historical documents can be applied in context to a more global perspective.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English IV

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

Writing	
Text Types and Purposes	
W.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English IV

W.12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
W.12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

MISSISSIPPI DEPARTMENT OF EDUCATION
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English IV

W.12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
W.12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.12.9b	Apply grades 11–12 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Range of Writing	
W.12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

MISSISSIPPI DEPARTMENT OF EDUCATION
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English IV

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

Speaking and Listening	
Comprehension and Collaboration	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
SL.12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English IV

SL.12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

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English IV

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

Language	
Conventions of Standard English	
L.12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.12.2a	Observe hyphenation conventions.
L.12.2b	Spell correctly.
Knowledge of Language	
L.12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.
Vocabulary Acquisition and Use	
L.12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

English IV

L.12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.12.5b	Analyze nuances in the meaning of words with similar denotations.
L.12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

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Literacy in History/Social Studies - Grades 11-12

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

Reading in History/Social Studies	
Key Ideas and Details	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.-11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity	
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 12–CCR text complexity band independently and proficiently.

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Literacy in Science and Technical Subjects - Grades 11-12

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

Reading in Science and Technical Subjects	
Key Ideas and Details	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure	
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas	
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST.-11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 12–CCR text complexity band independently and proficiently.

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Writing in History/Social Studies, Science and Technical Subjects - Grades 11-12

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

Writing	
Text Types and Purposes	
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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Writing in History/Social Studies, Science and Technical Subjects - Grades 11-12

WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.3	Not Applicable
Production and Distribution of Writing	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

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Writing in History/Social Studies, Science and Technical Subjects - Grades 11-12

Range of Writing	
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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Mississippi College- and Career-Readiness Standards for English Language Arts

High School English Electives

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Creative Writing

Grades 9-12
1 English Credit

The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. If time allows, the writing of drama may be pursued. The course affords an opportunity for self- expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical reader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication.

Writing	
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden

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	the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Debate

Grades 9-12
.5 or 1 English Credit

This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly, and it helps a student to identify flawed reasoning and argue persuasively.

Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

MISSISSIPPI DEPARTMENT OF EDUCATION
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Speaking and Listening	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

MISSISSIPPI DEPARTMENT OF EDUCATION
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L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Foundations of Journalism

Grades 9-12
.5 or 1 English Credit

Foundations of Journalism is an English course for one Carnegie unit credit. It's intended as a general course to enhance students' communication and media literacy skills. It is a prerequisite for subsequent journalism courses. This course is designed to help students produce a factual, journalistically-sound piece of writing from interviews they conducted. By the end of this course, students should be able to produce a factual, journalistically-sound piece of writing from interviews they conducted. Students should also be able to create at least one accompanying visual element (photo/video) and publish their work (story + visual) to the web.

1. Develop an awareness of the history and role of journalism in Mississippi and in American society.	
1.a	Understand the relationship of a free press to a democratic society.
1.b	Trace the historical development of media through American history, including but not limited to the following events/periods: • 1st newspaper in America • The Civil War and the rise of the telegraph • Yellow Journalism • Orson Welles and the power of radio • Kennedy/Nixon debate and the power of television • Cable Network News (CNN) starts 24-hour news cycle • Newspapers start websites and the rise of bloggers • Facebook, Twitter and the social media revolution
1.c	Identify famous Mississippi journalists/newspapers and their historical significance.
1.d	Identify careers related to the field of journalism and new media.
2. Develop skills in gathering and evaluating information.	
2.a	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
2.b	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)
2.c	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)

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2.d	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7)
2.e	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)
2.f	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)
2.g	Develop techniques in interviewing and note-taking, and interview sources from a list of developed questions.
2.h	Develop techniques in researching and gathering background information for written reports.
3. Develop journalistic writing skills.	
3.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1)
3.b	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.9-10.1a)
3.c	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (W.9-10.1b)
3.d	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.9-10.1c)
3.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.1d)
3.f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)
3.g	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)
3.h	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)
3.i	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)
3.j	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.12d)
3.k	Establish and maintain a formal style and objective tone while attending to the

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	norms and conventions of the discipline in which they are writing. (W.9-10.2e)
3.l	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
3.m	Identify news, elements of news and news sources.
3.n	Present facts without editorializing.
3.o	Write stories with effective leads.
3.p	Write stories that answer who, what, when, where, why and how of a topic, using the basic inverted-pyramid structure of a news story.
3.q	Recognize and develop categories of specialized writing including opinion, features, sports, blog posts, captions, broadcast reports, headlines, and yearbook.
3.r	Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar, and accuracy.
4. Identify the legal and ethical principles associated with practicing media.	
4.a	Examine the Society of Professional Journalists' Code of Ethics.
4.b	Identify court decisions and understand how they are relevant to student media, including but not limited to *Tinker vs. Des Moines School District (1969)* and *Hazelwood School District vs. Kuhlmeier (1988)*.
4.c	Understand the legal parameters of libel, slander and copyright law.
5. Demonstrate use of video, photography, and design in media.	
5.a	Understand basic rules of layout and page design, including typography.
5.b	Develop skills in photo journalism.
5.c	Explore the basics of filming and video editing for journalism.
6. Demonstrate digital publishing and linking.	
6.a	Examine the ways that online content differs from print content.
6.b	Publish stories in a digital format, such as blog.
6.c	Insert links into online stories that add context or depth to coverage.
7. Demonstrate the role of advertising.	
7.a	Understand the role of advertising in the communications media.
7.b	Understand professional techniques in writing and designing advertisements.
7.c	Produce sample advertisements for local businesses.

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Broadcast Journalism

Grades 9-12
.5 or 1 English Credit

The Broadcast Journalism course provides students with quality academic instruction in television, radio, and video production by providing training in operating equipment, reporting and scriptwriting, as well as planning, directing, and producing video projects. This course is designed to help students produce a broadcast news show that includes anchor segments, field reports and feature segments. Students should select all content, write all scripts, and film and edit all video. Show(s) should be published to the web and available to the public. Foundations of Journalism is a prerequisite for this class.

1. Work individually and as a member of a team to produce original video/radio shows for school/community.	
1.a	Establish production parameters/vision and organize a plan for deadlines, division of labor, etc.
1.b	Understand concepts of basic set design for a small studio news show.
1.c	Assume a given role, such as reporter/writer, videographer, director/editor, producer, etc.
1.d	Brainstorm ideas for coverage based on news value and assign projects accordingly.
1.e	Deliver news show to students/community.
2. Plan and produce factual and informative audio/video packages for broadcast.	
2.a	Brainstorm, research and storyboard packages before filming/writing.
2.b	Film on-camera interviews and B-roll that capture all angles of a story.
2.c	Use a combination of standard camera shots (close-up, medium, wide, establishing, cut-in, cut-away, etc.)
2.d	Edit raw footage and audio into a meaningful sequence of events that complements a spoken, non-biased narration.
2.e	Compose graphics and special effects that enhance (not distract from) reporting.
3. Write quality, informative scripts for broadcasts and packages.	
3.a	Distinguish between newspaper/magazine writing and broadcast writing (writing to be read vs. writing to be heard).
3.b	Focus scriptwriting on informing an audience. Eliminate generalities and unnecessary words. Use short, simple, conversational narration that employs proper usage of Standard English.
3.c	Identify people by title and full name on first reference. Use only last names in subsequent mentions.
3.d	Speak coherently (verbally and non-verbally) and in harmony with the tone of the report, and continually refine presentation skills (voice quality, articulation,

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	body language and stage presence).
4. Operate basic video/audio production equipment.	
4.a	Explain the function of each type of production equipment.
4.b	Operate and exhibit the correct use of cameras, tripods, hand-held/lavaliere microphones, audio mixers, graphics generators and video editing software.
4.c	Execute basic camera movements using a tripod.
4.d	Use the basic structure of small studio lighting.
4.e	Use relevant broadcasting terminology and establish it as the common language of studio.
4.f	Demonstrate the concepts of headroom, nose room, lead room and the Rule of Thirds.
5. Use industry-standard marketing techniques to sell advertisements and advance the publication's brand.	
5.a	Work with local groups and businesses to design advertisements based on the customer's needs.
5.b	Develop a marketing campaign for publication (with both digital and print elements).
6. Engage audience through the web, social media.	
6.a	Publish work to the web via streaming sites such as Vimeo, TeacherTube or YouTube, via podcast or on the school web site.
6.b	Engage audience through social media, including but not limited to links to student content, breaking news reports, polls and requests for feedback.
7. Evaluate broadcasts to determine areas for growth and improvement.	
7.a	Critique works of other students.
7.b	Encourage other students, community members and industry professionals to submit feedback.

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Print Journalism

Grades 9-12
.5 or 1 English Credit

The Print Journalism course provides students with quality academic instruction in newspaper/yearbook/news-site production by providing training in reporting, writing, photography, design and equipment operation, as well as in leadership and management skills (necessary to plan and execute the publication process). This course is designed to help students produce a newspaper, news magazine, news website or yearbook that informs a defined audience of school and community news in a timely manner. Students should select all content, write all copy, photograph/design visual elements and manage their own website/social media accounts. Works should be published in some form (print or digital) and available to the public, either for free or for purchase.

1. Work individually and as a member of a team to produce original student-run publications for the school/community.	
1.a	Establish publication parameters/vision and organize a plan for deadlines, division of labor, etc.
1.b	Assume a given role, such as reporter/writer, photographer, editor, etc.
1.c	Identify ideas for coverage based on news value and assign work accordingly.
1.d	Operate within parameters of standard legal and ethical practices
2. Identify local topics of student interest/concern and gather information that informs/educates the audience.	
2.a	Gather background information via books, reports, the web, etc.
2.b	Formulate a list of big-idea questions that need answering and seek out human sources that can answer them.
2.c	Interview sources using a list of pre-prepared questions; eliminating items, adding others and asking follow-up/clarifying questions as needed.
3. Demonstrate journalistic writing and editing skills through factual, non-biased coverage of events relevant to students.	
3.a	Structure stories as an inverted pyramid, with the major facts at the top of the story. Leads should be succinct and engaging.
3.b	Focus writing on informing an audience. Eliminate generalities and unnecessary words. Use short, simple, conversational writing that employs proper usage of Standard English.
3.c	Properly attribute quotes (direct and indirect) from outside sources.

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3.d	Demonstrate ability to clearly articulate opinions in staff editorials, columns & reviews. These stories should be clearly marked as opinion/commentary.
3.e	Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar and accuracy.
4. Produce quality, consistent visual elements that advance the overall readability of the story, publication.	
4.a	Take quality photographs that capture the action and/or emotion of the event/topic. All photographs should be accompanied by an identifying caption.
4.b	Develop a consistent layout/design that reflects the identity/theme of the online/print publication. This includes typography, artwork, modules and copy.
5. Use industry-standard marketing techniques to sell advertisements and the publication's brand.	
5.a	Work with local groups and businesses to design advertisements that meet the customer's needs.
5.b	Develop a marketing campaign for a publication (with both digital and print elements).
6. Engage audience through the web, social media.	
6.a	Publish work to the web via an independent staff site (recommended) or on the school web site.
6.b	Engage audience through social media, including but not limited to links to student content, breaking news reports, polls and requests for feedback.
7. Evaluate publications to identify areas for growth and improvement.	
7.a	Critique the work of other students.
7.b	Encourage other students, community members and industry professionals to submit feedback.

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Mississippi Writers

Grades 9-12
.5 or 1 English Credit

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The course identifies major sources and themes of twentieth century and contemporary Mississippi writing. The student will recognize the contribution of Mississippi writers, such as William Faulkner, Eudora Welty, Richard Wright, Willie Morris, Anne Moody, etc., to twentieth century American writing and recognize that Mississippi writing is an expression of a particular place that achieves universality.

Reading Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal and the premises, purposes, and arguments in works of public advocacy.
RI.12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major

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	sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is

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	experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Oral Communication

Grades 9-12
.5 or 1 English Credit

This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the student to think logically, clearly, and creatively.

Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

MISSISSIPPI DEPARTMENT OF EDUCATION
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W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis,

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	reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization,

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	development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

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SREB Literacy Ready Course

Grade 12
1 English Credit

In 2011, SREB began forming a regional partnership of states and experts to develop a readiness course in disciplinary literacy. The courses were designed to help college-bound students reach their state's college and career-readiness benchmarks before high school graduation.

The Readiness Courses is designed to assist students who are preparing for postsecondary education—meaning they do not reach the state's college- and career-readiness benchmarks on either the ACT, SAT, or other assessment—to become prepared and reach those benchmarks.

This course is best suited for the middle range of students, not those who can succeed in Advanced Placement courses or who are severely behind. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. The course provides literacy strategies that allow students to read and comprehend all manner of texts and genres in every core discipline. In short, this course targets students with weaknesses and college-ready skill gaps and re-educate them in new ways to ensure they are prepared for postsecondary-level pursuits.

The course is available free of charge to any district, school or teacher who wishes to download it from the SREB website, after a simple registration process. The full course and additional resources, including informational publications, policy briefs, state information and slide presentations, is also available on the website at SREB.org/Ready.

The SREB Readiness Course titled Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas — English, social science and science. Literacy Ready consists of six units: two in history, two in English and two in science. Content of the discipline is at the forefront of the curriculum; while the disciplinary literacy skills are emphasized through reading and writing assignments based on the content. Units are focused on truly understanding how to read and interpret texts in the discipline on a college level. They are designed to be used as steppingstones, with the first module in each subject less rigorous and demanding than the last.

English (Supplemental Fourth-Year or Senior English)

Both units are designed to address the following essential question: "How is the exponential increase of information that we process in all forms of media affecting the way we live?"

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Unit 1: Informational

The first unit engages students in reading informational text from Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains*, as well as a number of related supplemental texts. Students practice the following reading skills with an English disciplinary focus: literary epistemology; reading for argument, claim and evidence; reading for rhetorical strategies and patterns; and reading for internal and external connections. The unit conclusion engages students in collecting evidence for a stance-based synthesis presentation on a topic drawn from the central text. Students use feedback received from peers and from the teacher to revise their syntheses and submit a synthesis essay.

Unit 2: Literary

The second unit moves into literary study, using *Ubik* by Philip K. Dick as the central text. In this unit, students read the central text and a variety of related supplemental texts. They practice the following reading skills with an English disciplinary focus: literary epistemology, close reading; inference, interpretation of rhetorical strategies and patterns; and reading for internal and external connections. The unit conclusion involves students in collecting and presenting evidence for a literary argument essay on one of three topics related to the central text. With a draft of the literary argument in hand, students participate in a debate related to a common question drawn from the theme of the novel.

Science (Biology)

Each unit has a different theme associated with science. The first unit evaluates science claims in health and nutrition, while the second requires students to dig further to understand DNA structure and the future of biotechnology.

Unit 1: Nutrition

In this unit, students are introduced to disciplinary literacy in the sciences. Students learn strategies for reading multiple types of text, including science textbooks, research articles and news articles. They also learn a variety of ways to write about science—from personal reflection to public consumption—and to comprehend science information in multiple representations, including animations, diagrams, charts and tables.

Unit 2: DNA and Biotechnology

In this unit, students extend their understanding of reading and writing in the sciences as they read research articles and textbook material, take notes from lecture videos and make predictions using scientific models. The text material in this second science unit is more complex in both content and composition than the material in the first unit. Additionally, students are asked to write in more depth as they prepare and present an evidence-based scientific poster in a research symposium.

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Social Science (U.S. History or Government)

Units are unified by the topic "concepts of liberty and freedom."

Unit 1: Civil Rights Movement

The first unit focuses on the Civil Rights Movement and the changes that took place over the period of the 1960s. Students draw information from a textbook chapter, a film, a lecture, and a number of primary source documents as they learn to read history, to recognize implicit and explicit claims and evidence, to write a historical account and to form arguments.

Unit 2: U.S. Foreign Affairs

The second unit focuses on U.S. involvement in foreign affairs: the Cuban Missile Crisis and the Vietnam War. In this unit, students read multiple texts as well, but more emphasis is placed on writing historical arguments based on their reading. The texts and sources in this unit are more complex than in the first.

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Survey of African American Writing

Grades 9-12
.5 or 1 English Credit

The Survey of African American Writing course is a survey course that draws upon a compilation of genres, themes, styles, and language used by various writers of African-American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

Reading Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

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Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and

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	outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Survey of Twentieth Century Writing

Grades 9-12
.5 or 1 English Credit

The Survey of Twentieth Century Writing course covers major writers and themes in the Americas and Western Europe for the period from World War I to the present time. The student will recognize major themes present in twentieth century writing and will draw parallels to history and present day concerns. As a result of this course, students will have a greater awareness of events and writings that have shaped and been part of the ideas and culture of the twentieth century.

Reading Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.9	Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.
RI.12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Technical and Workplace Writing

Grades 9-12
.5 or 1 English Credit

The Technical and Workplace Writing course focuses on the various kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

The course should be taught so that it offers challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying news or a stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes. Students will produce individual pieces as well as participate in group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

Reading Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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World Literature

Grades 9-12
.5 or 1 English Credit

The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. The course may be organized by theme, genre, or chronology. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. In either case, the teacher will need to determine whether the course will include mainly one or two genres or cover many genres, such as plays, poetry, novels, and short stories. The teacher also has the freedom to determine the particular countries and cultures that the works will represent. In the one-semester course, however, at least one work should be chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

Reading Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	Not applicable to literature.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific

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	work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Mississippi College- and Career- Readiness Standards for English Language Arts

Advanced Placement

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Advanced Placement: English Language and Composition

Grades 9-12
1 English Credit

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact:

The College Board
45 Columbus Avenue
New York, NY 10023
Phone: (212) 713-8000

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.[7]

According to the College Board, the goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. Although the college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Most composition courses emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), the American Psychological Association (APA) and the Council of Biology Editors (CBE).
As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient

[7] This description is taken from the Advanced Placement Course Description.

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richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing.

College writing programs recognize that skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas and draft and revise their work. This experience of the process of composing is the essence of the first-year writing course, and the AP English Language and Composition course should emphasize this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays are not part of the AP Exam, the experience of writing them will help make students more self-aware and flexible writers and thus may help their performance on the exam itself. The various AP English Language Released Exams and AP Central® (www.apcentral.collegeboard.com) provide sample student essay responses to exercises that can be useful as timed writing assignments and as the basis for extended writing projects.

An AP English Language and Composition course may be organized in a variety of ways. It might be organized thematically around a group of ideas or issues, using a variety of works and examining rhetorical strategies and stylistic choices. A course focusing on the theme of liberty, for example, might use such writers as John Stuart Mill, Frederick Douglass, Toni Morrison, Susan B. Anthony, Joseph Sobran, Elie Wiesel, Emile Zola and Mary Wollstonecraft to examine the wealth of approaches to subject and audience that these writers display. Another possibility is to organize a course around sequences of assignments devoted to writing in particular forms (argumentative, narrative, expository) or to group readings and writing assignments by form, theme or voice, asking students to identify writers' strategies and then practice them themselves. Still another alternative is to use genre as an organizing principle for a course, studying how the novel, compared to the autobiography, offers different possibilities for writers, and how classical debate or argument influences us in ways that are not the same as those used in consensus building. The study of language itself — differences between oral and written discourse, formal and informal language, historical changes in speech and writing — is often a productive organizing strategy for teachers.
Whatever form the course takes, students write in both informal and formal contexts to gain authority and learn to take risks in writing. Imitation exercises, journal keeping, collaborative writing and in-class responses are all good ways of helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading (see the AP English Language and Composition Teacher's Guide for ideas on readings and sample curricula). Concurrently, to reflect the

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increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of text themselves. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources) are integral parts of the AP English Language and Composition course. Students move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used. One way to help students synthesize and evaluate their sources in this way is the researched argument paper.

Research helps students to formulate varied, informed arguments. Unlike the traditional research paper, in which works are often summarized but not evaluated or used to support the writer's own ideas, the researched argument requires students to consider each source as a text that was itself written for a particular audience and purpose. Researched argument papers remind students that they must sort through disparate interpretations to analyze, reflect upon, and write about a topic. When students are asked to bring the experience and opinions of others into their essays in this way, they enter into conversations with other writers and thinkers. The results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.

While the AP English Language and Composition course assumes that students already understand and use Standard English grammar, it also reflects the practice of reinforcing writing conventions at every level. Therefore, occasionally the exam may contain multiple-choice questions on usage to reflect the link between grammar and style. The intense concentration on language use in the course enhances students' ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP English Language and Composition course. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.

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Because the AP course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, it is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their AP English Language and Composition students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in the AP class. Upon completing the AP English Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

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Advanced Placement: English Literature and Composition

Grades 9-12
1 English Credit

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact

The College Board
45 Columbus Avenue
New York, NY 10023
Phone: (212) 713-8000

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.[8]

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit such as those by the authors listed on pages 52–53. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature and Composition Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

Reading

Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. More importantly, they will have gotten to know a few works well. In the course, they read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and

[8] This description is taken from the Advanced Placement Course Description.

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historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature and the evaluation of literature. By experience, we mean the subjective dimension of reading and responding to literary works, including precritical impressions and emotional responses. By interpretation, we mean the analysis of literary works through close reading to arrive at an understanding of their multiple meanings. By evaluation, we mean both an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values. All three of these aspects of reading are important for an AP English Literature and Composition course.

Moreover, each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers, along with annotation, freewriting and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation and argument.

In short, students in an AP English Literature and Composition course read actively. The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.

Most of the works studied in the course were written originally in English, including pieces by African, Australian, Canadian, Indian and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian or Latin American fiction). The actual choice is the responsibility of the AP teacher, who should consider previous courses in the school's curriculum. In addition, the AP teacher should ensure that AP students will have studied, at some point in their high school years, literature from both British and American writers, as well as works written from the 16th century to contemporary times. In addition to British and American literature, teachers are encouraged to include in their curricula other literature in English. (See the AP English Literature and Composition Teacher's Guide for sample curricula.) In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Literature Development Committee will consider and include diverse authors in the representative reading lists. Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender or class, are often represented artistically in works of literature. The Development Committee is committed to careful review of such potentially controversial material. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation

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of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, the AP English Literature and Composition Exam depends on a level of maturity consistent with the age of 12th-grade students who have engaged in thoughtful analysis of literary texts. The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose or overall effect of the detail or idea in context. AP students should have the maturity, the skill and the will to seek the larger meaning through thoughtful research. Such thoughtfulness is both fair and owed to the art and to the author.

Although neither linguistic nor literary history is the principal focus in the AP course, students gain awareness that the English language that writers use has changed dramatically through history, and that today it exists in many national and local varieties. They also become aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works and authors of earlier times. Because the Bible and Greek and Roman mythology are central to much Western literature, students should have some familiarity with them. These religious concepts and stories have influenced and informed Western literary creation since the Middle Ages, and they continue to provide material for modern writers in their attempts to give literary form to human experience. Additionally, the growing body of works written in English reflecting non-Western cultures may require students to have some familiarity with other traditions.

Writing

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.
To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language. It includes study of the elements of style. And it attends to matters of precision and correctness as necessary. Throughout the course, emphasis is placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis;

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- a balance of generalization with specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

The writing required in an AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements.

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college- level course in which serious literature is read and studied includes numerous opportunities for students to write and rewrite. Some of this writing is informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the writing involves research, perhaps negotiating differing critical perspectives. Much writing involves extended discourse in which students develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

The various AP English Literature and Composition Released Exams and AP Central provide sample student essay responses written under exam conditions —with an average time of 40 minutes for students to write an essay response. These essays were written in response to two different types of questions: (1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and (2) an “open’’ question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. Students can be prepared for these free-response questions through exercises analyzing short prose passages and poems and through practicing with “open’’ analytical questions. Such exercises need not always be timed; instead, they can form the basis for extended writing projects.
Because the AP course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication, the AP English Literature and Composition course is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their AP English Literature and Composition students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in their AP class.

Mississippi College- and Career- Readiness Standards for English Language Arts

Compensatory English

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Compensatory English I

.5 or 1 Elective Credit

Students in English I in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English I course under the following stipulations:

The Compensatory course:

1. must be taken in concert with MS CCRS English I;
2. includes content supportive of the accompanying English I course, and;
3. may be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

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Compensatory English II

.5 or 1 Elective Credit

Students in English II in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English II course under the following stipulations:

The Compensatory course:

1. must be taken in concert with MS CCRS English II;
2. includes content supportive of the accompanying English II course, and;
3. may be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

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Compensatory English III

.5 or 1 Elective Credit

Students in English III in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English III course under the following stipulations:

The Compensatory course:

1. must be taken in concert with MS CCRS English III;
2. includes content supportive of the accompanying English III or other credit bearing English course, and;
3. may be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

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Compensatory English IV

.5 or 1 Elective Credit

Students in English IV in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English IV course under the following stipulations:

The Compensatory course:

1. must be taken in concert with MS CCRS English IV;
2. includes content supportive of the accompanying English IV or other credit bearing English course, and;
3. may be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

Source: *Miss. Code Ann.* § 37-177-1, et seq., (Act)

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APPENDIX

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GLOSSARY

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Absolute phrase: A noun phrase with one modifier, often a participial phrase, following the noun headword. An absolute phrase can explain a cause or condition. Ex: *The temperature having dropped suddenly, we decided to build a fire in the fireplace*, or it can add a detail or a point of focus, Ex: *The children rushed out the schoolhouse door, their voices filling the playground with shouts of freedom.*

Adages/proverbs: Short sayings that describe what is perceived to be an important fact or familiar wisdom.

Adjectival: Any structure (word, phrase, or clause) that fills the role of an adjective and functions as an adjective normally does, modifying a noun. Ex: The house on the corner is new.

Adverbial: Any structure (word, phrase, or clause) that functions as a modifier of a verb and fills the role of an adverb. Ex: We drove to the airport to pick up Uncle Louie. *To the airport* is an adverbial prepositional phrase and *to pick up Uncle Louie* is an adverbial infinitive phrase, both modifying the verb *drove*.

Affix: A morpheme or a meaningful part of a word that is attached before or after a root to modify its meaning; a category that includes prefixes, suffixes, and infixes.

Alliteration: The repetition of initial consonant sounds in words such as *Peter Piper picked*.

Allusion: Reference to a mythological, literary, or historical person, place, or thing.

Alternate claim: A statement that supports the same overall concept as the original claim but with a different goal.

Analogy: Comparison of two things to illustrate common aspects.

Anecdote: A short and interesting story or an amusing event delivered to demonstrate a point and make readers or listeners laugh.

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Aphorism: A statement of some general principle expressed memorably by condensing a large amount of wisdom into very few words. Ex: “Give a man a mask and he will tell you the truth” (Wilde).

Argument: A logical way of presenting a belief, conclusion, or stance. Effective arguments are supported by reasoning and evidence.

Audience: A writer’s targeted reader or readers.

Author’s purpose: An author’s main reason for writing. A writer’s purpose may be to entertain, to inform, to persuade, to teach a moral lesson, or to reflect on an experience. An author may have more than one purpose for writing.

Autobiography: A written account of an author’s own life.

Biography: An account of a person’s life written by another person.

Blending: Combining parts of a spoken word into a whole representation of the word. For example, /p/ /oo/ /l/ can be blended together to form the word pool.

Cause and effect: Text structure in which the author presents one or more causes and then describes the resulting effects.

Central message (central idea): The main idea of a fictional text; the central message may be directly stated or implied.

Chronology: Text structure in which the author uses numerical or chronological order to present items or events.

Claim: An arguable statement that a writer asks a reader to accept.

Clause: A word group consisting of a subject and predicate.

Coherence: Continuity of meaning that enables others to make sense of a text.

Collaborative conversations: Opportunities for students to interact with a wide range of their peers to reflect on their own ideas, to reflect on the ideas of others, and to practice using academic language.

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Comparative adjectives and adverbs: Adjectives or adverbs used to compare one person, thing, or group with another person, thing, or group.

Comparison and contrast: Text structure in which the author compares and contrasts two or more similar events, topics, or objects.

Concrete words and phrases: Words or phrases used to describe characteristics and/or qualities that can be perceived through the senses.

Conflict: A struggle or clash between opposing characters, forces, or emotions.

Conjunctive adverb: A conjunction with an adverbial emphasis that connects two clauses. Common conjunctive adverbs are *however, therefore, nevertheless, and moreover*. Ex: Chocolate is delicious; however, I try my best to stay away from it.

Connotation: Implicit rather than explicit meaning of a word. It consists of the suggestions, associations, and emotional overtones attached to a word.

Consonant-Vowel-Consonant (CVC) words: An example of a continuum of word type classified according to the level of decoding difficulty. CVC words are easily decodable. Ex: bat, mat, dog, pig.

Context: The language that surrounds a given word or phrase (linguistic context) or the field of meaningful associations that surround a given word or phrase (experiential context).

Conventions: The surface features of writing, including mechanics, usage, and sentence formation.

Coordinating conjunction: Used to show a relationship between words, phrases, or clauses. Ex: 1) The flag was red, white, and blue; 2) Small but strong, Jamie won first place.

Correlative conjunction: Conjunction used to join words, phrases, or clauses. Ex: Either Mary or Tori will cook dinner.

Decoding: Using knowledge of the conventions of spelling-sound relationships and knowledge about pronunciation of irregular words to derive a pronunciation of written words.

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Demonstratives: Demonstrative pronouns and demonstrative adjectives modify nouns. Demonstrative adjectives indicate exactly which noun the speaker is referencing and where it is relative to the position of the speaker. Ex: These shoes are uncomfortable. Demonstrative pronouns take the place of a noun phrase. Ex: The bread you are eating is made from wheat. →That is made from wheat.

Denotation: Exact, literal definition of a word independent of any emotional association or secondary meaning.

Dependent clause: A clause that fills a role in a sentence (such as adverbial, adjectival, or nominal) and that cannot stand independently as a sentence. Ex: *He climbed until he was exhausted* (adverbial clause); *I wonder where I put my keys* (nominal clause functioning as a direct object).

Derivational suffix: A type of bound morpheme; a suffix, such as –ity, -ive, and –ly, that can change the part of speech of the root or base word to which it is added.

Description: Text structure that presents a topic, along with the attributes, specifics, or setting information that describes that topic.

Detail: Fact revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational texts, details provide information to support the author's main point.

Determiner: A structure-class word that marks or signals a noun; appears as the first word in a noun phrase before the noun and before any modifiers in the phrase. Ex: The telephone is a necessary invention.

Dialect: A distinctive variety of a language spoken by members of an identifiable regional group, nation, etc.

Dialogue: Spoken exchanges between characters in a dramatic or literary work, usually between two or more speakers.

Dictating: The process of writing down what someone else has said; a way for a parent or teacher to record a child's ideas when the writing demands surpass the child's writing skills.

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Domain specific vocabulary: Words that are specific to a domain or field of study and key to understanding a new concept within a text. These words are often referred to as Tier Three words.

Drama: The general term for performances in which actors impersonate the actions and speech of fictional or historical characters (or non-human entities) for the entertainment of an audience, either on a stage or by means of a broadcast.

Emergent literacy and emergent reader texts: The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing; emergent reader texts support the acquisition of these skills.

Euphemism: A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.

Evidence: Supporting information a writer or speaker uses to prove a claim.

Explicit textual evidence: Information that is directly stated in a text.

Exposition: One of the classifications of discourse whose function is to inform, to instruct, or to present ideas and general truths. Exposition presents information, provides explanations and definitions, and compares and contrasts.

Fable: Brief story that teaches a moral or practical lesson about life.

Fantasy: Story employing imaginary characters living in fictional settings where the rules of the real world are altered for effect.

Fiction: Imaginative literary works representing invented rather than actual persons, places, and/or events.

Figurative language: An expression that departs from the accepted literal sense or from the normal order of words; an extension of this definition includes the use of sound for emphasis, including onomatopoeia, alliteration, assonance, and consonance.

Firsthand account: An event or topic based on an author's personal experience. Examples include diaries, autobiographies, and letters.

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Firsthand narration: Narration in which the narrator is either involved in or witnesses the events in a story.

Flashback: Scene that interrupts the action of a work to show a previous event.

Fluency: In reading, fluency refers to the ability to read with sufficient speed to support understanding.

Folktale: Short story from the oral tradition that reflects the mores and beliefs of a particular culture.

Formal English: A writing or speaking style characterized by traditional grammatical structure and conservative vocabulary.

Genre: Category used to classify literary and other works by form, technique, or content.

Grammar: The system and structure of a language.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English. (Ex: e, ei, igh, eigh).

Graphic: Pictorial representation of data or ideas using columns, matrices, or other formats.

High frequency words: A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Idiom: a phrase or expression that differs from the literal meaning of the words. Ex: It’s time to let the cat out of the bag.

Imagery: Multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, and ideas descriptively by appealing to the senses.

Independent clause: A clause that can stand by itself as a simple sentence, can be combined with one or more independent clauses in a compound sentence, and can serve as the main clause in a complex sentence**.**

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Ex:

The roof leaks.

The roof leaks, and the floor sags.

Whenever it rains, the roof leaks.

Inflection: A type of bound morpheme; a grammatical ending that does not change the part of speech of a word but marks its tense, number, or degree in English (e.g., -s, -ed, -ing).

Inference: Act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

Informal discourse: Language characterized by non-technical vocabulary, simple sentence structure, and less formal language.

Informational texts: Nonfiction texts that contain facts and information; also referred to as expository texts.

Introductory elements: Clauses, phrases, and words that appear before the main clause in a sentence.

Irony: Tension that arises from the discrepancy, either between what one says and what one means (verbal irony), between what a character believes and what a reader knows (dramatic irony), or between what occurs and what one expects to occur (situational irony).

Irregular verb: A verb that does not form its past tense and past participle by adding –ed, -d, or –t, as regular verbs do. Ex: sing, sang, sung; go, went, gone.

Literary heritage: Works by authors whose writing influenced and continues to influence the public language, thinking, history, literary culture, and politics of a nation. These works comprise the literary and intellectual capital drawn on by later writers.

Letter sound correspondence (also sound symbol correspondences): The rules and patterns by which letters and letter combinations represent speech sounds.

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Literary nonfiction: Text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue. Additionally, literary nonfiction may also persuade, inform, explain, describe, or amuse.

Main idea: The central thought of a nonfiction text.

Memoir: Type of autobiography that usually focuses on a single time period or historical event.

Metaphor: A thing, idea, or action referred to by a word or expression normally reserved for another thing, idea, or action to suggest a common quality shared between the two. Ex: "All the world's a stage…"

Meter: The measured pattern of rhythmic accents in poems.

Modal auxiliary verb: A verb that combines with another verb to indicate mood or tense. Ex: I will go to the doctor next week.

Mood (a): The form of a verb that indicates the writer's attitude toward a statement as it is made. Ex: I wish I could go.

Mood (b): Atmosphere or predominant emotion in a literary work.

Morphology: The study of the meaningful units in a language and how they are combined in word formation.

Motivation: Circumstance or set of circumstances that prompt a character to act a certain way or that determine the outcome of a situation.

Multi-syllabic words: Words with more than one syllable. The average number of syllables in the words students read should increase steadily throughout the grades.

Myth: Traditional story accepted as history, which serves to explain the worldview of a people, usually in supernatural or imaginative terms.

Mythology: A body of related myths most often regarded as fictional stories containing deeper truths.

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Narration: The process of relating a sequence of events.

Narrative: A story about fictional or real events.

Narrator: One who tells, or is assumed to be telling, the story in a given narrative.

Nuance: A subtle difference in meaning, expression, or sound.

Onset-rime: The natural division of a syllable into two parts, the onset coming before the vowel and the rime including the vowel and what follows it (e.g., pl-an, shr-ill).

Opinion piece: Writing in which a personal opinion is expressed about a topic. As grade levels progress, the writer must support a point of view with reasons and/or information.

Opposing claim: A statement that is the opposite of an original claim.

Oxymoron: A figure of speech that combines two usually contradictory terms in a compressed paradox, as in the word *bittersweet* or the phrase *living death*.

Pace: The speed and rhythm at which the events unfold in a story or scene. A variety of devices, such as structure and word choice, are used to control the speed and rhythm of a story or scene, and how quickly the story unfolds depends upon the needs of the story. A story unfolds more quickly during more intense scenes and within short stories or adventure stories**.**

Paradox: A statement or expression so surprisingly self-contradictory as to provoke the reader into seeking another sense or context in which it would be true. Wordsworth's line "the Child is the father of the Man" and Shakespeare's "the truest poetry is the most feigning" are literary examples.

Parallel plots: Correspondences between larger elements of dramatic or narrative works, such as the relation of a subplot, usually involving characters of lesser importance (and often of lower social status), to the main plot.

Parallel structure/Parallelism: Two or more of the same grammatical structures that are coordinated and given equal weight.

Paraphrase: A reader's own version of a writer's essential information.

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Participial: A present or past participle together with its subject or complements and/or modifiers. Ex: *Still clutching their pizza in their hands, the kids left the room.*

Participle: The verb forms that appear in verb phrases after the auxiliary verbs *to be*, as in *I was eating* (present participle), and *to have*, as in *I have eaten* (past participle). Participle is also the term used to refer to the present or past participle in its role as an adjectival, as a modifier in a noun phrase. *The band members, wearing their snazzy new uniforms, proudly marched onto the field*.

Personification: Metaphor that gives inanimate objects or abstract ideas human characteristics.

Perspective: Position, stance, or viewpoint from which something is considered or evaluated.

Persuasion (persuasive writing): Form of discourse whose function is to convince an audience or to prove or refute a point of view of an issue.

Phoneme: A speech sound that combines with others in a language system to make words; English has 40 to 44 phonemes, according to various linguists.

Phoneme isolation: Recognizing individual sounds in a word (e.g., /p/ is the first sound in the word *pan*).

Phonemic awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonetic spelling: The process of listening for each sound in a word and representing each sound with a letter or combination of letters.

Phonics: The study of the relationships between letters and the sounds they represent; the term is also used as a descriptor for code-based instruction in reading.

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Phonological awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments as well as awareness of individual phonemes.

Plagiarism: The theft of ideas (such as the plots of narrative or dramatic works) or of written passages or works, where these are passed off as one's own work without acknowledgement of their true origin. Plagiarism is not easily separable from imitation, adaptation, or pastiche, but is usually distinguished by its dishonest intention.

Plot: Sequence of events or actions in a short story, novel, or narrative poem.

Point of View: Perspective or vantage point from which a literary work is told or the way in which the author reveals characters, actions, and ideas.

Precise language: Vivid, descriptive words that describe a topic.

Prefix: A morpheme that precedes a root and that contributes to or modifies the meaning of a word.

Problem/Solution: Text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Procedural text: Text that conveys information in the form of directions for accomplishing a task. A distinguishing characteristic of this text type is that it is composed of discrete steps to be performed in a strict sequence with an implicit end product or goal.

Progressive verb form: A verb form that indicates a continuing action or one that was in progress when something else occurred; consists of some form of the auxiliary verb *be* followed by a verb with *ing* on the end.

Prompting: Questions posed during reading to check for understanding.

Prose: A form of language that has no formal metrical structure. It applies a natural flow of speech rather than rhythmic structure.

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Pronoun-antecedent agreement: Correspondence in gender and number between a pronoun and the word or word group to which a pronoun refers.

Purpose: Specific reason or reasons for writing. Purpose conveys what the readers have to gain by reading the selection; it is also the objective or the goal that the writer wishes to establish.

Rate: The speed at which a person reads.

Reason: The logical support behind an argument.

Relative adverbs: Adverbs that introduce relative clauses. The most common relative adverbs are where, when, and why.

Relative clause: A dependent clause that provides more information about a noun.

Relative pronouns: Pronouns that introduce relative clauses. The most common relative pronouns are who, whom, whose, which, and that.

Regular verb: A verb that forms its past tense and participle by the addition of –d or –ed to the present tense form.

Retelling: Recalling the content of what was read or heard.

Repetition: Deliberate use of any element of language more than once: sound, word, phrase, sentence, grammatical pattern, or rhythmical pattern.

Rhetoric: The art of using words to persuade in writing or speaking. Writers frequently use three modes of persuasion: **ethos** (persuasive appeal based on the character and credibility of the writer or speaker) **pathos** (persuasion by an appeal to emotion), and **logos** (persuasion by an appeal to logic).

Rhetorical devices and features: Techniques used by a writer to persuade an audience.

Rhyme: Repetition of sounds in two or more words or phrases that appear close to each other in a poem. *End rhyme* occurs at the end of lines; *internal rhyme* occurs within a line; *Slant rhyme* is approximate rhyme; a *rhyme scheme* is the pattern of end rhymes.

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Rhyming words: Sharing identical or at least similar medial and final phonemes in the last syllable. Because English has a writing system with a deep orthography, words can rhyme without sharing similar orthography (e.g. *suite* and *meet*).

Rhythm: Regular recurrence and speed of sound and stresses in a poem or work of prose.

Root: A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Register: A variety of language used in specified kinds of formal and informal situations.

Sarcasm: The use of verbal irony in which a person appears to be praising something but is actually insulting it.

Satire: Prose in which witty language is used to convey insults or scorn.

Scaffolding: Refers to the support that is given to students in order for them to arrive at the correct answer. Scaffolding may be embedded in the features of the instructional design such as starting with simpler skills and building progressively to more difficult skills. The ultimate goal of scaffolding is to lead students to greater independence.

Scene: In a drama, scenes represent actions happening in one place at one time. In narrative works, the term applies to a dramatic method of narration that presents events at roughly the same pace at which they are supposed to occur.

Secondhand account: An event or topic based on an author's research rather than on personal experience.

Segmentation: Breaking down a spoken word into word parts by inserting a pause between each part. Words can be segmented at the word level (in the case of compound words), at the syllable level, at the onset-rime level, and at the phoneme level.

Sensory details: Words or phrases that can be recognized or described through sight, sound, touch, smell, or taste.

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Setting: The time and place in which events in a short story, novel, or narrative poem take place.

Sequence: Text structure in which ideas are grouped on the basis of order or time.

Shades of meaning: Small differences in meaning between words that are similar.

Simile: An explicit comparison between two different things, actions, or feelings using the words like or as. Ex: He was as quiet as a mouse.

Soliloquy: A dramatic speech uttered by one character speaking aloud while alone (or under the impression of being alone). The speaker reveals his or her inner thoughts to the audience through either direct address or self-communication.

Sonnet: Fourteen-line lyric poem, usually written in iambic pentameter.

Spatial words: Signal words that emphasize location.

Spelling patterns and generalizations: The generalizing principles and recognizable patterns that aid in learning to spell.

Stage directions: Words in a dramatic script that define an actor's actions, movements, and attitudes.

Standard English: The most widely accepted and understood form of expression in English in the United States.

Stanza: A division of a poem that is composed of two or more lines.

Style: A writer's characteristic manner of employing language.

Subordinating conjunction: A word or phrase used to introduce a subordinate clause.

Suffix: A derivational morpheme (added to a root or base word) that often changes the word's part of speech and modifies its meaning.

Summary: A condensed version of a larger reading in which a writer uses his or her own words to express the main idea and relevant details of the text.

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Superlative adjectives or adverbs: Adjectives or adverbs used to compare one person, thing, or group with all others in its class.

Syllable: The unit of pronunciation that is organized around a vowel; it may or may not have consonants before or after the word.

Symbol: Object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

Syntax: Arrangement of words and order of grammatical elements in a sentence.

Technical meaning: Words or groups of words that relate to a specific process or activity.

Temporal words and phrases: Signal words or phrases used to refer to time or sequence of events.

Tension: The feeling or experience of the reader or audience as a story unfolds, especially the closer the reader or audience approaches the climax of a story. The feelings and experience can include increased involvement or interest, dread, anticipation, thrill, or uncertainty. An author may create tension through pacing, foreshadowing, actions, word choice, sentence or text structure, dramatic irony, and other techniques and devices.

Text complexity band: Readability levels assigned to determine text difficulty after using a formula to calculate factors such as sentence and word length and frequency of unfamiliar words.

Text features: Additional information about a text, including headings, captions, illustrations, boldface words, graphs, diagrams, and glossaries that help readers comprehend a text.

Textual evidence: Support lifted directly from a text to support inferences, claims, and assertions. Using textual evidence demands that readers engage with the text and share the specific aspects of the text that influence their thinking.

Theme: Central meaning of a literary work. A literary work can have more than one theme.

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Third person narration: Narration in which the narrator stands outside the events in a story.

Tone: A writer's or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

Traditional literature: The songs, stories, myths, and proverbs of a people handed down orally before they were written.

Transitional words and phrases: Words and phrases used to create logical links between ideas expressed in writing.

Trait: Distinguishing feature, as of a person's character.

Understatement: A kind of irony that deliberately represents something as being much less that it really is; the opposite of hyperbole or overstatement.

Verse: Any single, long line of a poetry composition. Verse can, however, also refer to a stanza or any other part of a poem.

Voice: Distinctive style or manner of expression of an author or of a character.

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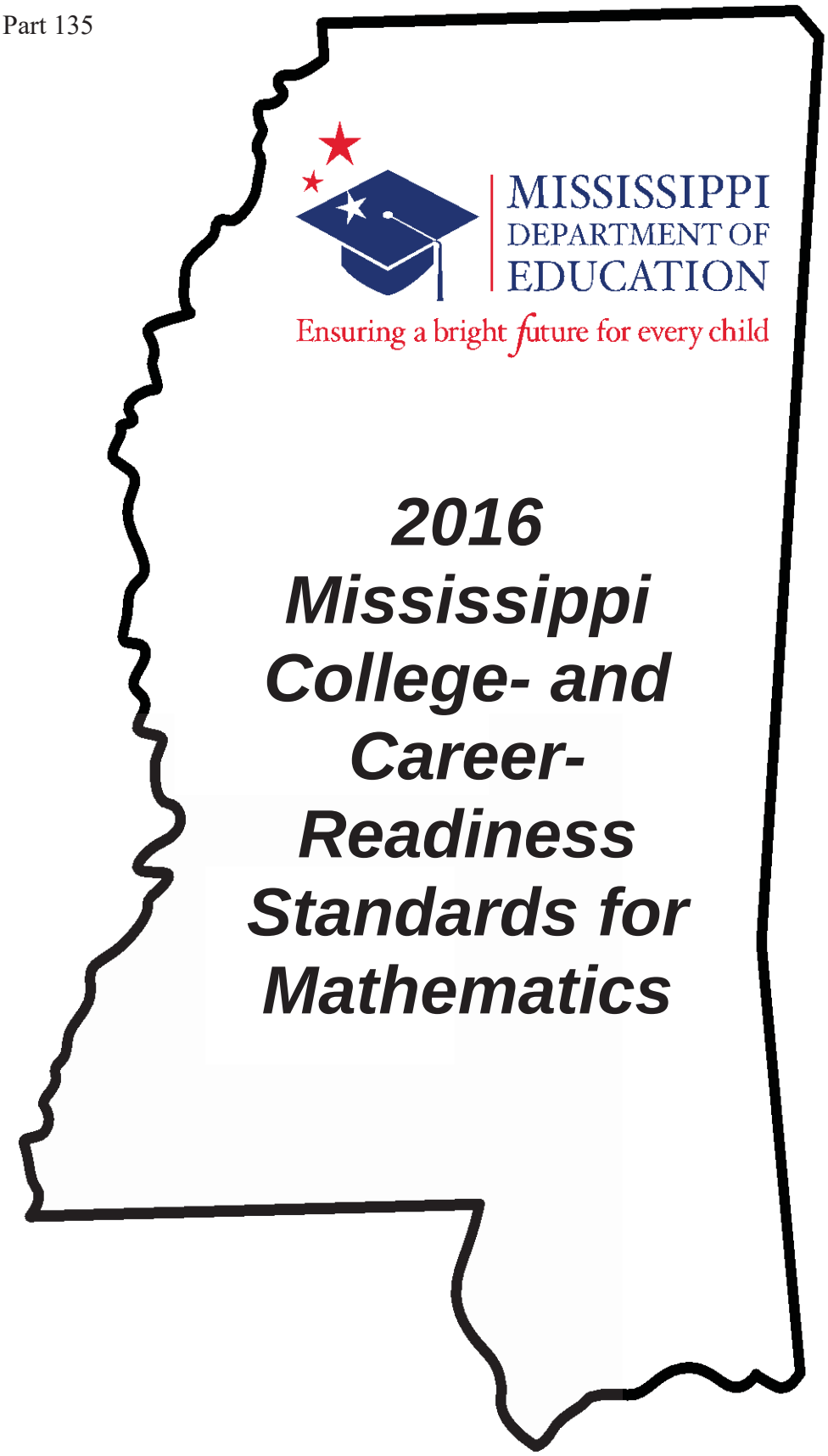

2016 Mississippi College- and Career-Readiness Standards for Mathematics

Effective Date: 2016-2017 School Year

2016 Mississippi College- and Career-Readiness Standards for Mathematics

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Table of Contents

Introduction **5**
Acknowledgements ..... Error! Bookmark not defined.
College- and Career-Readiness Standards for Mathematics Overview **9**
College- and Career-Readiness Standards for Mathematics Scaffolding Document **16**
College- and Career-Readiness Standards for Mathematics (Grades K-5) **18**
Fluency/Fluently Defined 19
Grade K 20
Grade 1 25
Grade 2 31
Grade 3 36
Grade 4 43
Grade 5 51
College- and Career-Readiness Standards for Mathematics (Grades 6-8) **58**
Grade 6 59
Grade 7 67
Grade 8 74
Acceleration in Middle School 81
Secondary Sequence Options 83
High School Conceptual Categories 84
Compacted Mathematics Grade 7 94
Compacted Mathematics Grade 8 (with Algebra I) 104
Compacted Mathematics Grade 8 (with Integrated Math I) 115
College- and Career-Readiness Standards for Mathematics (Grades 9-12) **126**
Secondary Sequence Options 127
High School Overview 128
High School Conceptual Categories 129
High School—Algebra I 140
High School—Geometry 148
High School—Algebra II 155
High School—Integrated Mathematics I 165
High School—Integrated Mathematics II 173
High School—Integrated Mathematics III 182
High School—Advanced Mathematics Plus 191
High School—Algebra III 199
High School—Calculus 204
High School—SREB Math Ready 208
High School—Advanced Placement (AP) Calculus 212
High School—Advanced Placement (AP) Statistics 216
Compensatory Mathematics Course Description 219
Foundations of Algebra Course 220
Glossary **225**
Tables **233**

Introduction

Mission Statement

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a technological society. The *2016 Mississippi College- and Career-Readiness Standards for Mathematics* ("The Standards") provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level and course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

Purpose

In an effort to closely align instruction for students who are progressing toward postsecondary study and the workforce, the *2016 Mississippi College- and Career-Readiness Standards for Mathematics* include grade- and course-specific standards for K-12 mathematics.

The primary purpose of this document is to provide a basis for curriculum development for Grades K-12 mathematics teachers, outlining what students should know and be able to do by the end of each grade level and course. Courses for grades K-12 are based on the *Mississippi College- and Career-Readiness Standards (MS CCRS) for Mathematics*. Mississippi-specific courses that were revised to align with the (*MS CCRS) for Mathematics* include Pre-Calculus (renamed Algebra III) and Calculus.

The Southern Regional Education Board (SREB) Math Ready course is included as a transition to college mathematics courses.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Implementation

The required year for the *2016 Mississippi College- and Career-Readiness Standards for Mathematics* is school year 2016-2017.

Technology

The Mississippi Department of Education (MDE) strongly encourages the use of technology in all mathematics classrooms. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

The appropriate use of instructional technology is integrated throughout the *2016 Mississippi College- and Career-Readiness Standards for Mathematics.* Teaching strategies at each grade level and in every secondary course incorporate technology in the form of calculators, software, or on-line internet resources. The graphing calculator is an integral part of mathematics courses beginning with Grade 6.

The MDE believes strongly in the Principles and Standards for School Mathematics Technology Principle of the National Council for Teachers of Mathematics (NCTM):

> "Calculators and computers are reshaping the mathematical landscape, and school mathematics should reflect those changes. Students can learn more mathematics more deeply with the appropriate and responsible use of technology. They can make and test conjectures. They can work at higher levels of generalization or abstraction. In the mathematics classrooms envisioned in *Principles and Standards*, every student has access to technology to facilitate his or her mathematics learning. Technology also offers options for students with special needs. Some students may benefit from the more constrained and engaging task situations possible with computers. Students with physical challenges can become much more engaged in mathematics using special technologies. Technology cannot replace the mathematics teacher, nor can it be used as a replacement for basic understandings and intuitions. The teacher must make prudent decisions about when and how to use technology and should ensure that the technology is enhancing students' mathematical thinking."
> (NCTM, 2013, **http://www.nctm.org**.)

Acknowledgements

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The Mississippi Department of Education gratefully acknowledges the following individuals who provided feedback in developing the *2016 Mississippi College- and Career-Readiness Standards for Mathematics*.

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Acknowledgements

COMMITTEE MEMBERS (2013)

The Mississippi Department of Education gratefully acknowledges the following individuals who provided feedback in developing the *2015 Mississippi College- and Career-Readiness Standards for Mathematics*.

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Angela Cooley	Jones County Junior College
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College- and Career-Readiness Standards for Mathematics Overview

College- and Career-Readiness Standards for Mathematics

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is "a mile wide and an inch deep." These Standards are a substantial answer to that challenge. Aiming for clarity and specificity, these Standards endeavor to follow a design that not only stresses conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

Understanding Mathematics

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

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

Standards for Mathematical Practice

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

1. Make sense of problems and persevere in solving them.

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

2. Reason abstractly and quantitatively.

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

3. Construct viable arguments and critique the reasoning of others.

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

4. Model with mathematics.

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

5. Use appropriate tools strategically.

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

website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. Attend to precision.

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

7. Look for and make use of structure.

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

8. Look for and express regularity in repeated reasoning.

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

Connecting the Standards for Mathematical Practice to the 2016 Mississippi College- and Career-Readiness Standards for Mathematics

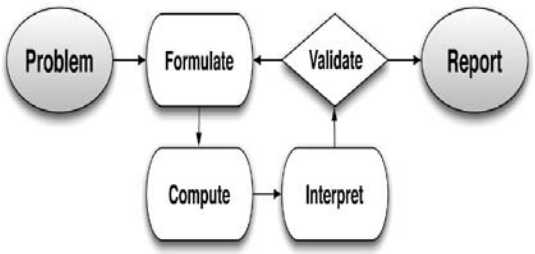
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers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

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

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

Modeling (High School Courses only)

Modeling standards are noted throughout the high school courses with an asterisk (*). *Modeling* links classroom mathematics and statistics to everyday life, work, and decision-making. *Modeling* is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.



Making mathematical models is a Standard for Mathematical Practice, and specific *Modeling* standards appear throughout the high school standards. The basic modeling cycle above involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

College- and Career-Readiness Standards for Mathematics Scaffolding Document

2016 Mississippi College- and Career-Readiness Standards Scaffolding Document

Purpose

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document is located at **http://www.mde.k12.ms.us/ESE/ccr.**

Organization of the 2016 Mississippi College- and Career-Standards Scaffolding Document

The 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is divided by grade level. Within each grade level, the Scaffolding Document is separated into the mathematical domains **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking** (Grades K-5); **Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions, Geometry**, and **Statistics & Probability**.

Each standard is then broken down into three categories: Prerequisite Knowledge, Conceptual Understanding, and Evidence of Knowledge. The Prerequisite Knowledge column lists the skills that students should have mastered in previous grades in order to work towards mastery of the grade-specific standard. In other words, this column details what a student needs to *KNOW* before mastering the grade-specific standard. The Conceptual Understanding column explains the deeper understanding of concepts—not actions or skills—that are required for mastery of the grade specific standard. In other words, this column explains what a student needs to *UNDERSTAND* before mastering the grade-specific standard. The last column, Evidence of Knowledge, explains what student mastery looks like, including what work a student produces to exhibit mastery of the grade-specific standard. In other words, this column describes what a student needs to *DO* to show mastery of the grade-specific standard.

College- and Career-Readiness Standards for Mathematics (Grades K-5)

Fluency/Fluently Defined

Throughout the *2016 Mississippi College- and Career-Readiness Standards for Mathematics* Grades K-5 standards, the words fluency and fluently will appear in bold, italicized, and underlined font (for example: ***fluently***). With respect to student performance and effective in-class instruction, the expectations for mathematical fluency are explained below:

Fluency is not meant to come at the expense of understanding, but is an outcome of a progression of learning and sufficient thoughtful practice. It is important to provide the conceptual building blocks that develop understanding in tandem with skill along the way to fluency; the roots of this conceptual understanding often extend one or more grades earlier in the standards than the grade when fluency is finally expected.

Wherever the word *fluently* appears in a MS CCR content standard, the word means quickly and accurately. It is important to understand that this is not explicitly tied to assessment purposes, but means more or less the same as when someone is said to be fluent in a foreign language. To be fluent is to flow: Fluent isn't halting, stumbling, or reversing oneself.

A key aspect of fluency in this sense is that it is not something that happens all at once in a single grade but requires attention to student understanding along the way. It is important to ensure that sufficient practice and extra support are provided at each grade to allow all students to meet the standards that call explicitly for fluency.

Grade K

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

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

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

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade K

Counting and Cardinality (CC)	
Know number names and the count sequence	
K.CC.1	Count to 100 by ones and by tens.
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
Count to tell the number of objects	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Compare numbers	
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
K.CC.7	Compare two numbers between 1 and 20 presented as written numerals.
Operations and Algebraic Thinking (OA)	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
K.OA.1	Represent addition and subtraction*, in which all parts and whole of the problem are within 10,* with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.2	Solve addition and subtraction word problems *within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions* by using objects or drawings to represent the problem.
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

Grade K

K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.5	***Fluently*** add and subtract within 5.
Number and Operations in Base Ten (NBT)	
Work with numbers 11-19 to gain foundations for place value	
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).
Measurement and Data (MD)	
Describe and compare measurable attributes	
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
Classify objects and count the number of objects in each category	
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]
Geometry (G)	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind*, and *next to.*
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
Analyze, compare, create, and compose shapes	
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Grade K

K.G.5	Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.
K.G.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[1] Include groups with up to ten objects.

[2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

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

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

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Standards for Mathematical Practice

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5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 1

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

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

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

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

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

Grade 1 (continued)

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

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

Grade 1

Operations and Algebraic Thinking (OA)	
Represent and solve problems involving addition and subtraction	
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2]
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction	
1.OA.3	Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
1.OA.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*
Add and subtract within 20	
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
Work with addition and subtraction equations	
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.*

Grade 1

Number and Operations in Base Ten (NBT)	
Extend the counting sequence	
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Understand place value	
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
Use place value understanding and properties of operations to add and subtract	
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Measurement and Data (MD)	
Measure lengths indirectly and by iterating length units	
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps*.

Grade 1

Tell and write time with respect to a clock and a calendar	
1.MD.3a	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.3b	Identify the days of the week, the number of days in a week, and the number of weeks in each month.
Represent and interpret data	
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Work with money	
1.MD.5a	Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, $1).
1.MD.5b	Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).
1.MD.5c	Count like U.S. coins up to the equivalent of a dollar.
1.MD.5d	Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).
Geometry (G)	
Reason with shapes and their attributes	
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4]
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of, fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[2] See Glossary, Table 1.

[3] Students need not use formal terms for these properties.

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

Additional Resource

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Grade 2

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

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

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

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

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

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade 2

Operations and Algebraic Thinking (OA)	
Represent and solve problems involving addition and subtraction	
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
Add and subtract within 20	
2.OA.2	Fluently add and subtract within 20 using mental strategies[2]. By end of Grade 2, know from memory all sums of two one-digit numbers.
Work with equal groups of objects to gain foundations for multiplication	
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Number and Operations in Base Ten (NBT)	
Understand place value	
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.2	Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Use place value understanding and properties of operations to add and subtract	
2.NBT.5	***Fluently*** add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction..
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

Grade 2

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

Measurement and Data (MD)

Measure and estimate lengths in standard units	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length	
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Work with time with respect to a clock and a calendar, and work with money	
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.8a	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
2.MD.8b	Fluently use a calendar to answer simple real world problems such as “How many weeks are in a year?” or “James gets a $5 allowance every 2 months, how much money will he have at the end of each year?”
Represent and interpret data	
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Grade 2

2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[4] using information presented in a bar graph.

Geometry (G)

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

[1] See Glossary, Table 1.

[2] See standard 1.OA.6 for a list of mental strategies.

[3] Explanations may be supported by drawings or objects.

[4] See Glossary, Table 1.

[5] Sizes are compared directly or visually, not compared by measuring.

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Grade 3

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

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

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

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

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

Grade 3 (continued)

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Grade 3

Operations and Algebraic Thinking (OA)	
Represent and solve problems involving multiplication and division	
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.*
Understand properties of multiplication and the relationship between multiplication and division	
3.OA.5	Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
3.OA.6	Understand division as an unknown-factor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder
Multiply and divide within 100	
3.OA.7	***Fluently*** multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.
Solve problems involving the four operations, and identify and explain patterns in arithmetic	
3.OA.8	Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding[3]. Include problems with whole dollar amounts

Grade 3

3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten (NBT)

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

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

Number and Operations—Fractions [5] (NF)

Develop understanding of fractions as numbers

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

Grade 3

Measurement and Data (MD)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]
Represent and interpret data	
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition	
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
3.MD.6	Measure areas by counting unit squares (square cm, square *m*, square *in*, square *ft*, and improvised units).
3.MD.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize area as additive.

Grade 3

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including: finding the perimeter given the side lengths, finding an unknown side length, and exhibiting (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry (G)

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

[1] See Glossary, Table 2.

[2] Students need not use formal terms for these properties.

[3] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

[4] A range of algorithms may be used.

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

[6] Excludes compound units such as cm^3 and finding the geometric volume of a container.

[7] Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

Grade 4

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

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

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

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

Grade 4 (continued)

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade 4

Operations and Algebraic Thinking (OA)	
Use the four operations with whole numbers to solve problems	
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]
4.OA.3	Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Gain familiarity with factors and multiples	
4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
Generate and analyze patterns	
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*
Number and Operations in Base Ten [2] (NBT)	
Generalize place value understanding for multi-digit whole numbers	
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.

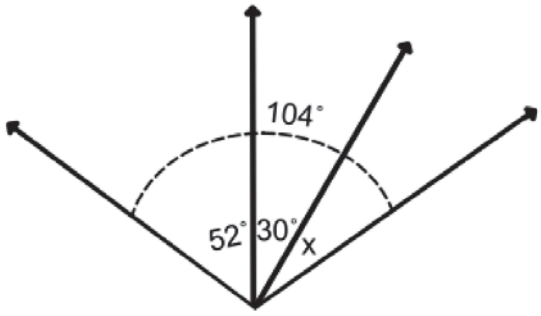
Grade 4

Use place value understanding and properties of operations to perform multi-digit arithmetic	
4.NBT.4	***Fluently*** add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Number and Operations—Fractions [3] (NF)	
Extend understanding of fraction equivalence and ordering	
4.NF.1	Recognizing that the value of "n" cannot be 0, explain why a fraction a/b is equivalent to a fraction (n × a)/ (n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	
4.NF.3	Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model (including, but not limited to: concrete models, illustrations, tape diagram, number line, area model, etc.). Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Grade 4

4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction *a/b* as a multiple of *1/b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* b. Understand a multiple of *a/b* as a multiple of *1/b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers do you expect your answer to lie?
Understand decimal notation for fractions, and compare decimal fractions	
4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram*.
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
Measurement and Data (MD)	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),…
4.MD.2	Use the four operations to solve word problems involving • intervals of time • money • distances • liquid volumes • masses of objects including problems *involving simple fractions or decimals*, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Grade 4

4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*.
Represent and interpret data	
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*
Geometric measurement: understand concepts of angle and measure angles	
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Example: Find the missing angle using an equation. 

Geometry (G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles	
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Grade 4

4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

[1] See Glossary, Table 2.

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

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

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

Additional Resource

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Standards for Mathematical Practice

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Grade 5

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

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

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

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

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Grade 5 (continued)

Geometry, Statistics & Probability (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade 5

Operations and Algebraic Thinking (OA)	
Write and interpret numerical expressions	
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
Analyze patterns and relationships	
5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*
Number and Operations in Base Ten (NBT)	
Understand the place value system	
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., *"In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3))*.
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.3	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NBT.4	Use place value understanding to round decimals to any place.
Perform operations with multi-digit whole numbers and with decimals to hundredths	
5.NBT.5	***Fluently*** multiply multi-digit whole numbers using the standard algorithm.
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Grade 5

5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Number and Operations—Fractions (NF)	
Use equivalent fractions as a strategy to add and subtract fractions	
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
Apply and extend previous understandings of multiplication and division to multiply and divide fractions	
5.NF.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.5	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Grade 5

5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3*. b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*
Measurement and Data (MD)	
Convert like measurement units within a given measurement system	
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Represent and interpret data	
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Grade 5

5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
Geometry (G)	
Graph points on the coordinate plane to solve real-world and mathematical problems	
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
Classify two-dimensional figures into categories based on their properties	
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.

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

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

College- and Career-Readiness Standards for Mathematics (Grades 6-8)

Grade 6

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

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

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

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

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

Grade 6 (continued)

summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

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

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade 6

Ratios and Proportional Relationships (RP)	
Understand ratio concepts and use ratio reasoning to solve problems	
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
The Number System (NS)	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions	
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
Compute fluently with multi-digit numbers and find common factors and multiples	
6.NS.2	***Fluently*** divide multi-digit numbers using the standard algorithm.
6.NS.3	***Fluently*** add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Grade 6

6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
Apply and extend previous understandings of numbers to the system of rational numbers	
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.7	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right*. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ℃ >-7 ℃ to express the fact that –3 ℃ is warmer than -7 ℃*. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Grade 6

6.NS.9	Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged*. b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts. c. Understand subtraction of integers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract integers.

Expressions and Equations (EE)

Apply and extend previous understandings of arithmetic to algebraic expressions	
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
6.EE.3	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for*.
Reason about and solve one-variable equations and inequalities	
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Grade 6

6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

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

Geometry (G)

Solve real-world and mathematical problems involving area, surface area, and volume	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability (SP)

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

Grade 6

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

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

Additional Resource

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Standards for Mathematical Practice

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

Grade 7

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

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

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

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

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

Grade 7 (continued)

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Grade 7

Ratios and Proportional Relationships (RP)

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

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

The Number System (NS)

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

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

Grade 7

7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.[1]

Expressions and Equations (EE)

	Use properties of operations to generate equivalent expressions
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms ***fluently***. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Grade 7

Geometry (G)	
Draw, construct, and describe geometrical figures and describe the relationships between them	
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume	
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Statistics and Probability (SP)	
Use random sampling to draw inferences about a population	
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*
Draw informal comparative inferences about two populations	
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

Grade 7

7.SP.4	Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
Investigate chance processes and develop, use, and, evaluate probability models	
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

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

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

Grade 8

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

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

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

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

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square

Grade 8 (continued)

in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Grade 8

The Number System (NS)	
Know that there are numbers that are not rational, and approximate them by rational numbers	
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
Expressions and Equations (EE)	
Work with radicals and integer exponents	
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
Understand the connections between proportional relationships, lines, and linear equations	
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Grade 8

Analyze and solve linear equations and pairs of simultaneous linear equations	
8.EE.7	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms.
8.EE.8	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.* c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*
Functions (F)	
Define, evaluate, and compare functions	
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. [1]
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
Use functions to model relationships between quantities	
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Grade 8

8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry (G)	
Understand congruence and similarity using physical models, transparencies, or geometry software	
8.G.1	Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
Understand and apply the Pythagorean Theorem	
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability (SP)	
Investigate patterns of association in bivariate data	
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Grade 8

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

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

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

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Standards for Mathematical Practice

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6. Attend to precision.
7. Look for and make use of structure.
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Acceleration in Middle School

There are some students who are able to move through the mathematics quickly. These students may choose to take high school mathematics beginning in eighth grade or earlier so they can take college-level mathematics in high school. Students who are capable of moving more quickly deserve thoughtful attention, both to ensure that they are challenged and that they are mastering the full range of mathematical content and skills—without omitting critical concepts and topics. Care must be taken to ensure that students master and fully understand all important topics in the mathematics curriculum, and that the continuity of the mathematics learning progression is not disrupted. In particular, the Standards for Mathematical Practice ought to continue to be emphasized in these cases.

To prepare students for high school mathematics in eighth grade, the MDE has developed a well-crafted sequence of **compacted courses**. The term "compacted" means to compress content, which requires a faster pace to complete, as opposed to skipping content. These compacted courses are designed for districts offering the Traditional Pathway (Algebra I – Geometry – Algebra II) high school sequence, and the other for districts using an Integrated Pathway sequence (Integrated Math I – Integrated Math II – Integrated Math III) which is commonly found internationally. A snapshot of the content standards in each Pathway is available on pages 135-136. Both Pathways are based on the idea that content should compact 3 years of content into 2 years, at most. As a result, Grades 7, 8, and 9 were compacted into Grades 7 and 8 (a 3:2 compaction). Whereas, some 8th grade content is addressed in the 7th grade courses, and high school content is addressed in 8th grade.

The Compacted Traditional sequence compacts MS CCRS Grade 7, MS CCRS Grade 8, and high school MS CCRS Algebra I into two years. Upon successful completion of this Pathway, students will be ready for MS CCRS Geometry or MS CCRS Algebra II in high school. The Compacted Integrated sequence compacts MS CCRS Grade 7, MS CCRS Grade 8, and MS CCRS Integrated Mathematics I into two years. At the end of 8th grade, these students will be ready for MS CCRS Integrated Mathematics II in high school. While the MS CCRS Grades K-7 effectively prepare students for algebra I in 8th grade, some standards from 8th grade have been placed in the Compacted Mathematics Grade 7 course to make the Compacted Mathematics Grade 8 courses more manageable- regardless of the Pathway chosen.

1. **Compacted courses should include the same Mississippi College- and Career-Readiness Standards as the non-compacted courses.**

   It is recommended to compact three years of material into two years, rather than compacting two years into one. The rationale is that mathematical concepts are likely to be omitted when trying to squeeze two years of material into one. This is to be avoided, as the standards have been carefully developed to define clear learning progressions through the major mathematical domains. Moreover, the compacted courses should not sacrifice attention to the Mathematical Practices Standard.

Acceleration in Middle School (continued)

2. **Decisions to accelerate students into the Mississippi College- and Career-Readiness Standards for high school mathematics before ninth grade should not be rushed.**

   Placing students into tracks too early should be avoided at all costs. It is not recommended to compact the standards before grade seven. In this document, compaction begins in seventh grade for both the traditional and integrated (international) pathways.

3. **Decisions to accelerate students into high school mathematics before ninth grade should be based on solid evidence of student learning.**

   Research has shown discrepancies in the placement of students into "advanced" classes by race/ethnicity and socioeconomic background. While such decisions to accelerate are almost always a joint decision between the school and the family, serious efforts must be made to consider solid evidence of student learning in order to avoid unwittingly disadvantaging the opportunities of particular groups of students.

4. **A menu of challenging options should be available for students after their third year of mathematics—and all students should be strongly encouraged to take mathematics in all years of high school.**

   Traditionally, students taking high school mathematics in the eighth grade are expected to take a Pre-Calculus or Algebra III course in their junior years and then Calculus in their senior years. This is a good and worthy goal, but it should not be the only option for students. An array of challenging options will keep mathematics relevant for students, and give them a new set of tools for their futures in college and career.

Secondary Sequence Options

Students will progress according to grade level through the sixth grade. Beginning in the seventh grade, students are given course sequence options based on academic progress, teacher recommendation, and parental consent. Below are **suggested** secondary course sequence options:

Suggested Secondary Course Sequence Options for Mathematics

Grade Level	OPTION 1	OPTION 2	OPTION 3
7	Grade 7	Compacted Grade 7	Compacted Grade 7
8	Grade 8	Compacted Grade 8 (with Algebra I) **or** Compacted Grade 8 (with Integrated Math I)	Compacted Grade 8 (with Algebra I) **or** Compacted Grade 8 (with Integrated Math I)
9	Algebra I **or** Integrated Math I	Geometry **or** Integrated Math II	Algebra II **or** Integrated Math II
10	Geometry **or** Integrated Math II	Algebra II **or** Integrated Math III	Geometry **or** Integrated Math III
11	Algebra II **or** Integrated Math III	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course
12	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course

High School Conceptual Categories

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students might learn in order to take advanced courses are included in the Advanced Mathematics Plus and Algebra III courses.

The high school standards are listed in conceptual categories:

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

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

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

High School —Number and Quantity Conceptual Category

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

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

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

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

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

High School—Algebra Conceptual Category

Expressions. An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 – 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

High School—Algebra Conceptual Category (continued)

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process. Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

High School—Functions Conceptual Category

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

High School—Modeling Conceptual Category

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

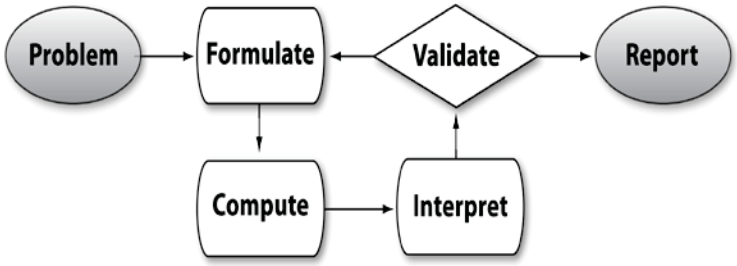
- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and

Modeling Conceptual Category (continued)

other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems. Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards. *Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by an asterisk (*).*

Geometry Conceptual Category

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of “same shape” and “scale factor” developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.
The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody

Geometry Conceptual Category (continued)

the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Statistics and Probability* Conceptual Category

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables. Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Compacted Mathematics Grade 7

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

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

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

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

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

Compacted Mathematics Grade 7 (continued)

In Compacted Mathematics Grade 7, instruction should focus on three critical areas from Grade 8: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Each critical area is described below.

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

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

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

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines.

Compacted Mathematics Grade 7 (continued)

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Compacted Mathematics Grade 7

Ratios and Proportional Relationships

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

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

The Number System

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

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

Compacted Mathematics Grade 7

7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.[1]
Know that there are numbers that are not rational, and approximate them by rational numbers	
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
Expressions and Equations	
Use properties of operations to generate equivalent expressions	
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
Solve real-life and mathematical problems using numerical and algebraic expressions and equations	
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

Compacted Mathematics Grade 7

7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*
Work with radicals and integer exponents	
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
Understand the connections between proportional relationships, lines, and linear equations	
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Compacted Mathematics Grade 7

Analyze and solve linear equations and pairs of simultaneous linear equations	
8.EE.7	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms.
Geometry	
Draw, construct, and describe geometrical figures and describe the relationships between them	
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume	
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Understand congruence and similarity using physical models, transparencies, or geometry software	
8.G.1	Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.

Compacted Mathematics Grade 7

8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability	
Use random sampling to draw inferences about a population	
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*
Draw informal comparative inferences about two populations	
7.SP.3	nformally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
7.SP.4	Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Compacted Mathematics Grade 7

Investigate chance processes and develop, use, and, evaluate probability models	
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

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

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

Compacted Mathematics Grade 8 (with Algebra I)

In Compacted Mathematics Grade 8 (with Algebra I), a one-credit course, instruction should focus on three critical areas from Grade 8: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Each critical area is described below.

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

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

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

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles

Compacted Mathematics Grade 8 (with Algebra I) (continued)

because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

In Algebra I, the fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. Instruction should focus on five critical areas: (1) analyze and explain the process of solving equations and inequalities: (2) learn function notation and develop the concepts of domain and range; (3) use regression techniques; (4) create quadratic and exponential expressions; and (5) select from among these functions to model phenomena. Each critical area is described below.

(1) By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

(2) In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Compacted Mathematics Grade 8 (with Algebra I) (Continued)

(3) This area builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

(4) In this area, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

(5) In this area, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Compacted Mathematics Grade 8 (with Algebra I)

Number and Quantity	
The Real Number System (N-RN)	
Use properties of rational and irrational numbers	
N-RN.3	Explain why: • the sum or product of two rational numbers is rational; • the sum of a rational number and an irrational number is irrational; and • the product of a nonzero rational number and an irrational number is irrational.
Quantities (N-Q)*	
Reason quantitatively and use units to solve problems	
N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.* [Refer to *Quantities* section of the High School *Number and Quantity* Conceptual Category in the previous pages of this document.]
N-Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*
Algebra	
Expressions and Expressions (EE)	
Analyze and solve linear equations and pairs of simultaneous linear equations	
8.EE.8	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.* c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*
Seeing Structure in Expressions (A-SSE)	
Interpret the structure of expressions	
A-SSE.1	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*

Compacted Mathematics Grade 8 (with Algebra I)

A-SSE.2	Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*
Write expressions in equivalent forms to solve problems	
A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
Arithmetic with Polynomials and Rational Expressions (A-APR)	
Perform arithmetic operations on polynomials	
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
Understand the relationship between zeros and factors of polynomials	
A-APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial (limit to 1st- and 2nd-degree polynomials).
Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *[Note this standard appears in future courses with a slight variation in the standard language.]*
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.**
Reasoning with Equations and Inequalities (A-REI)	
Understand solving equations as a process of reasoning and explain the reasoning	

Compacted Mathematics Grade 8 (with Algebra I)

A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Solve equations and inequalities in one variable	
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A-REI.4	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.
Solve systems of equations	
A-REI.5	Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system.
A-REI.6	Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.
Represent and solve equations and inequalities graphically	
A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, quadratic, absolute value, and exponential functions. *
A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Functions	
Functions (F)	
Define, evaluate, and compare functions	
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. [1]
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

Compacted Mathematics Grade 8 (with Algebra I)

8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
Use functions to model relationships between quantities	
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Interpreting Functions (F-IF)	
Understand the concept of a function and use function notation	
F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F-IF.3	Recognize that sequences are functions whose domain is a subset of the integers..
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Compacted Mathematics Grade 8 (with Algebra I)

Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima.. b. Graph square root and piecewise-defined functions, including absolute value functions.
F-IF.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression or steps for calculation from a context.
Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

Compacted Mathematics Grade 8 (with Algebra I)

Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*
Geometry	
Geometry (G)	
Understand and apply the Pythagorean Theorem	
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Statistics and Probability	
Statistics and Probability (SP)	
Investigate patterns of association in bivariate data	
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*
Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.1	Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).*
S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

Compacted Mathematics Grade 8 (with Algebra I)

S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association.
Interpret linear models	
S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.*
S-ID.9	Distinguish between correlation and causation.*

[1] Function notation is not required at Grade 8

* Modeling Standards (**High School standards only**)

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

Compacted Mathematics Grade 8 (with Integrated Math I)

In Compacted Mathematics Grade 8 (with Integrated Math I), a one-credit course, instruction should focus on three critical areas from Grade 8: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Each critical area is described below.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

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

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students

Compacted Mathematics Grade 8 (with Integrated Math I)
(continued)

understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

In Integrated Mathematics I, the fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Each critical area is described below.

(1) By the end of eighth grade students have had a variety of experiences working with expressions and creating equations. In this first unit, students continue this work by using quantities to model and analyze situations, to interpret expressions, and by creating equations to describe situations.

(2) In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Compacted Mathematics Grade 8 (with Integrated Math I)
(continued)

(3) By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions. All of this work is grounded on understanding quantities and on relationships between them.

(4) This area builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

(5) In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

(6) Building on their work with the Pythagorean Theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Compacted Mathematics Grade 8 (with Integrated Math I)

Number and Quantity

Quantities (N-Q)*

Reason quantitatively and use units to solve problems

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

Algebra

Expressions and Expressions (EE)

Analyze and solve linear equations and pairs of simultaneous linear equations

8.EE.8	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.* c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions

A-SSE.1	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*

Write expressions in equivalent forms to solve problems

A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Compacted Mathematics Grade 8 (with Integrated Math I)

Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* *[Note this standard appears in future courses with a slight variation in the standard language.]*
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.**
Reasoning with Equations and Inequalities (A-REI)	
Solve equations and inequalities in one variable	
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Solve systems of equations	
A-REI.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
A-REI.6	Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.
Represent and solve equations and inequalities graphically	
A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential functions.*
A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Compacted Mathematics Grade 8 (with Integrated Math I)

Functions	
Functions (F)	
Define, evaluate, and compare functions	
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. [1]
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
Use functions to model relationships between quantities	
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Interpreting Functions (F-IF)	
Understand the concept of a function and use function notation	
F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F-IF.3	Recognize that sequences are functions whose domain is a subset of the integers.

Compacted Mathematics Grade 8 (with Integrated Math I)

Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima.
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression or steps for calculation from a context.
F-BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

Compacted Mathematics Grade 8 (with Integrated Math I)

F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*
Geometry	
Geometry (G)	
Understand and apply the Pythagorean Theorem	
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Congruence (G-CO)	
Experiment with transformations in the plane	
G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
G-CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
G-CO.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
G-CO.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
G-CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Understand congruence in terms of rigid motions	
G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Compacted Mathematics Grade 8 (with Integrated Math I)

G-CO.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
G-CO.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
Prove geometric theorems	
G-CO.9	Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
G-CO.10	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
G-CO.11	Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*
Statistics and Probability	
Statistics and Probability (SP)	
Investigate patterns of association in bivariate data	
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Compacted Mathematics Grade 8 (with Integrated Math I)

Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.1	Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).*
S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* c. Fit a linear function for a scatter plot that suggests a linear association.
Interpret linear models	
S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.*
S-ID.9	Distinguish between correlation and causation.*

[1] Function notation is not required at Grade 8

* Modeling Standards (**High School standards only**)

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

College- and Career-Readiness Standards for Mathematics (Grades 9-12)

Secondary Sequence Options

Students will progress according to grade level through the sixth grade. Beginning in the seventh grade, students are given course sequence options based on academic progress, teacher recommendation, and parental consent. Below are suggested secondary course sequence options:

Suggested Secondary Course Sequence Options for Mathematics

Grade Level	OPTION 1	OPTION 2	OPTION 3
7	Grade 7	Compacted Grade 7	Compacted Grade 7
8	Grade 8	Compacted Grade 8 (with Algebra I) **or** Compacted Grade 8 (with Integrated Math I)	Compacted Grade 8 (with Algebra I) **or** Compacted Grade 8 (with Integrated Math I)
9	Algebra I **or** Integrated Math I	Geometry **or** Integrated Math II	Algebra II **or** Integrated Math II
10	Geometry **or** Integrated Math II	Algebra II **or** Integrated Math III	Geometry **or** Integrated Math III
11	Algebra II **or** Integrated Math III	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course
12	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course	Algebra III, Advanced Mathematics Plus, Calculus, AP Calculus, AP Statistics, Dual Credit/Dual Enrollment or SREB Math Ready Course

High School Overview

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students might learn in order to take advanced courses are included in the Advanced Mathematics Plus and Algebra III courses. The high school standards are listed in conceptual categories:

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

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

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

High School Conceptual Categories

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High School—Number and Quantity Conceptual Category

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

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

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

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

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

High School—Algebra Conceptual Category

Expressions. An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 – 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

High School—Algebra Conceptual Category (continued)

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

High School—Functions Conceptual Category

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

High School—Modeling Conceptual Category

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

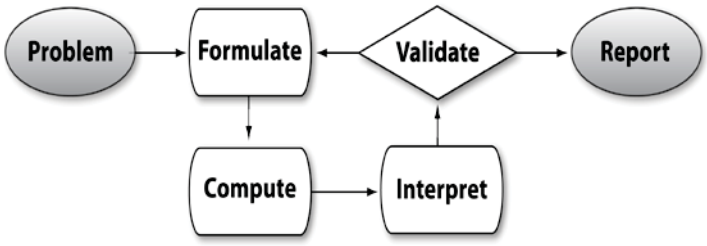
- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and

High School—Modeling Conceptual Category (continued)

other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards. *Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by an asterisk (*).*

High School—Geometry Conceptual Category

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of “same shape” and “scale factor” developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many

High School—Geometry Conceptual Category (continued)

real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

High School—Statistics and Probability Conceptual Category

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables. Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr.**

Standards for Mathematical Practice

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

High School—Algebra I

In Algebra I, a one-credit course, the fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. Instruction should focus on five critical areas: (1) analyze and explain the process of solving equations and inequalities: (2) learn function notation and develop the concepts of domain and range; (3) use regression techniques; (4) create quadratic and exponential expressions; and (5) select from among these functions to model phenomena. Each critical area is described below.

(1) By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

(2) In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

(3) This area builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

High School—Algebra I (continued)

(4) In this area, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

(5) In this area, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

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Algebra I

Number and Quantity

The Real Number System (N-RN)

Use properties of rational and irrational numbers

N-RN.3	Explain why: • the sum or product of two rational numbers is rational; • the sum of a rational number and an irrational number is irrational; and • the product of a nonzero rational number and an irrational number is irrational.

Quantities (N-Q) *

Reason quantitatively and use units to solve problems

N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.* [Refer to the *Quantities* section of the High School *Number and Quantity* Conceptual Category in the previous pages of this document.]
N-Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Algebra

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions

A-SSE.1	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
A-SSE.2	Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$ *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Algebra I

Arithmetic with Polynomials and Rational Expressions (A-APR)	
Perform arithmetic operations on polynomials	
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
Understand the relationship between zeros and factors of polynomials	
A-APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial (limit to 1st- and 2nd-degree polynomials).
Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* *[Note this standard appears in future courses with a slight variation in the standard language.*]
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.**
Reasoning with Equations and Inequalities (A-REI)	
Understand solving equations as a process of reasoning and explain the reasoning	
A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Solve equations and inequalities in one variable	
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Algebra I

A-REI.4	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.
Solve systems of equations	
A-REI.5	Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system.
A-REI.6	Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.
Represent and solve equations and inequalities graphically	
A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential functions.*
A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Functions	
Interpreting Functions (F-IF)	
Understand the concept of a function and use function notation	
F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F-IF.3	Recognize that sequences are functions whose domain is a subset of the integers.
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**

Algebra I

F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima. b. Graph square root and piecewise-defined functions, including absolute value functions.
F-IF.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression or steps for calculation from a context.
Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*
Statistics and Probability *	
Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.1	Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).*
S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association.
Interpret linear models	
S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.*
S-ID.9	Distinguish between correlation and causation.*

* Modeling Standards

Additional Resource

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High School—Geometry

The fundamental purpose of the course in Geometry a one-credit course, is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school MS CCRS ~~CCSS~~. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical areas of this course include (1) building a thorough understanding of translations, reflections, and rotations; (2) developing the understanding of similarity and several theorems; (3) extension of formulas for 2-dimensional and 3-dimensional objects (4) extension of 8th grade geometric concepts of lines; (5) prove basic theorems about circles; and (6) work with experimental and theoretical probability. Each critical area is described below:

(1) In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

(2) Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean Theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students' work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

(3) Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

High School—Geometry (continued)

(4) Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

(5) Students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

(6) Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

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Geometry

Geometry	
Congruence (G-CO)	
Experiment with transformations in the plane	
G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
G-CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
G-CO.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
G-CO.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
G-CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Understand congruence in terms of rigid motions	
G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
G-CO.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
G-CO.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
Prove geometric theorems	
G-CO.9	Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
G-CO.10	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
G-CO.11	Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Geometry

Make geometric constructions	
G-CO.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
G-CO.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
Similarity, Right Triangles, and Trigonometry (G-SRT)	
Understand similarity in terms of similarity transformations	
G-SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
Prove theorems involving similarity	
G-SRT.4	Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Define trigonometric ratios and solve problems involving right triangles	
G-SRT.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.7	Explain and use the relationship between the sine and cosine of complementary angles.
G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
Circles (G-C)	
Understand and apply theorems about circles	
G-C.1	Prove that all circles are similar.

Geometry

G-C.2	Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
G-C.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
Find arc lengths and areas of sectors of circles	
G-C.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
Expressing Geometric Properties with Equations (G-GPE)	
Translate between the geometric description and the equation for a conic section	
G-GPE.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
Use coordinates to prove simple geometric theorems algebraically	
G-GPE.4	Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
G-GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
G-GPE.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
G-GPE.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*
Geometric Measurement and Dimension (G-GMD)	
Explain volume formulas and use them to solve problems	
G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Geometry

Modeling with Geometry (G-MG)	
Apply geometric concepts in modeling situations	
G-MG.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
G-MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
G-MG.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

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

High School—Algebra II

In Algebra II, a one-credit course, students build on their work with linear, quadratic, and exponential functions, to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The four critical areas of this course include (1) working extensively with polynomial operations; (2) building connections between geometry and trigonometric ratios; (3) understanding of a variety of function families; and (4) explore statistical data. Each critical area is described below:

(1) Students develop the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

(2) Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

(3) Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as "*the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions*" is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

High School—Algebra II (continued)

(4) Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Algebra II

Number and Quantity	
The Real Number System (N-RN)	
Extend the properties of exponents to rational exponents	
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{(1/3)\,3}$ to hold, so $[5^{1/3}]^3$ must equal 5.*
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Quantities (N-Q) *	
Reason quantitatively and use units to solve problems	
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.*
The Complex Number System (N-CN)	
Perform arithmetic operations with complex numbers	
N-CN.1	Know there is a complex number *i* such that $i^2 = -1$, and every complex number has the form $a + bi$ with *a* and *b* real.
N-CN.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
Use complex numbers in polynomial identities and equations	
N-CN.7	Solve quadratic equations with real coefficients that have complex solutions.
Algebra	
Seeing Structure in Expressions (A-SSE)	
Interpret the structure of expressions	
A-SSE.2	Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*
Write expressions in equivalent forms to solve problems	
A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15t can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Algebra II

A-SSE.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**
Arithmetic with Polynomials and Rational Expressions (A-APR)	
Understand the relationship between zeros and factors of polynomials	
A-APR.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$.
A-APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial (limit to 1st- and 2nd-degree polynomials).
Use polynomial identities to solve problems	
A-APR.4	Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
Rewrite rational expressions	
A-APR.6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *[Note this standard appears in previous courses with a slight variation in the standard language.]*
	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
Reasoning with Equations and Inequalities (A-REI)	
Understand solving equations as a process of reasoning and explain the reasoning	
A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A-REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Algebra II

Solve equations and inequalities in one variable	
A-REI.4	Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.

Solve systems of equations	
A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
A-REI.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*
Represent and solve equations and inequalities graphically	
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Functions

Interpreting Functions (F-IF)

Understand the concept of a function and use function notation	
F-IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Algebra II

Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
F-IF.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth and decay.
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
F-BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*
Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
F-BF.4	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	

Algebra II

F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
F-LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*
F-LE.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*
Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*
Trigonometric Functions (F-TF)	
Extend the domain of trigonometric functions using the unit circle	
F-TF.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
F-TF.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Geometry

Expressing Geometric Properties with Equations (G-GPE)	
Translate between the geometric description and the equation for a conic section	
G-GPE.2	Derive the equation of a parabola given a focus and directrix.

Statistics and Probability*

Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
Making Inferences and Justifying Conclusions (S-IC)	

	Understand and evaluate random processes underlying statistical experiments
S-IC.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*

Algebra II

S-IC.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?**
Make inferences and justify conclusions from sample surveys, experiments, and observational studies	
S-IC.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*
S-IC.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*
S-IC.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*
S-IC.6	Evaluate reports based on data.*
Conditional Probability and the Rules of Probability (S-CP)	
Understand independence and conditional probability and use them to interpret data	
S-CP.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").*
S-CP.2	Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*
S-CP.3	Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.*
S-CP.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.**
S-CP.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.**

Use the rules of probability to compute probabilities of compound events in a uniform probability model	
S-CP.6	Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.*
S-CP.7	Apply the Addition Rule, *P*(*A* or *B*) = *P*(*A*) + *P*(*B*) – *P*(*A* and *B*), and interpret the answer in terms of the model.*

* Modeling Standards

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

High School—Integrated Mathematics I

The fundamental purpose of Integrated Mathematics I, a one-credit course, is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final critical area in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical focus areas of this course include (1)working with quantities to model and analyze situations; (2) exploring sequences and their relationships to functions; (3) working and translating between the various forms of linear equations and inequalities; (4) fitting data to a particular model; (5) establishing triangle congruency; and (6) verifying geometric relationships. Each critical area is described below:

(1) By the end of eighth grade students have had a variety of experiences working with expressions and creating equations. In this first critical focus area, students continue this work by using quantities to model and analyze situations, to interpret expressions, and by creating equations to describe situations.

(2) In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

(3) By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and

High School—Integrated Mathematics I (continued)

solve systems of linear equations in two variables. This critical area builds on these earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions. All of this work is grounded on understanding quantities and on relationships between them.

(4) This critical area builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

(5) In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this area, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

(6) Building on their work with the Pythagorean Theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Integrated Mathematics I

Number and Quantity

Quantities (N-Q) *

Reason quantitatively and use units to solve problems

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

Algebra

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions

A-SSE.1	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*

Write expressions in equivalent forms to solve problems

A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Creating Equations (A-CED) *

Create equations that describe numbers or relationships

A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* *[Note this standard appears in future courses with a slight variation in the standard language.]*
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.**

Integrated Mathematics I

Reasoning with Equations and Inequalities (A-REI)	
Solve equations and inequalities in one variable	
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Solve systems of equations	
A-REI.5	Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system.
A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
Represent and solve equations and inequalities graphically	
A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, ~~polynomial,~~ rational, absolute value and exponential~~, and logarithmic~~ functions.*
A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Functions	
Interpreting Functions (F-IF)	
Understand the concept of a function and use function notation	
F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F-IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$.
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**

Integrated Mathematics I

F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima.
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
F-BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
F-LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*
Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.*

Integrated Mathematics I

Geometry

Congruence (G-CO)

Experiment with transformations in the plane	
G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
G-CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
G-CO.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
G-CO.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
G-CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Understand congruence in terms of rigid motions	
G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
G-CO.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
G-CO.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
Prove geometric theorems	
G-CO.9	Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
G-CO.10	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
G-CO.11	Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Integrated Mathematics I

Statistics and Probability *

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.1	Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).*
S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* c. Fit a linear function for a scatter plot that suggests a linear association.
Interpret linear models	
S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.*
S-ID.9	Distinguish between correlation and causation.*

* Modeling Standards

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

High School—Integrated Mathematics II

The focus of Integrated Mathematics II, a one-credit course, is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I as organized into 6 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, bring more depth to the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical areas of this course include (1) exploring the distinction between rational and irrational numbers; (2) expending expertise of functions into piece-wise functions and quadratics; (3) focusing on the structure of expressions; (4) exploring compound events; (5) building a formal understanding of similarity; and (6) proving basic theorems about circles. Each critical area is described below:

(1) Students extend the laws of exponents to rational exponents and explore distinctions between rational and irrational numbers by considering their decimal representations. Students learn that when quadratic equations do not have real solutions the number system must be extended so that solutions exist, analogous to the way in which extending the whole numbers to the negative numbers allows x+1 = 0 to have a solution. Students explore relationships between number systems: whole numbers, integers, rational numbers, real numbers, and complex numbers. The guiding principle is that equations with no solutions in one number system may have solutions in a larger number system.

(2) Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function.
When quadratic equations do not have real solutions, students learn that that the graph of the related quadratic function does not cross the horizontal axis. They expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

(3) Students begin this critical area by focusing on the structure of expressions, rewriting expressions to clarify and reveal aspects of the relationship they represent. They create and solve equations, inequalities, and systems of equations involving exponential and quadratic expressions.

High School—Integrated Mathematics II (continued)

(4) Students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

(5) Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean Theorem. It is in this unit that students develop facility with geometric proof. They use what they know about congruence and similarity to prove theorems involving lines, angles, triangles, and other polygons. They explore a variety of formats for writing proofs.

(6) In this area students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center, and the equation of a parabola with vertical axis when given an equation of its directrix and the coordinates of its focus. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations to determine intersections between lines and circles or a parabola and between two circles. Justifying common formulas for circumference, area, and volume of geometric objects, especially those related to circles is also explored.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Integrated Mathematics II

Number and Quantity	
The Real Number System (N-RN)	
Extend the properties of exponents to rational exponents	
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{(1/3)\,3}$ to hold, so $[5^{1/3}]^3$ must equal 5.*
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Use properties of rational and irrational numbers	
N-RN.3	Explain why: • the sum or product of two rational numbers is rational; • the sum of a rational number and an irrational number is irrational; and • the product of a nonzero rational number and an irrational number is irrational.
Quantities (N-Q) *	
Reason quantitatively and use units to solve problems	
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.*
The Complex Number System (N-CN)	
Perform arithmetic operations with complex numbers	
N-CN.1	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
N-CN.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
Use complex numbers in polynomial identities and equations	
N-CN.7	Solve quadratic equations with real coefficients that have complex solutions.
Algebra	
Seeing Structure in Expressions (A-SSE)	
Interpret the structure of expressions	
A-SSE.1	Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*

Integrated Mathematics II

A-SSE.2	Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*
Write expressions in equivalent forms to solve problems	
A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
Arithmetic with Polynomials and Rational Expressions (A-APR)	
Perform arithmetic operations on polynomials	
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* *[Note this standard appears in previous courses with a slight variation in the standard language.*]
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.**
Reasoning with Equations and Inequalities (A-REI)	
Understand solving equations as a process of reasoning and explain the reasoning	
A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Solve equations and inequalities in one variable	

Integrated Mathematics II

A-REI.4	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.
Solve systems of equations	
A-REI.6	Solve systems of linear equations algebraically, exactly, approximately, and graphically while focusing on pairs of linear equations in two variables.
A-REI.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*
Functions	
Interpreting Functions (F-IF)	
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Integrated Mathematics II

F-IF.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth and decay.*
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
Geometry	
Similarity, Right Triangles, and Trigonometry (G-SRT)	
Understand similarity in terms of similarity transformations	
G-SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Integrated Mathematics II

Prove theorems using similarity	
G-SRT.4	Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Define trigonometric ratios and solve problems involving right triangles	
G-SRT.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.7	Explain and use the relationship between the sine and cosine of complementary angles.
G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
Geometric Measurement and Dimension (G-GMD)	
Explain volume formulas and use them to solve problems	
G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*
Statistics and Probability *	
Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* b. Informally assess the fit of a function by plotting and analyzing residuals.
Conditional Probability and the Rules of Probability (S-CP)	
Understand independence and conditional probability and use them to interpret data	
S-CP.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").*
S-CP.2	Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*

Integrated Mathematics II

S-CP.3	Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.*
S-CP.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.**
S-CP.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.**
Use the rules of probability to compute probabilities of compound events in a uniform probability model	
S-CP.6	Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.*
S-CP.7	Apply the Addition Rule, *P*(*A* or *B*) = *P*(*A*) + *P*(*B*) – *P*(*A* and *B*), and interpret the answer in terms of the model.*

* Modeling Standards

Additional Resource

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Standards for Mathematical Practice

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

High School—Integrated Mathematics III

It is in Mathematics III, a one-credit course, that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The four critical areas of this course include (1) working extensively with statistics and probability; (2) culminating work with the Fundamental Theorem of Algebra; (3) understanding of periodic phenomena; and (4) exploring function fitting. Each critical area is described below:

(1) In this area, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

(2) This area develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations. The area culminates with the fundamental theorem of algebra. Rational numbers extend the arithmetic of integers by allowing division by all numbers except 0. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

(3) Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles. This discussion of general triangles open up the idea

High School—Integrated Mathematics III (continued)

of trigonometry applied beyond the right triangle—that is, at least to obtuse angles. Students build on this idea to develop the notion of radian measure for angles and extend the domain of the trigonometric functions to all real numbers. They apply this knowledge to model simple periodic phenomena.

(4) Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying functions. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as "the process
of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this area. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Integrated Mathematics III

Number and Quantity	
Quantities (N-Q) *	
Reason quantitatively and use units to solve problems	
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.*
Algebra	
Seeing Structure in Expressions (A-SSE)	
Interpret the structure of expressions	
A-SSE.2	Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$*, thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.
Write expressions in equivalent forms to solve problems	
A-SSE.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**
Arithmetic with Polynomials and Rational Expressions (A-APR)	
Understand the relationship between zeros and factors of polynomials	
A-APR.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
A-APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial (limit to 1st- and 2nd-degree polynomials).
Use polynomial identities to solve problems	
A-APR.4	Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
Rewrite rational expressions	
A-APR.6	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Integrated Mathematics III

Creating Equations (A-CED) *	
Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**
A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* *[Note this standard appears in previous courses with a slight variation in the standard language.]*
Reasoning with Equations and Inequalities (A-REI)	
Understand solving equations as a process of reasoning and explain the reasoning	
A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A-REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
Represent and solve equations and inequalities graphically	
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
Functions	
Interpreting Functions (F-IF)	
Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Integrated Mathematics III

F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*
Building Functions (F-BF)	
Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
F-BF.4	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*
Linear, Quadratic, and Exponential Models (F-LE) *	
Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*
Trigonometric Functions (F-TF)	
Extend the domain of trigonometric functions using the unit circle	
F-TF.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
F-TF.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
Model periodic phenomena with trigonometric functions	
F-TF.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
Prove and apply trigonometric identities	
F-TF.8	Prove the Pythagorean identity $\sin(\Theta)^2 + \cos(\Theta)^2 = 1$ and use it to find $\sin(\Theta)$, $\cos(\Theta)$, or $\tan(\Theta)$, given $\sin(\Theta)$, $\cos(\Theta)$, or $\tan(\Theta)$ and the quadrant of the angle.

Integrated Mathematics III

Geometry

Congruence (G-CO)

Make geometric constructions

G-CO.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
G-CO.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Circles (G-C)

Understand and apply theorems about circles

G-C.1	Prove that all circles are similar.
G-C.2	Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
G-C.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Find arc lengths and areas of sectors of circles

G-C.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations (G-GPE)

Translate between the geometric description and the equation for a conic section

G-GPE.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
G-GPE.2	Derive the equation of a parabola given a focus and directrix.

Use coordinates to prove simple geometric theorems algebraically

G-GPE.4	Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
G-GPE.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

Integrated Mathematics III

G-GPE.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
G-GPE.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*
Geometric Measurement and Dimension (G-GMD)	
Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
Modeling with Geometry (G-MG)	
Apply geometric concepts in modeling situations	
G-MG.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
G-MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
G-MG.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*
Statistics and Probability *	
Interpreting Categorical and Quantitative Data (S-ID)	
Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*
Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.* b. Informally assess the fit of a function by plotting and analyzing residuals.
Making Inferences and Justifying Conclusions (S-IC)	
Understand and evaluate random processes underlying statistical experiments	
S-IC.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*

Integrated Mathematics III

S-IC.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?**
Make inferences and justify conclusions from sample surveys, experiments, and observational studies	
S-IC.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*
S-IC.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*
S-IC.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*
S-IC.6	Evaluate reports based on data.*

* Modeling Standards

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

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

High School—Advanced Mathematics Plus

Advanced Mathematics Plus, a one-credit math course, specifies the mathematics that students should study in order to be college and career ready. The Advanced Mathematics Plus Course includes rigorous mathematical standards that will prepare students for collegiate courses dealing with higher-level trigonometric, algebraic, and calculus concepts. This course was designed to be a fourth year math course. Throughout the duration of this course, teachers should make every effort to ensure the Standards for Mathematical Practice are addressed.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Advanced Mathematics Plus

Number and Quantity

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers	
N-CN.3	Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.
Represent complex numbers and their operations on the complex plane	
N-CN.4	Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
N-CN.5	Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(-1 + \sqrt{3}\,i)^3 = 8$ *because* $(-1 + \sqrt{3}\,i)$ *has modulus 2 and argument 120°.*
N-CN.6	Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.
Use complex numbers in polynomial identities and equations	
N-CN.8	Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.
N-CN.9	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities (N-VM)

Represent and model with vector quantities	
N-VM.1	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $\lvert\boldsymbol{v}\rvert$, $\lVert\boldsymbol{v}\rVert$, v).
N-VM.2	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
N-VM.3	Solve problems involving velocity and other quantities that can be represented by vectors.

Advanced Mathematics Plus

Perform operations on vectors	
N-VM.4	Add and subtract vectors. a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. c. Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
N-VM.5	Multiply a vector by a scalar. a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. b. Compute the magnitude of a scalar multiple $c\boldsymbol{v}$ using $\|\|c\boldsymbol{v}\|\| = \|c\|v$. Compute the direction of $c\boldsymbol{v}$ knowing that when $\|c\|v \neq 0$, the direction of $c\boldsymbol{v}$ is either along $\boldsymbol{v}$ (for $c > 0$) or against $\boldsymbol{v}$ (for $c < 0$).
Perform operations on matrices and use matrices in applications	
N-VM.6	Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
N-VM.7	Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
N-VM.8	Add, subtract, and multiply matrices of appropriate dimensions.
N-VM.9	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
N-VM.10	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
N-VM.11	Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
N-VM.12	Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems	
A-APR.5	Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[1]

Advanced Mathematics Plus

Rewrite rational expressions	
A-APR.7	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
Reasoning with Equations and Inequalities (A-REI)	
Solve systems of equations	
A-REI.8	Represent a system of linear equations as a single matrix equation in a vector variable.
A-REI.9	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).
Functions	
Interpreting Functions (F-IF)	
Analyze functions using different representations	
F-IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
Building Functions (F-BF)	
Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities. * c. Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*
Build new functions from existing functions	
F-BF.4	Find inverse functions. b. Verify by composition that one function is the inverse of another. c. Read values of an inverse function from a graph or a table, given that the function has an inverse. d. Produce an invertible function from a non-invertible function by restricting the domain.
F-BF.5	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Advanced Mathematics Plus

Trigonometric Functions (F-TF)	
Extend the domain of trigonometric functions using the unit circle	
F-TF.3	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi–x$, $\pi+x$, and $2\pi–x$ in terms of their values for x, where x is any real number.
F-TF.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
Model periodic phenomena with trigonometric functions	
F-TF.5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
F-TF.6	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
F-TF.7	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. *
Prove and apply trigonometric identities	
F-TF.9	Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Similarity, Right Triangles, and Trigonometry (G-SRT)	
Apply trigonometry to general triangles	
G-SRT.9	Derive the formula $A = ½\ ab\ sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
G-SRT.10	Prove the Laws of Sines and Cosines and use them to solve problems.
G-SRT.11	Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
Circles (G-C)	
Understand and apply theorems about circles	
G-C.4	Construct a tangent line from a point outside a given circle to the circle.

Advanced Mathematics Plus

Expressing Geometric Properties with Equations (G-GPE)
Translate between the geometric description and the equation for a conic section

G-GPE.3	Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
Geometric Measurement and Dimension (G-GMD)	
Explain volume formulas and use them to solve problems	
G-GMD.2	Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

Statistics and Probability *

Conditional Probability and the Rules of Probability (S-CP)	
Use the rules of probability to compute probabilities of compound events in a uniform probability model	
S-CP.8	Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.*
S-CP.9	Use permutations and combinations to compute probabilities of compound events and solve problems.*
Using Probability to Make Decisions (S-MD)	
Calculate expected values and use them to solve problems	
S-MD.1	Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*
S-MD.2	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.*
S-MD.3	Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.**
S-MD.4	Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?**

Advanced Mathematics Plus

Use probability to evaluate outcomes of decisions	
S-MD.5	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. * a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant*. b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.**
S-MD.6	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*
S-MD.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

[1] The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

* Modeling Standards

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

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Standards for Mathematical Practice

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

High School—Algebra III

Algebra III, a one-credit course, includes content standards from the *2007 Mississippi Mathematics Framework Revised* Pre-Calculus course and the Mississippi College- and Career-Readiness Standards for Mathematics; and covers those skills and objectives necessary for success in courses higher than Algebra II and Integrated Mathematics III. Topics of study include sequences and series, functions, and higher order polynomials. Polynomial functions provide the context for higher-order investigations. Topics are addressed from a numeric, graphical, and analytical perspective. Technology is to be used to enhance presentation and understanding of concepts. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Algebra III is typically taken by students who have successfully completed Algebra II and Geometry.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

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Algebra III

Number and Quantity

Explore and illustrate the characteristics and operations connecting sequences and series	
1	Express sequences and series using recursive and explicit formulas.
2	Evaluate and apply formulas for arithmetic and geometric sequences and series.
3	Calculate limits based on convergent and divergent series.
4	Evaluate and apply infinite geometric series.
5	Extend the meaning of exponents to include rational numbers.
6	Simplify expressions with fractional exponents to include converting from radicals.
7	Factor algebraic expressions containing fractional exponents.

Algebra

Analyze and manipulate functions	
8	Determine characteristics of graphs of parent functions (domain/range, increasing/decreasing intervals, intercepts, symmetry, end behavior, and asymptotic behavior).
9	Determine the end behavior of polynomial functions.
Use polynomial identities to solve problems	
10	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
11	Verify the Binomial Theorem by mathematical induction or by a combinatorial argument.
12	Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.
13	Write rational expressions in simplest form. (*For e*xample $\frac{x^3 - x^2 - x + 1}{x^3 + x^2 - x - 1} = \frac{x - 1}{x + 1}$).
14	Decompose a rational function into partial fractions.
15	Determine asymptotes and holes of rational functions, explain how each was found, and relate these behaviors to continuity.
Perform operations on expressions, equations, inequalities and polynomials	
16	Add, subtract, multiply and divide rational expressions.
17	Solve polynomial and rational inequalities. Relate results to the behavior of the graphs.

Algebra III

18	Find the composite of two given functions and find the inverse of a given function. Extend this concept to discuss the identity function f(x) = x.
19	Simplify complex algebraic fractions (with/without variable expressions and integer exponents) to include expressing $\frac{f(x+h)-f(x)}{h}$ as a single simplified fraction when f(x) = $\frac{1}{1-x}$ for example.
20	Find the possible rational roots using the Rational Root Theorem.
21	Find the zeros of polynomial functions by synthetic division and the Factor Theorem.
22	Graph and solve quadratic inequalities.

Functions

	Analyze functions using different representations
23	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
24	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
	Build a function that models a relationship between two quantities
25	Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*
	Build new functions from existing functions
26	Verify by composition that one function is the inverse of another.
27	Read values of an inverse function from a graph or a table, given that the function has an inverse.
28	Produce an invertible function from a non-invertible function by restricting the domain.
29	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
	Extend the domain of trigonometric functions using the unit circle
30	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.
31	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Algebra III

	Model periodic phenomena with trigonometric functions
32	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
33	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
34	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
	Prove and apply trigonometric identities
35	Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
36	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Geometry

	Recognize, sketch, and transform graphs of functions
37	Graph piecewise defined functions and determine continuity or discontinuities.
38	Describe the attributes of graphs and the general equations of parent functions (linear, quadratic, cubic, absolute value, rational, exponential, logarithmic, square root, cube root, and greatest integer).
39	Explain the effects of changing the parameters in transformations of functions.
40	Predict the shapes of graphs of exponential, logarithmic, rational, and piece-wise functions, and verify the prediction with and without technology.
41	Relate symmetry of the behavior of even and odd functions.
	Apply trigonometry to general triangles
42	Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
43	Prove the Laws of Sines and Cosines and use them to solve problems.
44	Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Statistics and Probability

	Explore and apply fundamental principles of probability.
45	Analyze expressions in summation and factorial notation to solve problems.
46	Prove statements using mathematical induction.

Additional Resource

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High School—Calculus

Calculus, a one-credit course, includes content standards from the *2007 Mississippi Mathematics Framework Revised.* This course focuses on the mathematics of change. The major focus is on differential and integral calculus. The use of graphing calculators and other technologies are major components of the course. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This one-credit course is designed for the student who has been successful in Algebra II, Integrated Mathematics III, or Algebra III.

The content of this document is centered on the mathematics domains of **Counting and Cardinality** (Grade K), **Operations and Algebraic Thinking; Numbers and Operations in Base Ten** (Grades K-5); **Numbers and Operations—Fractions** (Grades 3-5); **Measurement and Data** (Grades K-5); **Ratios and Proportional Relationships** (Grades 6-7); **the Number System, Expressions & Equations, Geometry, Statistics & Probability** (Grades 6-8); **Functions** (Grade 8), and the high school conceptual categories of **Number and Quantity**, **Algebra**, **Functions**, **Modeling, Geometry**, and **Statistics & Probability**. Instruction in these domains and conceptual categories should be designed to expose students to experiences, which reflect the value of mathematics, to enhance students' confidence in their ability to do mathematics, and to help students communicate and reason mathematically.

Calculus

Number and Quantity

Compute and determine the reasonableness of results in mathematical and real world situations	
1	Estimate limits from graphs or tables.
2	Estimate numerical derivatives from graphs or tables of data.
3	Prove statements using mathematical induction.

Algebra

Demonstrate basic knowledge of functions, including their behavior and characteristics	
4	Predict and explain the characteristics and behavior of functions and their graphs (domain, range, increasing/decreasing intervals, intercepts, symmetry, and end behavior).
5	Investigate, describe, and determine asymptotic behavior using tables, graphs, and analytical methods
6	Determine and justify the continuity and discontinuity of functions
Evaluate limits and communicate an understanding of the limiting process	
7	Solve mathematical situations and application problems involving or using derivatives, including exponential, logarithmic, and trigonometric functions.
8	Calculate limits using algebraic methods.
9	Verify the behavior and direction of non-determinable limits.
Use the definition and formal rules of differentiation to compute derivatives	
10	State and apply the formal definition of a derivative.
11	Apply differentiation rules to sums, products, quotients, and powers of functions.
12	Use the chain rule and implicit differentiation.
13	Describe the relationship between differentiability and continuity.
Apply derivatives to find solutions in a variety of situations	
15	Define a derivative and explain the purpose/utility of the derivative.
16	Apply the derivative as a rate of change in varied contexts, including velocity, speed, and acceleration.
17	Apply the derivative to find tangent lines and normal lines to given curves at given points.
18	Predict and explain the relationships between functions and their derivatives.
19	Model rates of change to solve related rate problems.
20	Solve optimization problems.

Calculus

Employ various integration properties and techniques to evaluate integrals	
21	State and apply the First and Second Fundamental Theorem of Calculus.
22	Apply the power rule and u-substitution to evaluate indefinite integrals.

Geometry

Use geometric concepts to gain insights into, answer questions about, and graph various implications of differentiation	
23	Demonstrate and explain the differences between average and instantaneous rates of change.
24	Apply differentiation techniques to curve sketching
25	Apply Rolle's Theorem and the Mean Value Theorem and their geometric consequences.
26	Identify and apply local linear approximations.
27	Analyze curves with attention to non-decreasing functions (monotonicity) and concavity.

Statistics and Probability

Adapt integration methods to model situations to problems	
28	Apply integration to solve problems of area.
29	Utilize integrals to model and find solutions to real-world problems such as calculating displacement and total distance traveled.
Apply appropriate techniques, tools, and formulas to determine values for the definite integral	
30	Interpret the concept of definite integral as a limit of Riemann sums over equal subdivisions.

Additional Resource

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High School—SREB Math Ready

The Southern Region Education Board (SREB) Math Ready Course, a one-credit course, is designed to assist students who are in need of a fourth year mathematics preparatory course prior to entering college. This course is best suited for students who have not mastered skills needed for Advanced Placement courses. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. In short, this course targets students with weaknesses and college-ready skill gaps and re-educates them in new ways to ensure they are prepared for postsecondary-level mathematics.

The Math Ready course focuses on the key readiness standards from the *MS CCRS,* as well as, the eight Standards for Mathematical Practice needed for students to be ready to undertake postsecondary academic or career preparation in non-STEM fields or majors. The course addresses content standards taught throughout high school, including content from Algebra I, Geometry, and Algebra II that are essential for college and careers.

The SREB Math Ready Course consists of seven mandatory modules (or units): algebraic expressions, equations, measurement and proportional reasoning, linear functions, linear systems of equations, quadratic functions, exponential functions, and an optional module on summarizing and interpreting statistical data. While this course covers the basics in math practices and reviews the procedural steps needed to be successful in math, it is designed to be taught in a new, engaging way based heavily on conceptual teaching and learning. Eight units comprise this course. They are described below.

Unit 1: Algebraic Expressions
The algebraic expressions unit was designed to solidify student understanding of expressions while providing the students with an opportunity to have success early in the course. The recurring theme integrated in this unit focuses on engaging students using and expanding the concepts found within purposefully chosen activities. Through guided lessons, students will manipulate, create and analyze algebraic expressions, and look at the idea of whether different sets of numbers are closed under certain operations.

Unit 2: Equations
The equations unit calls for students to construct and evaluate problems that involve one or two steps while seeking understanding of how and why equations and inequalities are used in their daily lives. Students also use the structure of word problems and equations to rewrite and solve equations in different forms revealing different relationships.

High School—SREB Math Ready (continued)

Unit 3: Measurement and Proportional Reasoning
This unit deals with unit conversions, using proportions for scaling, and area and volume. The unit requires higher-order thinking and number sense in order to get to the true intent of the standards covered. It is useful in helping students make connections with math and science or other subjects.

Unit 4: Linear Functions
This unit takes students back to the foundation of all high school mathematics—an in-depth study of linear functions. Along with allowing students to differentiate between relations that are functions and those that are not, the unit helps students specifically examine characteristics of linear functions. By looking closely at linear functions in multiple forms, students are expected to graph and write equations, as well as interpret their meaning in context of the slope and y-intercept. Students conclude with a project allowing them to collect their own data and write a line of best fit from that data.

Unit 5: Linear Systems of Equations
The systems unit deals with solving systems of linear equations. This involves helping students classify solutions (one, none or infinitely many), as well as set up and solve problems using systems of equations. Students also choose the best way to solve a system of equations and explain their solutions.

Unit 6: Quadratic Functions
This unit is an expansive look at quadratic functions: their graphs, tables and algebraic functions. It stresses multiple approaches to graphing, solving and understanding quadratics, as students explore, make conjectures and draw conclusions in group-work settings. In this unit, students explore and learn from multiple applications of quadratics. The unit assumes students have seen quadratics before but may not have a concrete, transferrable understanding of quadratic functions. The unit does not cover algebraic manipulations (multiplying and factoring), as these are addressed in previous units.

Unit 7: Exponential Functions
This unit develops students' fluency in exponential functions through varying real-life financial applications/inquiries.

Unit 8: Summarizing and Interpreting Statistical Data (*optional*)
In this unit, students further develop skills to read, analyze, and communicate (using words, tables, and graphs) relationships and patterns found in data sets of one or more variables. Students learn how to choose the appropriate statistical tools and measurements to assist in analysis, communicate results, and read and inter interpret graphs, measurements, and formulas which are crucial skills in a world overflowing with data. Students explore these concepts while modeling real contexts based on data they collect.

School districts that are interested in offering this course should visit **http://www.sreb.org/page/1684/math_ready.html** to review and download course materials.

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High School—Advanced Placement (AP)

Calculus AB
Calculus BC

*Note: Since AP Course Descriptions are updated regularly, please visit AP Central® (**apcentral.collegeboard.org**) to determine whether a more recent Course Description is available.*

AP courses in Calculus consist of a full high school academic year of work, and are one-credit courses comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both from institutions of higher learning.

The AP Program includes specifications for two calculus courses and the exam for each course. The two courses and the two corresponding exams are designated as Calculus AB and Calculus BC.

Calculus AB can be offered as an AP course by any school that can organize a curriculum for students with mathematical ability. Calculus AB is designed to be taught over a full high school academic year. It is possible to spend some time on elementary functions and still teach the Calculus AB curriculum within a year. However, if students are to be adequately prepared for the Calculus AB Exam, most of the year must be devoted to the topics in differential and integral calculus. These topics are the focus of the AP Exam questions.

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics, but both courses are intended to be challenging and demanding; they require a similar depth of understanding of common topics.

A *Calculus AB* subscore is reported based on performance on the portion of the Calculus BC Exam devoted to Calculus AB topics. Both courses described here represent college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP Exam or other criteria. Appropriate credit and placement are granted by each institution in accordance with local policies.

The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. Many colleges provide statements regarding their AP policies in their catalogs and on their websites.

High School—Advanced Placement (AP) (continued)

Calculus AB
Calculus BC

Success in AP Calculus is closely tied to the preparation students have had in courses leading up to their AP courses. Students should have demonstrated mastery of material from courses that are the equivalent of four full years of high school mathematics before attempting calculus. These courses should include the study of algebra, geometry, coordinate geometry, and trigonometry, with the fourth year of study including advanced topics in algebra, trigonometry, analytic geometry, and elementary functions. Even though schools may choose from a variety of ways to accomplish these studies — including beginning the study of high school mathematics in grade 8; encouraging the election of more than one mathematics course in grade 9, 10, or 11; or instituting a program of summer study or guided independent study — it should be emphasized that eliminating preparatory course work in order to take an AP course is not appropriate.

Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important.

Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using all the functions listed in the prerequisites.

Goals of AP Calculus AB and AP Calculus BC:

- Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.

- Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems.

- Students should understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems.

High School—Advanced Placement (AP) (continued)

Calculus AB
Calculus BC

- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.

- Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
- Students should be able to model a written description of a physical situation with a function, a differential equation, or an integral.

- Students should be able to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.

- Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

AP Central® (apcentral.collegeboard.org)
Interested parties can find the following Web resources at AP Central:

- AP Course Descriptions, information about the AP Course Audit, AP Exam questions and scoring guidelines, sample syllabi, and feature articles.

- A searchable Institutes and Workshops database, providing information about professional development events.

- The Course Home Pages (apcentral.collegeboard.org/course homepages), which contain articles, teaching tips, activities, lab ideas, and other course-specific content contributed by colleagues in the AP community.

- Moderated electronic discussion groups (EDGs) for each AP course, provided to facilitate the exchange of ideas and practices.

Additional Resources
Teacher's Guides and Course Descriptions may be downloaded free of charge from AP Central; printed copies may be purchased through the College Board Store (store.collegeboard.org).

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High School—Advanced Placement (AP) Statistics

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The AP statistics course, a one-credit course, introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school needs to determine the length of its AP Statistics course to best serve the needs of its students. The four themes are described below.

I. **Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns**.
In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions
through linear regression. The difference between association and causation must accompany this conceptual development throughout.

II. Data must be collected according to a well-developed plan if valid information is to be obtained.
If data are to be collected to provide an answer to a question of interest, a careful plan must be developed. Both the type of analysis that is appropriate and the nature of conclusions that can be drawn from that analysis depend in a critical way on how the data was collected. Collecting data in a reasonable way, through either sampling or experimentation, is an essential step in the data analysis process.

III. Probability is the tool used for anticipating what the distribution of data should look like under a given model.
Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution. The mathematical description

High School—Advanced Placement (AP) Statistics (continued)

of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial but is oriented toward using probability distributions to describe data.

IV. Statistical inference guides the selection of appropriate models.
Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.

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Compensatory Mathematics Course Description

Students in need of instructional support, intervention or remediation may be enrolled in a Compensatory Mathematics course under the following stipulations: The Compensatory mathematics course:

1. must be taken in concert with a credit-bearing course at the same grade level;
2. includes content supportive of the accompanying credit-bearing course;
3. should make every attempt to incorporate the Standards for Mathematical Practice; and
4. may be taken as an elective, but **will not** satisfy the number of mathematics Carnegie units required for graduation.

Additional Resource

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Foundations of Algebra Course

Foundations of Algebra is a one-math credit course offered only to 9th grade students. The primary purpose of the *Foundations of Algebra* course is to provide a basis for curriculum development for rising 9t grade students in need of substantial support prior to taking Algebra I. The content of the *Foundations of* Algebra course focuses on equations, inequalities, functions, polynomials, geometry, and statistics as well as the standards of mathematical practice. The standards for this course were developed based on core content that should have been mastered by the end of the grade 8 and key skills that will be introduced in Algebra I. These standards are indicated in red font.

Additional standards have been developed to ensure conceptual understanding. Students who have already successfully completed Algebra I may not take this course. Teachers of this course are encouraged to incorporate real-world contexts, appropriate manipulatives, and technology to assist students in developing the conceptual understanding needed to master course content.

Foundations of Algebra Course

Equations and Inequalities	
1	Interpret key features of an expression (i.e., terms, factors, and coefficients). (A-SSE.1a)
2	Create expressions that can be modeled by a real-world context.
3	Use the structure of an expression to identify ways to rewrite it. (A-SSE.2)
4	Simplify and evaluate numerical and algebraic expressions. (7.EE.1)
5	Compare and contrast an expression and an equation and give examples of each.
6	Given an equation, solve for a specified variable of degree one (i.e. *isolate a variable*). (6.EE.7, 7.EE.4)
7	Fluently solve and check multi-step equations and inequalities with an emphasis on the distributive property, variables on both sides, and rational coefficients. Explain each step when solving a multi-step equation and inequality. Justify each step using the properties of real numbers.
8	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. (7.EE.4a)
9	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Solve inequalities of these forms fluently. (7.EE.4b)
10	Graph the solution point of an equation and the solution set of an inequality in one variable on a horizontal number line. For inequalities, be able to interpret and write the solution set in a variety of ways (e.g., set notation).
11	Justify when linear equations in one variable will yield one solution, infinitely many solutions, or no solution. (8.EE.7a)
Functions	
12	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Use function notation, where appropriate. (F-IF.1, F-IF.2)
13	Compare and contrast a function and a relation. Use appropriate strategies to assess whether a given situation represents a function or a relation (e.g,. the vertical line test).
14	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. (F-IF.7)
15	Determine the rate of change of a linear function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. (8.F.4) Use the rate of change to determine if two lines are parallel, perpendicular, or neither.
16	Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (8.F.4)
17	Create and graph the equation of a linear function given the rate of change and y-intercept. Compare and contrast up to three linear functions written in a various forms (i.e., point-slope, slope-intercept, standard form).
18	Given two points, a graph, a table of values, a mapping, or a real-world context determine the linear function that models this information. Fluently convert between the point-slope, slope-intercept, and standard form of a line.

Foundations of Algebra Course

19	Create and identify the parent function for linear and quadratic functions in the Coordinate Plane.
20	Compare the properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* (Limited to linear and quadratic functions only.) (8.F.2)
21	Describe the following characteristics of linear and quadratic parent functions by inspection: domain/range, increasing/decreasing intervals, intercepts, symmetry, and asymptotic behavior. Identify each characteristic in set notation or words, where appropriate. (Algebra III, standard 8)
22	Graph a system of two functions, *f(x)* and *g(x)*, on the same Coordinate Plane by hand for simple cases, and with technology for complicated cases. Explain the relationship between the point(s) of intersection and the solution to the system. Determine the solution(s) using technology, a tables of values, substitution, or successive approximations. (Limited to linear and quadratic functions only.) (8.EE.7b, A-REI.6, A-REI.11)
23	With accuracy, graph the solutions to a linear inequality in two variables as a half-plane, and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes on the same Coordinate Plane. (A-REI.12) Construct graphs of linear inequalities and systems of linear inequalities without technology. Use appropriate strategies to verify points that may or may not belong to the solution set.
24	Identify real-world contexts that can be modeled by a system of inequalities in two variables. (Limited to three inequalities.)
25	Identify when systems of equations and inequalities have constraints. (A-CED.3)
26	Perform simple translations on linear functions given in a variety of forms (e.g., two points, a graph, a table of values, a mapping, slope-intercept form, or standard form). Explain the impact on the parent function when the slope is greater than one or less than one and the effect of increasing/decreasing the y-intercept.
27	Given the graph of function in the form $f(x) + k$, $kf(x)$, $f(kx)$, or $f(x + k)$, where k belongs to the set of integers, identify the domain/range, increasing/decreasing intervals, intercepts, symmetry, and asymptotic behavior, where appropriate. (F-BF.3) Identify each characteristic in set notation or as an inequality, where appropriate. (Limited to linear and quadratic functions only.)
28	Identify and graph real-world contexts that can be modeled by a quadratic equation.
29	Solve quadratic equations in standard form by factoring, graphing, tables, and the Quadratic Formula. Know when the Quadratic Formula might yield complex solutions and the location of the solutions in relationship to the x-axis. Know suitable alternatives for the terminology "*solution of a quadratic"* and when each is appropriate to use.
30	Understand the relationship between the constants of a quadratic equation and the attributes of the graph. Recognize the relationship between the value of the discriminant and the type and number of solutions (i.e., *predict the characteristics of a graph given the equation*).

Polynomials

31	Describe and identify a polynomial of degree one, two, three and four by examining a polynomial expression or a graph.

Foundations of Algebra Course

32	Add and subtract polynomials using appropriate strategies (e.g. by using Algebra Tiles).
33	Factor polynomials using the greatest common factor and factor quadratics that have only rational zeros.
34	Justify why some polynomials are prime over the rational number system.
35	Use the zeros of a polynomial to construct a rough graph of the function. (A-APR.3)
	Geometry
36	Explain and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.7)
37	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8.G.8)
38	Fluently use formulas and/or appropriate measuring tools to find length and angle measures, perimeter, area, volume, and surface area of polygons, circles, spheres, cones, cylinders, pyramids, and composite or irregular figures. Use them to solve real-world and mathematical problems. (8.G.9)
39	Solve real-world and mathematical problems involving two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (7.G.6,)
	Statistics
40	Without technology, fluently calculate the measures of central tendency (mean, median, mode), measures of spread (range, interquartile range), and understand the impact of extreme values (outliers) on each of these values. (6.SP.5, 8.SP.1, S-ID.3) Justify which measure is appropriate to use when describing a data set or a real-world context.
41	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8.SP.1)
42	Know when it is and is not appropriate to use a linear model to make predictions about a data set beyond a given set of values. Explain extrapolation and interpolation and the impact both have on predicted values.
43	For scatter plots that suggest a linear association, informally fit a straight line and predict the equation for the line of best fit. (8.SP.2)
44	Justify the relationship between the correlation coefficient and the rate of change for the line of best fit.
45	Understand the difference between correlation and causation and identify real-world contexts that depict each of them. (S-ID.9)

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Foundations of Algebra Course

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Ensuring a bright future for every child

Glossary

Glossary

Note: The words that are defined here pertain to courses derived from the *Mississippi College- and Career-Readiness Standards* for Mathematics.

- **Absolute value**. The distance a number is from zero. Distance is expressed as a positive value.
- **Addend**. A number that is added to another.
- **Addition and subtraction within 5, 10, 20, 100, or 1000**. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: 8 + 2 = 10 is an addition within 10, 14 – 5 = 9 is a subtraction within 20, and 55 – 18 = 37 is a subtraction within 100.
- **Additive inverses**. Two numbers whose sum is 0 are additive inverses of one another. Example: 3/4 and – 3/4 are additive inverses of one another because 3/4 + (– 3/4) = (– 3/4) + 3/4 = 0.
- **Algebra**. The part of mathematics in which patterns and properties of numbers are generalized using variables in expressions, equations, and formulas.
- **Associative property of addition**. See Table 3 in this Glossary.
- **Associative property of multiplication**. See Table 3 in this Glossary.
- **Bivariate data**. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.
- **Box plot**. (Also called a box-and-whisker plot) A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[1]
- **Coefficient**. The multiplicative factor of a term.
- **Commutative property**. See Table 3 in this Glossary.
- **Complex fraction**. A fraction A/B where A and/or B are fractions (B nonzero).
- **Computation algorithm**. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. *See also:* computation strategy.

Glossary (continued)

- **Computation strategy**. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *See also:* computation algorithm.

- **Congruent**. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

- **Constant**. Any well-defined real number in an expression or equation that has a fixed value. For example, in the equation x + 5 = 9, 5 and 9 are both constants.

- **Counting on**. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

- **Difference**. The result of removing a quantity from a set. The difference describes how much one quantity differs from another quantity. For example, in the equation 10 – 2 = 8, 8 is the difference.

- **Dilation**. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

- **Dividend**. The quantity to be divided.

- **Divisor**. The quantity by which another quantity, the dividend, is to be divided.

- **Dot plot.** *See:* line plot.

- **Expanded form**. A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, 643 = 600 + 40 + 3.

- **Expected value.** For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

- **First quartile**. For a data set with median *M*, the first quartile is the median of the data values less than *M*. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[2] *See also:* median, third quartile, interquartile range.

Glossary (continued)

- **Fraction**. A number expressible in the form *a*/*b* where *a* is a whole number and *b* is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) *See also:* rational number.

- **Identity property of 0**. See Table 3 in this Glossary.

- **Independently combined probability models**. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

- **Integer**. A number expressible in the form *a* or –*a* for some whole number *a*.

- **Interquartile Range**. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is 15 – 6 = 9. *See also:* first quartile, third quartile.

- **Line plot**. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

- **Mean**. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list. [4] *Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.*

- **Measures of Center**. A measure of central tendency is a value that attempts to describe a set of data by identifying the central position of the data set (as representative of a "typical" value in the set). The measures of central tendency are called the mean, median, and mode.

- **Measures of Variability**. A measure that describes how spread out or scattered a set of data is. It is also known as measures of dispersion or measures of spread. Some measures of variation are called the range, interquartile range, and standard deviation.

- **Median**. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

- **Midline**. In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

Glossary (continued)

- **Minuend**. A quantity from which another is to be subtracted. For example, in the equation 10 – 2 = 8, 10 is the minuend.

- **Mode**. The number which appears most often in a set of data.

- **Multiplication and division within 100**. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: 72 ÷ 8 = 9.

- **Multiplicative inverses**. Two numbers whose product is 1 are multiplicative inverses of one another. Example: 3/4 and 4/3 are multiplicative inverses of one another because 3/4 × 4/3 = 4/3 × 3/4 = 1.

- **Number line diagram.** A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

- **Percent rate of change.** A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by 5/50 = 10% per year.

- **Polygon**. A plane, closed two-dimensional figure formed by segments that do not cross. Some examples include: triangles, rectangles, and pentagons.

- **Probability**. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

- **Probability distribution.** The set of possible values of a random variable with a probability assigned to each.

- **Probability model.** A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. *See also:* uniform probability model.

- **Product**. The result when two or more numbers are multiplied together.

- **Properties of equality**. See Table 4 in this Glossary.

- **Properties of inequality**. See Table 5 in this Glossary.

- **Properties of operations**. See Table 3 in this Glossary.

Glossary (continued)

- **Quadrilateral**. A polygon formed by four lines segments.

- **Qualitative data**. Qualitative data is information that describes something, usually characteristics or categories relating to, measuring, or measured by the quality of something rather than its quantity.

- **Quantitative data**. Quantitative data is data expressing a certain quantity, amount, or range. Usually, there are measurements of units relating to, measuring, or measured by the quantity of something rather than its quality.

- **Quantity**. How much there is of something.

- **Quotient**. The result of division. Division is the determination of how many groups can be formed or how many are in each group.

- **Random variable.** An assignment of a numerical value to each outcome in a sample space.

- **Rational expression.** A quotient of two polynomials with a non-zero denominator.

- **Rational number**. A number expressible in the form a/b or $-a/b$ for some fraction a/b. The rational numbers include the integers.

- **Rectangle**. A quadrilateral and/or parallelogram where every angle is a right angle.

- **Rectilinear figure.** A polygon all angles of which are right angles.

- **Regular Polygon.** A polygon is “regular” only when all angles are equal and all sides are equal. Otherwise, it is an *irregular polygon*.

- **Reflection**. A rigid transformation in which the resulting figure (image) is the mirror image of the original figure (pre-image). A transformation where each point in a shape appears at an equal distance on the opposite side of a given the line of reflection.

- **Repeating decimal**. The decimal form of a rational number. *See also:* terminating decimal.

- **Rhombus**. A quadrilateral and/or equilateral parallelogram; a plane two-dimensional figure with opposite sides parallel and opposite angles parallel. Plural rhombi or rhombuses.

Glossary (continued)

- **Rigid motion**. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

- **Rotation**. A rigid transformation where a figure is turned about a given, fixed point.

- **Sample space.** In a probability model for a random process, a list of the individual outcomes that are to be considered.

- **Scatter plot**. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]

- **Similarity transformation**. A rigid motion followed by a dilation.

- **Square**. An equilateral, equiangular parallelogram; a plane two-dimensional, four-sided regular polygon with all sides equal and all internal angles equal to right angles.

- **Subtrahend**. A quantity to be subtracted from another. For example, in the equation 10 – 2 = 8, 2 is the subtrahend.

- **Sum**. The result of addition. Addition means to add to a set or combine sets.

- **Tape diagram**. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

- **Term**. Either a single number or variable, or numbers and variables multiplied together. Terms are separated by + or – signs. For example, in the equation 4x – 7 = 5, 4x, 7, and 5 are all terms.

- **Terminating decimal.** A decimal is called terminating if its repeating digit is 0.

- **Third quartile**. For a data set with median *M*, the third quartile is the median of the data values greater than *M*. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

- **Translation**. A rigid transformation that moves every point in a figure a constant distance in a specified direction.

Glossary (continued)

- **Transitivity principle for indirect measurement.** If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

- **Trapezoid**. A quadrilateral with at least one set of parallel sides.

- **Uniform probability model**. A probability model which assigns equal probability to all outcomes. *See also:* probability model.

- **Variable**. A letter or other symbol used in an expression to represent an unspecified number; it may have many values, one value, or no possible value depending on its use. In a polynomial, the variables correspond to the base symbols themselves stripped of coefficients and any powers or products.

- **Vector.** A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

- **Visual fraction model.** A tape diagram, number line diagram, or area model.

- **Whole numbers**. The numbers 0, 1, 2, 3…

[1] Adapted from Wisconsin Department of Public Instruction, **http://dpi.wi.gov/standards/mathglos.html,** accessed March 2, 2010.

[2] Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006).

[3] Adapted from Wisconsin Department of Public Instruction, *op. cit*.

[4] To be more precise, this defines the *arithmetic mean*.

[5] Adapted from Wisconsin Department of Public Instruction, *op. cit*.

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Tables

Tables 1-5

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[1]
Put Together/ Take Apart[2]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[3]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[1]These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
[2]Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
[3]For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

[6] Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp.32, 33).

TABLE 2. Common multiplication and division situations.[7]

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$, and $18 \div 3 = ?$	$? \times 6 = 18$, and $18 \div 6 = ?$
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example.* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example.* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example.* What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example.* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example.* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example.* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example.* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example.* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

[4]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

[5]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

[7] The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

Table 3. The properties of operations. Here a, b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	$(a + b) + c = a + (b + c)$
Commutative property of addition	$a + b = b + a$
Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
Distributive property of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

Table 4. The properties of equality. Here a, b and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a.

Table 5. The properties of inequality. Here a, b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

Source: *Miss. Code Ann. §37-1-3 (Revised 1/2016)*

Effective Date: 2018-2019 School Year

2018 Mississippi College- and Career-Readiness Standards for Science

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Table of Contents

Acknowledgements 6
Introduction 9
2018 Mississippi College- and Career-Readiness Standards for Science Overview 10
Research and Background Information 11
Core Elements in the Use and Design of the *MS CCRS for Science* 11
Content Strands and Disciplinary Core Ideas 13
Structure of the Standards Document 14
Safety in the Science Classroom 15
Support Documents and Resources 15
References 16
GRADES K-2 OVERVIEW 18
KINDERGARTEN 20
GRADE ONE 24
GRADE TWO 28
GRADES 3-5 OVERVIEW 32
GRADE THREE 34
GRADE FOUR 39
GRADE FIVE 43
GRADES 6-8 OVERVIEW 47
GRADE SIX 49
GRADE SEVEN 52
GRADE EIGHT 56
GRADES 9-12 OVERVIEW 61
BIOLOGY 63
BOTANY 69
CHEMISTRY 74
EARTH AND SPACE SCIENCE 81

ENVIRONMENTAL SCIENCE 85
FOUNDATIONS OF BIOLOGY.....89
FOUNDATIONS OF SCIENCE LITERACY.....94
GENETICS.....98
HUMAN ANATOMY AND PHYSIOLOGY 102
MARINE AND AQUATIC SCIENCE I.....110
MARINE AND AQUATIC SCIENCE II.....110
PHYSICAL SCIENCE.....116
PHYSICS.....122
ZOOLOGY I (Invertebrate) 127
ZOOLOGY II (Vertebrate).....127

Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi College- and Career-Readiness Standards for Science* and the supporting documents.

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Introduction

Mission Statement

The Mississippi Department of Education is dedicated to student success, which includes improving student achievement in science, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

Purpose

In an effort to closely align instruction for students who are progressing toward postsecondary study and the workforce, the *2018 Mississippi College- and Career-Readiness Standards for Science* includes grade- and course-specific standards for K-12 science.

This document is designed to provide K-12 science teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2018 Mississippi College- and Career-Readiness Standards (MS CCRS) for Science* replaces the *2010 Mississippi Science Framework*. These new standards reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around three basic content strands of science: life science, physical science, and Earth and space science. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of science and engineering practices, critical analysis, and knowledge. Doing so will produce students that will become more capable, independent, and scientifically literate adults.

Implementation

The *2018 Mississippi College- and Career-Readiness Standards (MS CCRS) for Science* will be implemented during the 2018-2019 school year.

2018 Mississippi College- and Career-Readiness Standards for Science Overview

Research and Background Information

In today's modern world and complex society, our students are required to possess sufficient knowledge of science and engineering to become vigilant consumers of scientific and technological information. To meet the growing challenges facing our future workforce, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC, 2012). This document proposes a new approach to K-12 science education through the integration of science and engineering practices (SEPs), crosscutting concepts, disciplinary core ideas, and engineering design within the context of science instruction.

Core Elements in the Use and Design of the *MS CCRS for Science*

The *MS CCRS for Science* are goals that reflect what a student should know and be able to do. This document does not dictate a manner or methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instruction strategies. These standards are end-of year expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student mastery of both disciplinary core ideas (concepts) and application of science and engineering practices (skills) to support student readiness for citizenship, college, and careers.

The *MS CCRS for Science* document was built by adapting and extending information from *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC, 2012) and combining with Mississippi's previous science framework process strands (i.e., science as inquiry, unifying concepts and processes, science and technology, science in personal and social perspectives, and the history and nature of science). These concepts connect information across the science content strands (i.e., life science, physical science, and Earth and space science) with the disciplinary core ideas (e.g., ecology and interdependence, motions, forces, and energy, Earth systems and cycles) and are essential to both scientists and engineers because they identify common properties and processes found in practice.

The core elements are integrated across standards and performance objectives in each grade and course. A brief description of each core element is presented below.

1. Nature of Science: Science and Engineering Practices (SEPs) replaced the Inquiry Strand included in the *2010 Mississippi Science Framework*. Beyond integration within the standards, these practices must be mastered by students to produce a more scientifically literate citizenry and to develop students that are more excited about STEM (Science, Technology, Engineering, and Mathematics) topics and careers. Inquiry verbs, along with the SEPs, are woven throughout the standards, especially in the performance objectives. Each has a deliberate placement to indicate the depth of understanding expected of students.

   The practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world. They also describe the key set of engineering practices that engineers use as they design and build models and systems. These practices work together (overlap and interconnect) and are not separated in the study and investigation of science concepts. For example, the practice of *mathematical and computational thinking* may include some aspects of *analyzing and interpreting data*. The data often come from *planning and carrying out an investigation*. The writing task force for the *MS CCRS for Science* incorporated this language into the

performance objectives to emphasize the importance of a student-centered science classroom and not a teacher-centered classroom. A list of these eight practices is listed below.

a. **Ask Questions (science) and Define Problems (engineering)**
b. **Develop and Use Models**
c. **Plan and Conduct Investigations**
d. **Analyze and Interpret Data**
e. **Use Mathematical and Computational Thinking**
f. **Construct Explanations (science) and Design Solutions (engineering)**
g. **Engage in Scientific Argument from Evidence**
h. **Obtain, Evaluate, and Communicate Information**

2. Crosscutting concepts: These seven, binding concepts were adopted directly from the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (2012) and should be woven into instruction for every grade and course. Crosscutting concepts are designed to help students see the unity of the sciences. Students often are confused when they study ecosystems for three weeks, then weather for two weeks, and finally motion and forces for several weeks. A concept is crosscutting if it communicates a scientific way of thinking about a subject and it applies to many different disciplines of science and engineering. Crosscutting concepts are sometimes called "the ties that bind." The seven concepts are listed below.

   a. **Patterns**
   b. **Cause and effect: Mechanism and explanation**
   c. **Scale, proportion, and quantity**
   d. **Systems and system models**
   e. **Energy and matter: Flows, cycles, and conservation**
   f. **Structure and function**
   g. **Stability and change**

3. Technology: If Mississippi students are to compete on a global stage and exit high school prepared for college, career, and life, technology should be used in the classroom in a way that suits 21st-century learners and reflects the modern workplace. Technology is essential in teaching and learning of science; it influences and enhances students' learning. Flexible access, customized delivery, and increased convenience for the user are core tenets. K-12 learners have fundamentally changed over the past few decades, and our classrooms should adapt to accommodate them. Dr. Ruben Puentedura's SAMR (Substitution, Augmentation, Modification, and Redefinition) model is a resource that can be considered by teachers, administrators, and technology staff as they integrate meaningful and appropriate digital learning experiences into the classroom. At the basic level, technology enhances instruction.

4. Science and society: This core element assures exploration of science's impacts on society and the feedback loop that must be cultivated and sustained to continue improvement of systems.

5. History of science: Because most modern-day scientific advancement derives from past discoveries, it is essential that students understand the breakthroughs that make today's work possible.

6. Engineering design process (EDP) is the method of devising a system, component, or process to meet desired needs. Engineering standards are represented in some performance objectives with grade-banded, specific wording that prompts educators to approach learning and exploration using the engineering process. These performance objectives are marked with an *. It is important to

note that the EDP is flexible. Most students will approach the process in various ways. The EDP is also a cycle—there is no official start or end point. Students can begin at any step, focus on just one step, move back and forth between steps, or repeat the cycle. Professional development and teacher resources will be developed for Mississippi teachers as EDP is incorporated into Mississippi standards.

Students should be provided a safe environment for failure without consequence, which is one of the most powerful drivers in learning. Providing many opportunities for students to fail, learn, and try again, with appropriate levels of support, fosters a deeper level of understanding and greater student interest and engagement.

Other Important Core Elements

Mathematics is integrated throughout the science standards document because it is essential to the scientific process, requiring students to quantify, analyze, and present results. Students must be familiar with data analysis, critical thinking, and recording their own data; students must organize and analyze it before presenting their findings. Analysis of scientific studies and publications from a quantitative perspective is also very important.

English/language arts skills are also integrated into the science standards. Students will be required to read informational text for understanding as well as process and critique information. Students must be able to articulate a critical point of view using proper terminology. In addition, the K-4 science curriculum should be increasingly tied to language arts to lay the foundation for students to have access to science before fifth grade.

Content Strands and Disciplinary Core Ideas

Science (and engineering) fields can be divided into three content-strand domains based on relative content presented in strands, extending from kindergarten to eighth grade. Grouping content in this way allows for vertical alignment of competencies and objectives to better organize content distribution. Content strands are not included in the Grades 9-12 course organization, which allows for a more logical, sequential placement and flow of content. Content strands are subdivided into 10 disciplinary core ideas in which standards and performance objectives for science content can be placed in grades K-8.

K-8 content strands with the 10 disciplinary core ideas include:

Life Science

1. Hierarchical Organization
2. Reproduction and Heredity
3. Ecology and Interdependence
4. Adaptations and Diversity

Physical Science

5. Organization of Matter and Chemical Interactions
6. Motions, Forces, and Energy

Earth and Space Science

7. Earth's Structure and History
8. Earth and the Universe
9. Earth Systems and Cycles
10. Earth's Resources

Structure of the Standards Document

The organization and structure of this standards document are as follows:

- Grade-band overview: An overview that describes the general content and themes for the grade-level band or the high school courses. Outputs and outcomes are provided along with examples of, and references to, science and engineering practices and connecting concepts.

- Grade-level or course overview: An overview that describes the specific content and themes for each grade level and/or high school course. The K-8 standards are presented with each grade focused on a grade-level theme. High school courses provide an overview of the major ideas and strategies to use when planning instruction for the course.

- Content strand: Domains into which science fields can be divided based on relative content extending from kindergarten to eighth grade. In grades K through 8, the content strands are organized into three distinct areas: (1) life science, (2) physical science, and (3) Earth and space science. For the Grade 9-12 courses, the content areas are organized around the core ideas of each course.

- Disciplinary core ideas: Subdivision of the main content strands providing recurring ideas from the three content strands. The core ideas are the key organizing principles for the development of learning units. The K-8 vertical alignment is designed in a spiral arrangement, which places emphasis on one of the three content strands in each grade level. All content strands will be found in each grade level, but all disciplinary core ideas will not be found in every grade level in K-8 due to the spiral arrangement of content.

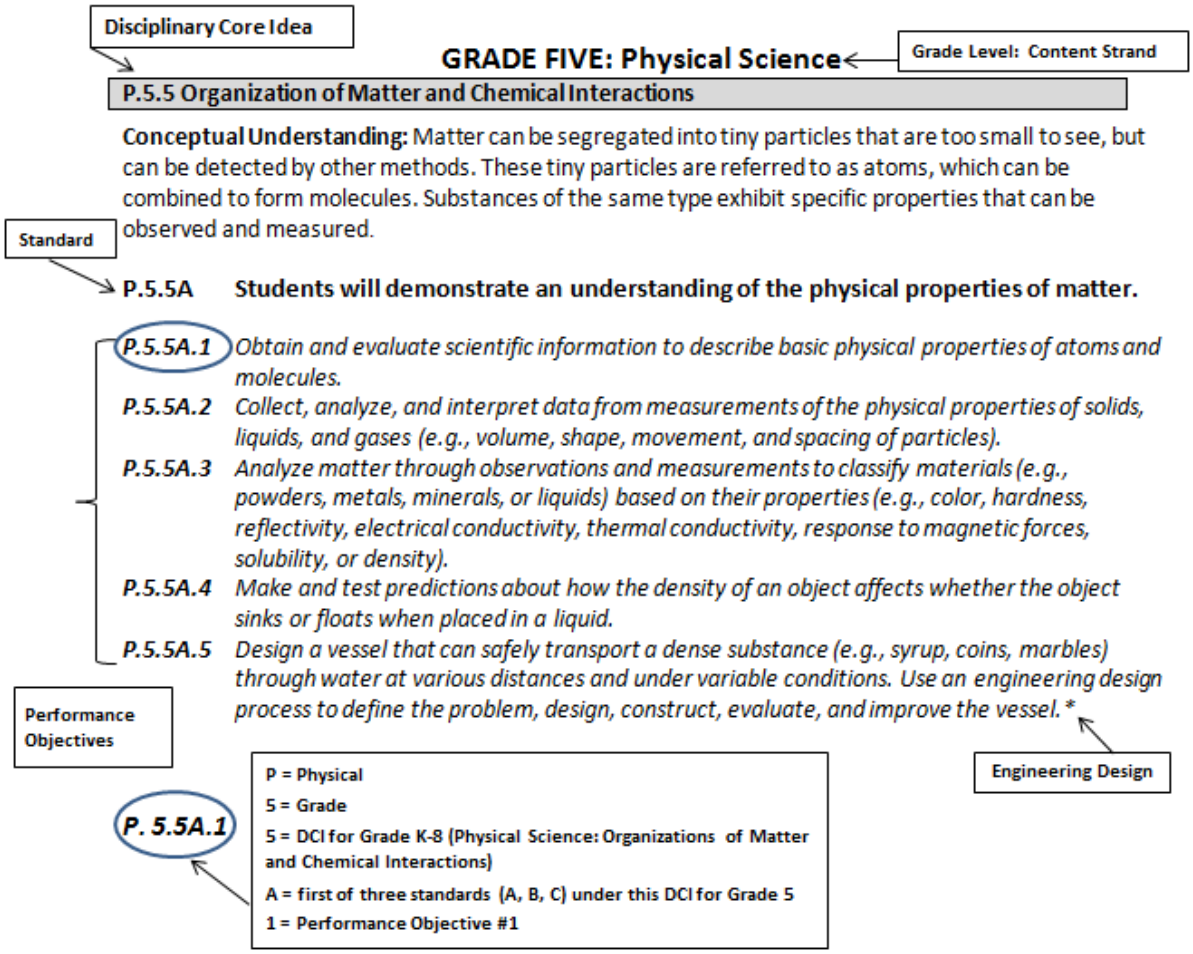
- Conceptual understanding: Statements of the core ideas for which student should demonstrate an understanding. Some grade level and/or course topics include more than one conceptual understanding with each guiding the intent of the standards.

- Content standards: Written below each disciplinary core ideas and conceptual understanding, the standards are a general statement of what students should know and be able to do because of instruction.

- Performance objectives: Detailed statements of content and skills to be mastered by the students. Performance objectives are specific statements of what students know and can do because of the science instruction at that level. These statements contain SEP and inquiry verb language.

Standards will appear in the following format:

Grade-Band Overview
Grade Level Theme (K-8)
Grade Level (K-8) or Course Overview (9-12)
Grade Level: Content Strand (K-8); Course Name (9-12)
    Disciplinary Core Idea (DCI)
    Conceptual Understanding
    Standard
    Performance Objectives



Safety in the Science Classroom

The National Science Teachers Association (NSTA) encourages K–12 school leaders and teachers to promote and support the use of science activities in science instruction and work to avoid and reduce injury. NSTA provides the following guidelines for school leaders and teachers to develop safety programs that include the effective management of chemicals, implement safety training for teachers and others, and create school environments that are as safe as possible (NSTA 2013).

1) National Science Teacher Association's *Safety in the Science Classroom*, accessible at http://www.nsta.org/docs/SafetyInTheScienceClassroom.pdf.
2) An extensive list of safety resources is available at http://www.nsta.org/safety/.

Support Documents and Resources

The MDE will develop support documents after these standards have been approved by the State Board of Education. Local districts, schools, and teachers may use these documents to construct standards-based science curriculum, allowing them to customize content to fit their students' needs and match available instructional materials. The support documents will include suggested resources, instructional strategies, essential knowledge, and detailed information about the core elements (e.g., SEPs, crosscutting concepts).

Professional development efforts will be aligned with the standards and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons (e.g., inquiry-based learning, 5-E instructional models, or other best practices in STEM teaching). The most successful national models and programs will be referenced for a capacity-building effort that can develop a more effective culture of science education in Mississippi.

Investigate, Apply, and Understand

It is important that the pedagogical paradigm of Mississippi's science classroom reflects the nature of the content being learned. The essence of science is natural to children and includes discovery, observation, questioning, design, testing, failure, iteration, and hands-on application. Research-based approaches such as inquiry-based (IB), project-based, and discovery learning are all pedagogical pathways that make sense, especially in the science classroom. Mississippi's science teachers are encouraged to embrace the growth mindset and constantly seek to upgrade classroom approaches by experimenting and adopting methods that excite students to learn and become functional, autonomous learners and contributors. Students should be provided increased maneuverability in the classroom to formulate their own ideas to investigate and understand the scientific and engineering design processes.

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GRADES K-2 OVERVIEW

Students in Grades K-2 are naturally curious about their world and learn best through hands-on experiences. Teachers must consider the students' developmental level to provide appropriate learning experiences so that students will understand the nature of science. Therefore, investigations using the five senses should be an integral part of scientific inquiry. Recognizing and observing patterns are also important, and students should be given experiences with living things to help them build their scientific understanding. Learning opportunities should also facilitate the development of language-process skills and mathematical concepts, while the students develop the ability to observe and then communicate observations. Students need to be supplied with the appropriate materials and equipment necessary to complete scientific investigations.

Each grade is developed around a theme:

- Kindergarten – Change in the Natural World
- Grade 1 – Discovering Patterns and Constructing Explanations
- Grade 2 – Systems, Order, and Organization

In kindergarten, students are introduced to the concept of change. They learn to generate questions, conduct structured experiments, sort, classify, sequence, and predict to communicate those findings. In first grade, students build on the knowledge gained from kindergarten and make deeper connections by examining evidence, observing patterns, and formulating explanations. By second grade, students learn to organize and categorize their findings, which establish a foundation for logical thinking. They also use abstract reasoning and interpretation of observations to draw conclusions from their investigations.

The core science content utilizes hands-on classroom instruction to reinforce the seven crosscutting concepts (i.e., patterns; cause and effect; scale, portion, and quantity; systems and system models; energy and matter; structure and function; and stability and change).

SEPs are in life science, physical science, and Earth and space science. The SEPs are designed so that students may develop skills and apply knowledge to solve real-life problems. While presented as distinct skill sets, the eight practices intentionally overlap and interconnect as students explore the science concepts. Some examples of specific skills students should develop in grades K-2 are listed below.

1. Generate questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.
2. Develop and use models to predict weather conditions associated with seasonal patterns and changes.
3. Conduct an investigation to provide evidence that vibrations create sound (e.g., pluck a guitar string) and that sound can create vibrations (e.g., feeling sound through a speaker).
4. Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation).
5. Compare and measure the length of solid objects using technology and mathematical representations. Analyze and communicate findings.
6. Construct an explanation for the general pattern of change in daily temperatures by measuring and calculating the difference between morning and afternoon temperatures.
7. Obtain and evaluate informational texts and other media to generate and answer questions about water sources and human uses of clean water.

Curricula and instructions that integrate science and engineering practices should reflect the skills outlined above.

The Engineering Design Process (EDP) is a step-by-step method of devising a system, component, or process to meet desired needs. This is similar to the "scientific method" which is taught to young scientists. However, the EDP is a flexible process. Students can begin at any step, focus on just one step, move back and forth between steps, or repeat the cycle. Engineering standards are represented in some performance objectives with grade-banded, specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.** Professional development and teacher resources will be developed for teachers as EDP is incorporated into Mississippi standards.

Each K-2 standard allows students to be active doers of science rather than passive observers. This approach creates an opportunity for student learning and engages the pupil in the scientific investigation process.

KINDERGARTEN

Theme: Change in the Natural World

In kindergarten, students observe the changes in the natural world and identify how animals use their senses to recognize the changes. As language and vocabulary develops, students recognize that plants and animals change and report findings about the changes throughout the life cycle. Students conduct an investigation to determine the needs of plants to grow and use quantitative measurement to chart growth over time. Students learn that change occurs when plants and animals do not get the food, water, and space needed for growth. Students develop and use models to describe the seasonal changes in the environment. Students develop questions and conduct a structured investigation to determine how sunlight affects the temperature of sand, soil, rocks, and water. Using an engineer design process, students then construct a structure to reduce the temperature of a play area. Students recognize that scientists observe changes in the natural world and use investigations, charts, drawings, sketches, and models to communicate these changes. Students need to recognize that scientists observe the natural world and use investigations, charts, drawings, sketches, and models to communicate ideas.

KINDERGARTEN: Life Science

L.K.1 Hierarchical Organization

Conceptual Understanding: Objects in the environment can be classified as living and nonliving. Living things include plants and animals. All living things reproduce, grow, develop, respond to stimuli, and die; and nonliving things do not. Living things require air, food, water, and an environment in which to live. Acting as scientists, students will observe the natural world and use investigations, charts, drawings, sketches, and models to communicate ideas.

L.K.1A Students will demonstrate an understanding of living and nonliving things.

L.K.1A.1 *With teacher guidance, conduct an investigation of living organisms and nonliving objects in various real-world environments to define characteristics of living organisms that distinguish them from nonliving things (e.g., playground, garden, school grounds).*

L.K.1A.2 *With teacher support, gain an understanding that scientists are humans who use observations to learn about the natural world. Obtain information from informational text or other media about scientists who have made important observations about living things (e.g. Carl Linnaeus, John James Audubon, Jane Goodall).*

Conceptual Understanding: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Animals (including humans) use their senses to learn about the world around them.

L.K.1B Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment.

L.K.1B.1 *Develop and use models to exemplify how animals use their body parts to (a) obtain food and other resources, (b) protect themselves, and (c) move from place to place.*

L.K.1B.2 *Identify and describe examples of how animals use their sensory body parts (eyes to detect light and movement, ears to detect sound, skin to detect temperature and touch, tongue to taste, and nose to detect smell).*

KINDERGARTEN: Life Science

L.K.2 Reproduction and Heredity

Conceptual Understanding: Plants and animals change in form as they go through stages in the life cycle. Young plants and animals are very much like their parents and other plants and animals of the same kind, but they can also vary in many ways.

L.K.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.K.2.1 *Use informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and use models (e.g., drawing, writing, dramatization, or technology) to communicate findings.*

L.K.2.2 *Construct explanations using observations to describe and model the life cycle (birth, growth, adulthood, death) of a familiar mammal (e.g., dog, squirrel, rabbit, deer).*

L.K.2.3 *With teacher guidance, conduct a structured investigation to observe and measure (comparison of lengths) the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawing or writing.*

L.K.2.4 *Use observations to explain that young plants and animals are like but not exactly like their parents (i.e., puppies look similar, but not exactly like their parents).*

KINDERGARTEN: Life Science

L.K.3 Ecology and Interdependence

Conceptual Understanding: The environment consists of many types of living things including plants and animals. Living things depend on the land, water, and air to live and grow.

L.K.3A Students will demonstrate an understanding of what animals and plants need to live and grow.

L.K.3A.1 *With teacher guidance, conduct a structured investigation to determine what plants need to live and grow (water, light, and a place to grow). Measure growth by directly comparing plants with other objects.*

L.K.3A.2 *Construct explanations using observations to describe and report what animals need to live and grow (food, water, shelter, and space).*

Conceptual Understanding: Interdependence exists between plants and animals within an environment. Living things can only survive in areas where their needs for air, water, food, and shelter are met.

L.K.3B Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.

L.K.3B.1 *Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow.*

L.K.3B.2 *Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat.**

KINDERGARTEN: Life Science

L.K.4 Adaptations and Diversity

Conceptual Understanding: When animals do not get what they need to survive, they will die. Some types of plants and animals are now extinct because they were unable to adapt when the environment changed. There are similarities between some present-day animals and extinct animals.

L.K.4 **Students will demonstrate an understanding that some groups of plants and animals are no longer living (extinct) because they were unable to meet their needs for survival.**

L.K.4.1 *Obtain information from informational text or other media to document and report examples of different plants or animals that are extinct.*

L.K.4.2 *Observe and report how some present-day animals resemble extinct animals (i.e., elephants resemble wooly mammoths).*

KINDERGARTEN: Physical Science

P.K.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter exists in different states, including solid and liquid forms. Water can exist as a solid or a liquid. Solid objects can be described and sorted according to their attributes. Different properties are suited for different purposes.

P.K.5A **Students will demonstrate an understanding of the solid and liquid states of matter.**

P.K.5A.1 *Generate questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.*

P.K.5A.2 *Describe and compare the properties of different materials (e.g., wood, plastic, metal, cloth, paper) and classify these materials by their observable characteristics (visual, aural, or natural textural) and by their physical properties (weight, volume, solid or liquid, and sink or float).*

Conceptual Understanding: Many objects can be built from a smaller set of pieces (e.g., blocks, construction sets). Most objects can be broken down into various component pieces and any piece of uniform matter (e.g., a sheet of paper, a block of wood,) can be subdivided into smaller pieces of the same material. If pieces of the original object are damaged or removed, the object may not have the same properties or work the same.

P.K.5B. **Students will demonstrate an understanding of how solid objects can be constructed from a smaller set.**

P.K.5B.1 *Use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks, construction sets).*

P.K.5B.2 *Analyze a large composite structure to describe its smaller components using drawing and writing.*

P.K.5B.3 *Explain why things may not work the same if some of the parts are missing.*

KINDERGARTEN: Earth and Space Science

E.K.8 Earth and the Universe

Conceptual Understanding: Seasonal changes occur as the Earth orbits the sun. These seasonal changes repeat in a pattern. Patterns of sunrise and sunset can be described and predicted.

E.K.8A Students will demonstrate an understanding of the pattern of seasonal changes on the Earth.

E.K.8A.1 *Construct an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations.*

Conceptual Understanding: The sun is the source of heat and light for the solar system. This heat can impact Earth's natural resources. Living things depend upon the effects of the sun (warms the land, air, water, and helps plants grow) to survive.

E.K.8B Students will demonstrate an understanding that the Sun provides the Earth with heat and light.

E.K.8B.1 *With teacher guidance, generate and answer questions to develop a simple model, which describes observable patterns of sunlight on the Earth's surface (day and night).*

E.K.8B.2 *With teacher guidance, develop questions to conduct a structured investigation to determine how sunlight affects the temperature of the Earth's natural resources (e.g., sand, soil, rocks, and water).*

E.K.8B.3 *Develop a device (i.e., umbrella, shade structure, or hat) which would reduce heat from the sun (temperature) using an engineering design process to define the problem, design, construct, evaluate, and improve the device.**

KINDERGARTEN: Earth and Space Science

E.K.10 Earth's Resources

Conceptual Understanding: Humans use Earth's resources for everything they do. Choices that humans make to live comfortably can affect the world around them. Recycling, reusing, and reducing consumption of natural resources is important in protecting our Earth's environment. Humans can make choices that reduce their impact on Earth's environment.

E.K.10 Students will demonstrate an understanding of how humans use Earth's resources.

E.K.10.1 *Participate in a teacher-led activity to gather, organize and record recyclable materials data on a chart or table using technology. Communicate results.*

E.K.10.2 *With teacher guidance, develop questions to conduct a structured investigation to determine ways to conserve Earth's resources (i.e., reduce, reuse, and recycle) and communicate results.*

E.K.10.3 *Create a product from the reused materials that will meet a human need (e.g., pencil holder, musical instrument, bird feeder). Use an engineering design process to define the problem, design, construct, evaluate, and improve the product.**

GRADE ONE

Theme: Discovering Patterns and Constructing Explanations

In Grade 1, students build on the language, vocabulary, and mathematical concepts developed in kindergarten to construct explanations stemming from patterns observed in the natural environment. Students conduct investigations to determine what plants need to live and grow. They test predictions, discover patterns in plant and animal life cycles, and construct explanations about plant needs for growth and survival. Students use an engineering design process to solve the problem of plant overcrowding in a garden. Students observe plant adaptations, such as trees shedding leaves, or leaves turning toward the sun, and establish the cause and effect relationship between adaptations and environmental changes. Students describe, compare, and analyze daily weather data to determine weather patterns in different seasons. They use an engineering design process to create a system to better plan and respond to severe weather. Students investigate light and sound to find materials that light passes through and materials that change sound. They construct a device that uses light and/or sound to communicate over a distance. Students develop investigations and make predictions about patterns in the natural world. Acting as scientists, students observe the natural world and use investigations, charts, drawings, sketches, and models to communicate ideas.

GRADE ONE: Life Science

L.1.1 Hierarchical Organization

Conceptual Understanding: All living things reproduce, grow, develop, respond to stimuli, and die. Living things require air, food, water, and an environment in which to live. Plants are living things, and each plant part (roots, stem, leaves, and fruit) helps them survive, grow, and reproduce.

L.1.1 Students will demonstrate an understanding of the basic needs and structures of plants.

L.1.1.1 *Construct explanations using first-hand observations or other media to describe the structures of different plants (i.e., root, stem, leaves, flowers, and fruit). Report findings using drawings, writing, or models.*

L.1.1.2 *Obtain information from informational text and other media to describe the function of each plant part (roots absorb water and anchor the plant, leaves make food, the stem transports water and food, petals attract pollinators, flowers produce seeds, and seeds produce new plants).*

L.1.1.3 *Design and conduct an experiment that shows the absorption of water and how it is transported through the plant. Report observations using drawings, sketches, or models.*

L.1.1.4 *Create a model which explains the function of each plant structure (roots, stem, leaves, petals, flowers, seeds).*

L.1.1.5 *With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about the natural world. Obtain information from informational text or other media about scientists who have made important observations about plants (e.g., Theophrastus, Gregor Mendel, George Washington Carver, Katherine Esau).*

GRADE ONE: Life Science

L.1.2 Reproduction and Heredity

Conceptual Understanding: Plants and animals change with each stage of life. Plants have predictable and observable characteristics at each developmental stage (germination, growth, reproduction, and seed dispersal). Most plants are stationary so they depend upon animals or the wind for seed dispersal. Plants and animals are similar to their parents and resemble other plants and animals of the same kind.

L.1.2 **Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.**

L.1.2.1 *Investigate, using observations and measurements (non-standard units), flowering plants (pumpkins, peas, marigolds, or sunflowers) as they change during the life cycle (i.e., germination, growth, reproduction, and seed dispersal). Use drawings, writing, or models to communicate findings.*

L.1.2.2 *Obtain, evaluate, and communicate information through labeled drawings, the life cycle (egg, larva, pupa, adult) of pollinating insects (e.g., bees, butterflies).*

GRADE ONE: Life Science

L.1.3 Ecology and Interdependence

Conceptual Understanding: The needs of plants must be met to survive. Sunlight, water, nutrients, and space to grow are necessary for plant growth and repair.

L.1.3A **Students will demonstrate an understanding of what plants need from the environment for growth and repair.**

L.1.3A.1 *Conduct structured investigations to make and test predictions about what plants need to live, grow, and repair including water, nutrients, sunlight, and space. Develop explanations, compare results, and report findings.*

Conceptual Understanding: Animals, such as insects, depend on other living organisms for food. Many plants depend on insects or other animals for pollination or to move their seeds around so the plant can survive.

L.1.3B **Students will demonstrate an understanding of the interdependence of flowering plants and pollinating insects.**

L.1.3B.1 *Identify the body parts of a pollinating insect (e.g., bee, butterfly) and describe how insects use these parts to gather nectar or disburse pollen. Report findings using drawings, writing, or models.*

GRADE ONE: Life Science

L.1.4 Adaptations and Diversity

Conceptual Understanding: Plants respond to stimuli (e.g., turn their leaves to the sun, use tendrils to grab and support) to adapt to changes in the environment. There are distinct environments in the world that support certain types of plants. Plants have features that help them survive in their environment.

L.1.4 Students will demonstrate an understanding of the ways plants adapt to their environment in order to survive.

L.1.4.1 *Explore the cause and effect relationship between plant adaptations and environmental changes (i.e., leaves turning toward the sun, leaves changing color, leaves wilting, or trees shedding leaves).*

L.1.4.2 *Describe how the different characteristics of plants help them to survive in distinct environments (e.g., rain forest, desert, grasslands, forests).*

L.1.4.3 *Create a solution for an agricultural problem (i.e. pollination, seed dispersal, over-crowding). Use an engineering design process to define the problem, design, construct, evaluate, and improve the solution.**

GRADE ONE: Physical Science

P.1.6 Motions, Forces, and Energy

Conceptual Understanding: Some objects allow light to pass through them and some objects do not allow any light to pass through them, creating shadows. Very hot objects give off light. Objects reflect light, and objects can only be seen when light is reflected off them. Mirrors and prisms can be used to change the direction of a light beam-

P.1.6A Students will demonstrate an understanding that light is required to make objects visible.

P.1.6A.1 *Construct explanations using first-hand observations or other media to describe how reflected light makes an object visible.*

P.1.6A.2 *Use evidence from observations to explain how shadows form and change with the position of the light source.*

Conceptual Understanding: Vibrations of matter can create sound, and sound can make an object vibrate. Humans use sound and light to communicate over long distances.

P.1.6B Students will demonstrate an understanding of sound.

P.1.6B.1 *Conduct an investigation to provide evidence that vibrations create sound (e.g., pluck a guitar string) and that sound can create vibrations (e.g., feeling sound through a speaker).*

P.1.6B.2 *Create a device that uses light and/or sound to communicate over a distance (e.g., signal lamp with a flashlight). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.**

GRADE ONE: Earth and Space Science

E.1.9 Earth's Systems and Cycles

Conceptual Understanding: Weather is a combination of temperature, sunlight, wind, snow, or rain in a particular place at a particular time. People measure weather conditions (temperature, precipitation) to describe and record the weather and to notice patterns over time. Temperature and precipitation can change with the seasons. Some kinds of severe weather (hurricane, tornado, flood, and drought) are more likely to occur in certain regions. Meteorologists forecast severe weather so that communities can prepare for and respond appropriately.

E.1.9A Students will demonstrate an understanding of the patterns of weather by describing, recording, and analyzing weather data to answer questions about daily and seasonal weather patterns.

E.1.9A.1 *Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation).*

E.1.9A.2 *Develop and use models to predict weather conditions associated with seasonal patterns and changes.*

E.1.9A.3 *Construct an explanation for the general pattern of change in daily temperatures by measuring and calculating the difference between morning and afternoon temperatures.*

E.1.9A.4 *Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary.*

Conceptual Understanding: The Earth is made of different materials, including rocks, soil, and water (nonliving things). Plants and animals, including humans, depend on the Earth's land, water, and air to live and grow. Animals, including humans, can change the environment (e.g., shape of the land, the flow of water).

E.1.9B Students will demonstrate an understanding of models (drawings or maps) to describe how water and land are distributed on Earth.

E.1.9B.1 *Locate, classify, and describe bodies of water (oceans, rivers, lakes, and ponds) on the Earth's surface using maps, globes, or other media.*

E.1.9B.2 *Generate and answer questions to explain the patterns and location of frozen and liquid bodies of water on earth using maps, globes, or other media.*

E.1.9B.3 *With teacher guidance, plan and conduct a structured investigation to determine how the movement of water can change the shape of the land on earth.*

GRADE ONE: Earth and Space Science

E.1.10 Earth's Resources

Conceptual Understanding: Water is essential to life on earth. Humans and other living things are dependent on clean water to survive. Water is an Earth material, and like all of Earth's resources, the amount of water is limited. Continued health and survival of humans are dependent on solutions that maintain clean water sources.

E.1.10 Students will demonstrate an understanding of human dependence on clean and renewable water resources.

E.1.10.1 *Obtain and evaluate informational texts and other media to generate and answer questions about water sources and human uses of clean water.*

E.1.10.2 *Communicate solutions that will reduce the impact of humans on the use and quality of water in the local environment.*

E.1.10.3 *Create a device that will collect free water to meet a human need (e.g., household drinking water, watering plants/animals, cleaning). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.**

GRADE TWO

Theme: Systems, Order, and Organization

In Grade 2, students organize plants and animals according to their physical characteristics and recognize that living things are part of a larger system. Students construct models showing the characteristics of animals that help them survive in their environments, and construct scientific arguments explaining how animals can make major and minor changes in the environment. Students conduct investigations to find and report evidence where plants and animals compete or cooperate with other plants in a system before identifying the adaptations that help them survive in that environment. Students investigate the relationship between friction and the motion of an object by changing the strength, direction, and speed of pushes and pulls. Students use an engineering design process to construct a ramp that will reduce or increase friction to solve a problem, such as rolling a baby carriage safely down a steep ramp.

GRADE TWO: Life Science

L.2.1 Hierarchical Organization

Conceptual Understanding: Animals have unique physical and behavioral characteristics that enable them to survive in their environment. Animals can be classified based on physical characteristics.

L.2.1 Students will demonstrate an understanding of the classification of animals based on physical characteristics.

L.2.1.1 *Compare and sort groups of animals with backbones (vertebrates) from groups of animals without backbones (invertebrates).*

L.2.1.2 *Classify vertebrates (mammals, fish, birds, amphibians, and reptiles) based on their physical characteristics.*

L.2.1.3 *Compare and contrast physical characteristics that distinguish classes of vertebrates (i.e., reptiles compared to amphibians).*

L.2.1.4 *Construct a scientific argument for classifying vertebrates that have unusual characteristics, such as bats, penguins, snakes, salamanders, dolphins, and duck-billed platypuses (i.e., bats have wings yet they are mammals).*

GRADE TWO: Life Science

L.2.2 Reproduction and Heredity

Conceptual Understanding: Plants and animals experience different life cycles as they grow and develop. Plants and animals exhibit predictable characteristics at each developmental stage throughout the life cycle.

L.2.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.2.2.1 *Use observations through informational texts and other media to observe the different stages of the life cycle of trees (i.e., pines, oaks) to construct explanations and compare how trees change and grow over time.*

L.2.2.2 *Construct explanations using first-hand observations or other media to describe the life cycle of an amphibian (birth, growth/development, reproduction, and death). Communicate findings.*

GRADE TWO: Life Science

L.2.3 Ecology and Interdependence

Conceptual Understanding: Animals thrive in environments where their needs (air, water, food, and shelter) are met. The environment where plants and animals live sometimes changes slowly and sometimes changes rapidly. If living things are unable to adapt to changes in the environment, they may not survive.

L.2.3A Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.

L.2.3A.1 *Evaluate and communicate findings from informational text or other media to describe how animals change and respond to rapid or slow changes in their environment (fire, pollution, changes in tide, availability of food/water).*

L.2.3A.2 *Construct scientific arguments to explain how animals can make major changes (e.g., beaver dams obstruct streams, or large deer populations destroying crops) and minor changes to their environments (e.g., ant hills, crawfish burrows, mole tunnels). Communicate findings.*

Conceptual Understanding: All animals and plants need food to provide energy for activity and raw materials for growth Animals and plants have physical features and behaviors that help them survive in their environment. All living things in an environment interact with each other in different ways and for different reasons.

L.2.3B Students will demonstrate an understanding of the interdependence of living things.

L.2.3B.1 *Evaluate and communicate findings from informational text or other media to describe and to compare how animals interact with other animals and plants in the environment (i.e., predator-prey relationships, herbivore, carnivore, omnivore).*

L.2.3B.2 *Conduct an investigation to find evidence where plants and animals compete or cooperate with other plants and animals for food or space. Present findings (i.e., using technology or models).*

GRADE TWO: Life Science

L.2.4 Adaptations and Diversity

Conceptual Understanding: Living things need air, food, water, and space to survive. Different environments support different types of plants and animals. Animals have adaptations allowing them to grow and survive in the climate of their specific environment.

L.2.4 Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.

L.2.4.1 *Evaluate and communicate findings from informational text or other media to describe how plants and animals use adaptations to survive (e.g., ducks use webbed feet to swim in lakes and ponds, cacti have waxy coatings and spines to grow in the desert) in distinct environments (e.g., polar lands, saltwater and freshwater, desert, rainforest, woodlands).*

L.2.4.2 *Create a solution exemplified by animal adaptations to solve a human problem in a specific environment (e.g., snowshoes are like hare's feet or flippers are like duck's feet). Use an engineering design process to define the problem, design, construct, evaluate, and improve the solution.**

GRADE TWO: Physical Science

P.2.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter exists in different states, including solid, liquid, and gas forms. Solids have a definite shape, weight, and size (length). Liquids have a definite size (volume) but not a definite shape. A gas has neither definite shape nor size (volume). Changes to matter can result from changes in temperature. Some changes may or may not be reversible (i.e., melting or freezing versus burning a cake).

P.2.5 Students will demonstrate an understanding of the properties of matter.

P.2.5.1 *Conduct a structured investigation to collect, represent, and analyze categorical data to classify matter as solid, liquid, or gas. Report findings and describe a variety of materials according to observable physical properties (e.g., size, color, texture, opacity, solubility).*

P.2.5.2 *Compare and measure the length of solid objects using technology and mathematical representations. Analyze and communicate findings.*

P.2.5.3 *Compare the weight of solid objects and the volume of liquid objects. Analyze and communicate findings.*

P.2.5.4 *Construct scientific arguments to support claims that some changes to matter caused by heating can be reversed, and some changes cannot be reversed.*

GRADE TWO: Physical Science

P.2.6 Motions, Forces, and Energy

Conceptual Understanding: An object at rest will stay at rest unless it is pushed or pulled by an unbalanced force. Pushes and pulls can have different strengths, directions, or speeds. Friction occurs when two objects make contact. Friction can change the motion of an object, the speed of an object, and can also create heat. Friction can be increased or decreased.

P.2.6 Students will demonstrate an understanding of how the motion of objects is affected by pushes, pulls, and friction on an object.

P.2.6.1 *Conduct a structured investigation to collect, represent, and analyze data from observations and measurements to demonstrate the effects of pushes and pulls with different strengths and directions. Communicate findings (e.g., models or technology).*

P.2.6.2 *Generate and answer questions about the relationship between (1) friction and the motion of objects and (2) friction and the production of heat.*

P.2.6.3 *Develop a plan to change the force (push or pull) of friction to solve a human problem (e.g., improve the ride on a playground slide or make a toy car or truck go faster). Use an engineering design process to define the problem, design, construct, evaluate, and improve the plan.**

GRADE TWO: Earth and Space Science

E.2.8 Earth and the Universe

Conceptual Understanding: Patterns of the Sun, Moon, and stars can be observed, described, and predicted. The sun is the source of heat and light for the solar system. Seasonal changes occur as the Earth orbits the Sun because of the tilt of the Earth on its axis. At night, one can see light from stars and sunlight being reflected from the moon. Telescopes make it possible to observe the Moon and the planets in greater detail. Space exploration continues to help humans understand more about the universe.

E.2.8 Students will demonstrate an understanding of the appearance, movements, and patterns of the sun, moon, and stars.

E.2.8.1 *Recognize that there are many stars that can be observed in the night sky and the Sun is the Earth's closest star.*

E.2.8.2 *With teacher guidance, observe, describe, and predict the seasonal patterns of sunrise and sunset. Collect, represent, and interpret data from internet sources to communicate findings.*

E.2.8.3 *Observe and compare the details in images of the moon and planets using the perspective of the naked eye, telescopes, and data from space exploration.*

E.2.8.4 *With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about space. Obtain information from informational text or other media about scientists who have made important discoveries about objects in space (e.g., Galileo Galilei, Johannes Kepler, George Ellery Hale, Jill Tarter) or the development of technologies (e.g., various telescopes and detection devices, computer modeling, and space exploration).*

E.2.8.5 *Use informational text and other media to observe, describe and predict the visual patterns of motion of the Sun (sunrise, sunset) and Moon (phases).*

E.2.8.6 *Create a model that will demonstrate the observable pattern of motion of the Sun or Moon. Use an engineering design process to define the problem, design, construct, evaluate, and improve the model.**

GRADE TWO: Earth and Space Science

E.2.10 Earth's Resources

Conceptual Understanding: Earth is made of different materials, including rocks, sand, soil, and water. An Earth material is a resource that comes from Earth. Earth materials can be classified by their observable properties. Human life and health are heavily dependent on these materials. Understanding how to best conserve these resources will continue to be a major challenge for humans.

E.2.10 Students will demonstrate an understanding of how humans use Earth's resources.

E.2.10.1 *Use informational text, other media, and first-hand observations to investigate, analyze and compare the properties of Earth materials (including rocks, soils, sand, and water).*

E.2.10.2 *Conduct an investigation to identify and classify everyday objects that are resources from the Earth (e.g., drinking water, granite countertops, clay dishes, wood furniture, or gas grill). Classify these objects as renewable and nonrenewable resources.*

E.2.10.3 *Use informational text and other media to summarize and communicate how Earth materials are used (e.g., soil and water to grow plants; rocks to make roads, walls or building; or sand to make glass).*

E.2.10.4 *Use informational text, other media, and first-hand observations to investigate and communicate the process and consequences of soil erosion.*

E.2.10.5 *With teacher guidance, investigate possible solutions to prevent or repair soil erosion.*

GRADES 3-5 OVERVIEW

Upper elementary is a pivotal time to enhance students' scientific literacy and active engagement in science and engineering practices. Students use their experiences from structured investigations in kindergarten through Grade 2 to begin planning their own investigations to answer scientific questions. Because science foundations created at this level are key in developing students for college and career readiness, the cultivation of opportunities for inquiry-based activities and experiences that emphasize the problem solving and the engineering design process is critical.

The standards for Grades 3-5 have been developed around the following crosscutting concepts or themes:

- Grade 3 – Interactions Within an Environment
- Grade 4 – Energy and Change
- Grade 5 – Interdependence of Systems

In Grade 3, students are expected to engage in the engineering design process and conduct research and communicate their understanding of each standard in a variety of ways. In Grade 4, students will observe, research, and conduct investigations to discover patterns related to energy and change in the world around them. In Grade 5, students will model, provide evidence to support arguments, and obtain and display data about relationships among a variety of systems. Because of this yearlong study, students will gain content knowledge and tools to provide evidence and support arguments about the ways systems across content areas are interconnected and interdependent.

The core science content utilizes hands-on classroom instruction to reinforce the seven crosscutting concepts (i.e., patterns; cause and effect; scale, portion, and quantity; systems and system models; energy and matter; structure and function; and stability and change.

SEPs are in life science, physical science, and Earth and space science. The SEPs are designed so that students may develop skills and apply knowledge to solve real-life problems. While presented as distinct skill sets, the eight practices intentionally overlap and interconnect as students explore the science concepts. Some examples of specific skills students should develop in Grades 3-5 are listed below.

1. Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species).
2. Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).
3. Plan and conduct scientific investigations to classify different materials as either an insulator or conductor of electricity.
4. Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.
5. Collect, analyze, and interpret data from measurements of the physical properties of solids, liquids, and gases (e.g., volume, shape, movement, and spacing of particles).
6. Construct explanations about regional climate differences using maps and long-term data from various regions.
7. Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration, including the use of telescopes, compasses, and star charts.

8. Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms they support (e.g., salt and fresh water, deserts, grasslands, forests, rain forests, or polar tundra lands).

Curricula and instructions that integrate science and engineering practices should reflect the skills outlined above.

The Engineering Design Process (EDP) is a step-by-step method of devising a system, component, or process to meet desired needs. This is similar to the "scientific method" which is taught to young scientists. However, the EDP is a flexible process. Students can begin at any step, focus on just one step, move back and forth between steps, or repeat the cycle. Engineering standards are represented in some performance objectives with grade-banded, specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.** Professional development and teacher resources will be developed for teachers as EDP is incorporated into Mississippi standards.

Each standard in Grades 3, 4, and 5 allows students to be active doers of science rather than passive observers of science. This approach creates an opportunity for student learning and engages the pupil in the scientific investigation process. Therefore, students need to be supplied with the appropriate resources and materials to complete scientific investigations.

GRADE THREE

Theme: Interactions within an Environment

In Grade 3, students will increase their use of science and engineering practices for obtaining, recording, charting, and analyzing data in the study of a variety of environments. The crosscutting concept can be seen in life science through an organism's ability to grow, develop, survive, obtain food/energy, and reproduce within a given environment. In physical science, the concept is developed through a study of matter and its properties and their interactions based on environmental changes and surroundings. The study of Earth science in third grade investigates surface features affected by one or more of Earth's spheres and human impacts on the environment. Students are expected to engage in the engineering design process and conduct research and communicate their understanding of each standard in a variety of ways. Because of this yearlong study, students will gain content knowledge and tools to provide evidence and support arguments about the ways matter and organisms interact and are affected by the environment.

GRADE THREE: Life Science

L.3.1 Hierarchical Organization

Conceptual Understanding: Plants and animals have physical characteristics and features that allow them to receive information from the environment. Structural adaptations within groups of plants and animals allow them to better survive and reproduce in an environment.

L.3.1 Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate to their growth, survival, behavior, and reproduction within an environment.

L.3.1.1 *Examine evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior.*

L.3.1.2 *Examine evidence to communicate information that the internal and external structures of plant (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction.*

L.3.1.3 *Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments, (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable).*

GRADE THREE: Life Science

L.3.2 Reproduction and Heredity

Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Some characteristics and traits that organisms have are inherited, and some result from interactions with the environment.

L.3.2 Students will demonstrate an understanding that through reproduction, the survival and physical features of plants and animals are inherited traits from parent organisms but can also be influenced by the environment.

L.3.2.1 *Identify traits and describe how traits are passed from parent organism(s) to offspring in plants and animals.*

L.3.2.2 *Describe and provide examples of plant and animal offspring from a single parent organism (e.g., bamboo, fern, or starfish) as being an exact replica with identical traits as the parent organism.*

L.3.2.3 *Describe and provide examples of offspring from two parent organisms as containing a combination of inherited traits from both parent organisms.*

L.3.2.4 *Obtain and communicate data to provide evidence that plants and animals have traits inherited from both parent organisms and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants or fur color and pattern in animal offspring).*

L.3.2.5 *Research to justify the concept that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, changes in an arctic fox's fur color due to light and/or temperature, or flamingo plumage).*

GRADE THREE: Life Science

L.3.4 Adaptations and Diversity

Conceptual Understanding: When the environment or habitat changes, some plants and animals survive and reproduce, some move to new locations, and some die. Scientists can obtain historical information from fossils to provide evidence of both the organism and environments in which they lived.

L.3.4 Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment.

L.3.4.1 *Obtain data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there.*

L.3.4.2 *Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species).*

L.3.4.3 *Analyze and interpret data to explain how variations in characteristics among organisms of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring).*

L.3.4.4 *Define and improve a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment (e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.**

L.3.4.5 *Construct scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment).*

GRADE THREE: Physical Science

P.3.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter is made up of particles that are too small to be seen. Even though the particles are very small, the movement and spacing of these particles determine the basic properties of matter. Matter exists in several different states and is classified based on observable and measurable

properties. Matter can be changed from one state to another when heat (i.e., thermal energy) is added or removed.

P.3.5 Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.

P.3.5.1 *Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating).*

P.3.5.2 *Develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air).*

P.3.5.3 *Plan and conduct investigations that particles speed up or slow down with addition or removal of heat.*

GRADE THREE: Physical Science

P.3.6 Motions, Forces, and Energy

Conceptual Understanding: Magnets are a specific type of solid that can attract and repel certain other kinds of materials, including other magnets. There are some materials that are neither attracted to nor repelled by magnets. Because of their special properties, magnets are used in various ways. Magnets can exert forces—a push or a pull—on other magnets or magnetic materials, causing energy transfer between them, even when the objects are not touching.

P.3.6 Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects.

P.3.6.1 *Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength).*

P.3.6.2 *Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object.*

P.3.6.3 *Research and communicate information to explain how magnets are used in everyday life.*

P.3.6.4 *Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paperclip holders, finding studs in walls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet.**

GRADE THREE: Earth and Space Science

E.3.7 Earth's Structure and History

Conceptual Understanding: Since its formation, the Earth has undergone a great deal of geological change driven by its composition and systems. Scientists use many methods to learn more about the history and age of Earth. Earth materials include rocks, soils, water, and gases. Rock is composed of different combinations of minerals. Smaller rocks come from the breakage and weathering of bedrock and larger rocks. Soil is made partly from weathered rock, partly from plant remains, and contains many living organisms.

E.3.7A Students will demonstrate an understanding of the various processes involved in the rock cycle, superposition of rock layers, and fossil formation.

E.3.7A.1 *Plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them.*

E.3.7A.2 *Develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time.*

E.3.7A.3 *Ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.*

Conceptual Understanding: Earth has an active mantle, which interacts with the Earth's crust to drive plate tectonics and form new rocks. Resulting surface features change through interactions with water, air, and living things. Waves, wind, water, and ice shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas. Scientists use many methods to learn more about the history and age of Earth.

E.3.7B Students will demonstrate an understanding of the composition of Earth and the processes which change Earth's landforms.

E.3.7B.1 *Obtain and evaluate scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer.*

E.3.7B.2 *Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands.*

E.3.7B.3 *Develop and use models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi).*

E.3.7B.4 *Compare and contrast constructive (e.g., deposition, volcano) and destructive (e.g., weathering, erosion, earthquake) processes of the Earth.*

GRADE THREE: Earth and Space Science

E.3.9 Earth's Systems and Cycles

Conceptual Understanding: The Earth's land can be situated above or submerged below water. Water in the atmosphere changes states according to energy levels driven by the sun and its interactions with various Earth components, both living and non-living. The downhill movement of water as it flows to the ocean shapes the appearance of the land.

E.3.9 Students will demonstrate an understanding of how the Earth's systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes.

E.3.9.1 *Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere (e.g., digital models, illustrations, flip books, diagrams, charts, tables).*

E.3.9.2 *Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface (e.g., watersheds, drainage basins, deltas, or rivers).*

E.3.9.3 *Use graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps).*

GRADE THREE: Earth and Space Science

E.3.10 Earth's Resources

Conceptual Understanding: Earth is made of materials that provide resources for human activities, and their use affects the environment in multiple ways. Some resources are renewable and others are not.

E.3.10 Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.

E.3.10.1 *Identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as renewable or nonrenewable.*

E.3.10.2 *Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources.*

E.3.10.3 *Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment.*

E.3.10.4 *Design a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.**

GRADE FOUR

Theme: Energy and Systems

In Grade 4, students will observe, research, and conduct investigations to discover patterns related to energy and change in the world around them. The crosscutting concept can be seen in life science through the study of human body systems, including their functions, interactions, and reliance upon other systems within the body. In physical science, the concept is developed through a study of energy in the forms of heat, light, sound, and electricity, as well as the conservation and transfer of energy from one form to another. The study of Earth science in fourth grade investigates the driving force of energy as it relates to the water cycle and changes in patterns of weather and climate. Students are expected to engage in engineering design practices, conduct research, and communicate their understanding of each standard in a variety of ways. Because of this yearlong study, students will gain research and process skills to build content knowledge that will support arguments about the ways energy and change relate to the world around us.

GRADE FOUR: Life Science

L.4.1 Hierarchical Organization

Conceptual Understanding: All organisms need energy for growth and development. Animals have specialized structures and systems for obtaining and processing energy. These structures and systems cannot function properly without adequate nourishment. Living organisms can be adversely affected by environmental conditions or disease.

L.4.1 Students will demonstrate an understanding of the organization, functions, and interconnections of the major human body systems.

L.4.1.1 *Use technology or other resources to research and discover general system function (e.g., machines, water cycle) as they relate to human organ systems and identify organs that work together to create organ systems.*

L 4.1.2 *Obtain and communicate data to describe patterns that indicate the nature of relationships between human organ systems, which interact with one another to control digestion, respiration, circulation, excretion, movement, coordination, and protection from infection.*

L.4.1.3 *Construct models of organ systems (e.g. circulatory, digestive, respiratory, muscular, skeletal, nervous) to demonstrate both the unique function of the system and how multiple organs and organ systems work together to accomplish more complex functions.*

L.4.1.4 *Research and communicate how noninfectious diseases (e.g. diabetes, heart disease) and infectious diseases (e.g. cold, flu) serve to disrupt the function of the body system.*

L.4.1.5 *Using informational text, investigate how scientific fields, medical specialties, and research methods help us find new ways to maintain a healthy body and lifestyle (e.g. diet, exercise, vaccines, and mental health).*

GRADE FOUR: Life Science

L.4.2 Reproduction and Heredity

Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Each plant or animal has a unique pattern of growth and development called a life cycle. All of Earth's cycles are driven by energy which can be traced back to the sun.

L.4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

L.4.2.1 *Compare and contrast life cycles of familiar plants and animals.*

L.4.2.2 *Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).*

GRADE FOUR: Physical Science

P.4.6 Motions, Forces, and Energy

Conceptual Understanding: As different forms of energy, heat and electricity can be produced in different ways and are transferred and conducted from one form or object to another. Some materials can be conductors or insulators of heat energy. Electricity can be transferred from place to place by electric currents to produce motion, sound, heat, or light.

P.4.6A Students will demonstrate an understanding of the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity.

P.4.6A.1 *Obtain and communicate information to compare how different processes (including burning, friction, and electricity) serve as sources of heat energy.*

P.4.6A.2 *Plan and conduct scientific investigations to classify different materials as either an insulator or conductor of electricity.*

P.4.6A.3 *Develop models demonstrating how heat and electrical energy can be transformed into other forms of energy (e.g., motion, sound, heat, or light).*

P.4.6A.4 *Develop models that demonstrate the path of an electric current in a complete, simple circuit (e.g., lighting a light bulb or making a sound).*

P.4.6A.5 *Use informational text and technology resources to communicate technological breakthroughs made by historical figures in electricity (e.g. Alessandro Volta, Michael Faraday, Nicola Tesla, Thomas Edison, incandescent light bulbs, batteries, Light Emitting Diodes).*

P.4.6A.6 *Design a device that converts any form of energy from one form to another form (e.g., construct a musical instrument that will convert vibrations to sound by controlling varying pitches, a solar oven that will convert energy from the sun to heat energy, or a simple circuit that can be used to complete a task). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.**

Conceptual Understanding: Light, as a form of energy, has specific properties, including brightness. Light travels in a straight line until it strikes an object. The way light behaves when it strikes an object depends on the object's properties.

P.4.6B Students will demonstrate an understanding of the properties of light as forms of energy.

P.4.6B.1 *Construct scientific evidence to support the claim that white light is made up of different colors. Include the work of Sir Isaac Newton to communicate results.*

P.4.6B.2 *Obtain and communicate information to explain how the visibility of an object is related to light.*

P.4.6B.3 *Develop and use models to communicate how light travels and behaves when it strikes an object, including reflection, refraction, and absorption.*

P.4.6B.4 *Plan and conduct scientific investigations to explain how light behaves when it strikes transparent, translucent, and opaque materials.*

Conceptual Understanding: Sound, as a form of energy, is produced by vibrating objects (matter) and has specific properties, including pitch and volume. Sound travels through air and other materials and is used to communicate information in various forms of technology.

P.4.6C Students will demonstrate an understanding of the properties of sound as a form of energy.

P.4.6C.1 *Plan and conduct scientific investigations to test how different variables affect the properties of sound (i.e., pitch and volume).*

P.4.6C.2 *In relation to how sound is perceived by humans, analyze and interpret data from observations and measurements to report how changes in vibration affect the pitch and volume of sound.*

P.4.6C.3 *Obtain and communicate information about scientists who pioneered in the science of sound, (e.g., Alexander Graham Bell, Robert Boyle, Daniel Bernoulli, and Guglielmo Marconi).*

GRADE FOUR: Earth and Space Science

E.4.9 Earth's Systems and Cycles

Conceptual Understanding: Earth's atmosphere is a mixture of gases, including water vapor and oxygen. Water, which is found almost everywhere on Earth, including the atmosphere, changes form and cycles between Earth's surface to the air and back again. This cycling of water is driven by energy from the sun. The movement of water in the water cycle is a major process that influences weather conditions. Clouds form during this cycle and various types of precipitation result.

E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.

E.4.9A.1 *Develop and use models to explain how the sun's energy drives the water cycle. (e.g., evaporation, condensation, precipitation, transpiration, runoff, and groundwater).*

Conceptual Understanding: Scientists record patterns in weather conditions over time and across the globe to make predictions about what kind of weather might occur next. Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over long periods of time.

E.4.9B Students will demonstrate an understanding of weather and climate patterns.

E.4.9B.1 *Analyze and interpret data (e.g., temperature, precipitation, wind speed/direction, relative humidity, or cloud types) to predict changes in weather over time.*

E.4.9B.2 *Construct explanations about regional climate differences using maps and long-term data from various regions.*

E.4.9B.3 *Design weather instruments utilized to measure weather conditions (e.g., barometer, hygrometer, rain gauge, anemometer, or wind vane). Use an engineering design process to define the problem, design, construct, evaluate, and improve the weather instrument.**

Conceptual Understanding: Earth's oceans and landforms can be affected in various ways by natural processes in one or more of Earth's spheres (i.e., atmosphere, biosphere, geosphere, and hydrosphere). Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.

E.4.9C Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

E.4.9C.1 *Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.*

E.4.9C.2 *Develop and use models of natural processes to explain the effect of the movement of water on the ocean shore zone, including beaches, barrier islands, estuaries, and inlets (e.g., marshes, bays, lagoons, fjord, or sound).*

E.4.9C.3 *Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution, affect the land, oceans, and atmosphere of Earth.*

E.4.9C.4 *Research and explain how systems (i.e., the atmosphere, geosphere, and/or hydrosphere), interact and support life in the biosphere.*

E.4.9C.5 *Obtain and communicate information about severe weather phenomena (e.g., thunderstorms, hurricanes, or tornadoes) to explain steps humans can take to reduce the impact of severe weather events.*

GRADE FOUR: Earth and Space Science

E.4.10 Earth's Resources

Conceptual Understanding: Energy and fuels are derived from natural sources and human use of these materials affects the environment in multiple ways. Due to limited natural resources, humans are exploring the use of abundant solar, water, wind, and geothermal energy resources to develop innovative, high-tech renewable energy systems.

E.4.10 Students will demonstrate an understanding of the various sources of energy used for human needs along with their effectiveness and possible impacts.

E.4.10.1 *Organize simple data sets to compare energy and pollution output of various traditional, non-renewable resources (e.g. coal, crude oil, wood).*

E.4.10.2 *Use technology or informational text to investigate, evaluate, and communicate various forms of clean energy generation.*

GRADE FIVE

Theme: Interdependence of Systems

In Grade 5, students will model processes, provide evidence to support arguments, and obtain and display data about relationships among a variety of systems. The crosscutting concept can be seen in life science through the transfer of energy from the sun into all parts of a food web and ecosystem. In physical science, the concept is developed through a study of matter and an examination of forces and motion through the lens of gravity's effect on an object. The study of Earth and space science in fifth grade investigates the Earth in the universe, relationships between the bodies of our solar system, and human interaction with the Earth. Students are expected to engage in the engineering design process and conduct research to communicate their understanding of each standard in a variety of ways, including ELA connections to speaking and writing and mathematics connections to measurements using the metric system. Because of this yearlong study, students will gain content knowledge and tools to provide evidence and support arguments about the ways systems across content areas are interconnected and interdependent.

GRADE FIVE: Life Science

L.5.3 Ecology and Interdependence

Conceptual Understanding: All organisms need energy to live and grow. Energy is obtained from the sun. Cells transform the energy that organisms need to perform essential life functions through a complex sequence of reactions in which chemical energy is transferred from one system of interacting molecules to another.

L.5.3A Students will demonstrate an understanding of photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival.

L.5.3A.1 *Research and communicate the basic process of photosynthesis that is used by plants to convert light energy into chemical energy that can be stored and released to fuel an organism's activities.*

L.5.3A.2 *Analyze environments that do not receive direct sunlight and devise explanations as to how photosynthesis occurs, either naturally or artificially.*

Conceptual Understanding: A major role an organism serves in an ecosystem can be described by the way in which it obtains its energy. Energy is transferred within an ecosystem by producers, consumers, or decomposers. A healthy ecosystem is one in which a diverse population of life forms can meet their needs in a relatively stable web of life.

L.5.3B Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.

L.5.3B.1 *Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms they support (e.g., salt and fresh water, deserts, grasslands, forests, rain forests, or polar tundra lands).*

L.5.3B.2 *Develop and use a food chain model to classify organisms as producers, consumers, or decomposers. Trace the energy flow to explain how each group of organisms obtains energy.*

L.5.3B.3 *Design and interpret models of food webs to justify what effects the removal or the addition of a species (i.e., introduced or invasive) would have on a specific population and/or the ecosystem as a whole.*

L.5.3B.4 *Communicate scientific or technical information that explains human positions in food webs and our potential impacts on these systems.*

GRADE FIVE: Physical Science

P.5.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter can be segregated into tiny particles that are too small to see, but can be detected by other methods. These tiny particles are referred to as atoms, which can be combined to form molecules. Substances exhibit specific properties that can be observed and measured.

P.5.5A Students will demonstrate an understanding of the physical properties of matter.

P.5.5A.1 *Obtain and evaluate scientific information to describe basic physical properties of atoms and molecules.*

P.5.5A.2 *Collect, analyze, and interpret data from measurements of the physical properties of solids, liquids, and gases (e.g., volume, shape, movement, and spacing of particles).*

P.5.5A.3 *Analyze matter through observations and measurements to classify materials (e.g., powders, metals, minerals, or liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility, or density).*

P.5.5A.4 *Make and test predictions about how the density of an object affects whether the object sinks or floats when placed in a liquid.*

P.5.5A.5 *Design a vessel that can safely transport a dense substance (e.g., syrup, coins, marbles) through water at various distances and under variable conditions. Use an engineering design process to define the problem, design, construct, evaluate, and improve the vessel.**

Conceptual Understanding: Substances of the same type can be classified by their similar, observable properties. Substances can be combined in a variety of ways. A mixture is formed when two or more kinds of matter are physically combined. Solutions are a special type of mixture in which one substance is distributed evenly into another substance. When the physical properties of the components in a mixture are not changed, they can be separated in different physical ways.

P.5.5B Students will demonstrate an understanding of mixtures and solutions.

P.5.5B.1 *Obtain and evaluate scientific information to describe what happens to the properties of substances in mixtures and solutions.*

P.5.5B.2 *Analyze and interpret data to communicate that the concentration of a solution is determined by the relative amount of solute versus solvent in various mixtures.*

P.5.5B.3 *Investigate how different variables (e.g., temperature change, stirring, particle size, or surface area) affect the rate at which a solute will dissolve.*

P.5.5B.4 *Design an effective system (e.g., sifting, filtration, evaporation, magnetic attraction, or floatation) for separating various mixtures. Use an engineering design process to define the problem, design, construct, evaluate, and improve the system.**

Conceptual Understanding: Physical properties can be observed and measured without changing the composition of matter. A physical change occurs when the matter's physical appearance is altered while leaving the composition of the matter unchanged. When two or more substances are mixed together, a new substance with different properties can sometimes be formed, but the total amount (i.e., mass) of the substances is conserved (i.e., total mass stays the same). In a chemical change, the composition of the original matter is altered to create a new substance. A different compound is present at the completion of the chemical change.

P.5.5C Students will demonstrate an understanding of the difference between physical and chemical changes.

P.5.5C.1 *Analyze and communicate the results of chemical changes that result in the formation of new materials (e.g., decaying, burning, rusting, or cooking).*

P.5.5C.2 *Analyze and communicate the results of physical changes to a substance that results in a reversible change (e.g., changes in states of matter with the addition or removal of energy, changes in size or shape, or combining/separating mixtures or solutions).*

P.5.5C.3 *Analyze and interpret data to support claims that when two substances are mixed, the total weight of matter is conserved.*

GRADE FIVE: Physical Science

P.5.6 Motions, Forces, and Energy

Conceptual Understanding: Gravity is a force that draws objects to Earth. This force acting on an object near Earth's surface pulls that object toward the planet's center. The motion of an object can be described in terms of its position, direction, and speed. Multiple factors determine the rate and motion of an object. Other than Earth, any celestial objects will exert varying gravitational pulls on other objects according to their mass and density.

P.5.6 Students will demonstrate an understanding of the factors that affect the motion of an object through a study of Newton's Laws of Motion.

P.5.6.1 *Obtain and communicate information describing gravity's effect on an object.*

P.5.6.2 *Predict the future motion of various objects based on past observation and measurement of position, direction, and speed.*

P.5.6.3 *Develop and use models to explain how the amount or type of force, both contact and non-contact, affects the motion of an object.*

P.5.6.4 *Plan and conduct scientific investigations to test the effects of balanced and unbalanced forces on the speed and/or direction of objects in motion.*

P.5.6.5 *Predict how a change of force, mass, and/or friction affects the motion of an object to convert potential energy into kinetic energy.*

P.5.6.6 *Design a system to increase the effects of friction on the motion of an object (e.g., non-slip surfaces or vehicle braking systems or flaps on aircraft wings). Use an engineering design process to define the problem, design, construct, evaluate, and improve the system.**

GRADE FIVE: Earth and Space Science

E.5.8 Earth and the Universe

Conceptual Understanding: Astronomy is the study of celestial objects in our solar system and beyond. A solar system includes one or more suns (stars) and all other objects orbiting in that system. Planets in our night sky change positions and are not always visible from Earth as they orbit our sun. Stars that can be seen in the night sky lie beyond our solar system and appear in patterns called constellations. Constellations can be used for navigation and appear to move together across the sky because of Earth's rotation and revolution around the sun.

E.5.8A Students will demonstrate an understanding of the locations of objects in the universe.

E.5.8A.1 *Develop and use scaled models of Earth's solar system to demonstrate the size, composition (i.e., rock or gas), location, and order of the planets as they orbit the Sun.*

E.5.8A.2 *Use evidence to argue why the sun appears brighter than other stars.*

E.5.8A.3 *Describe how constellations appear to move from Earth's perspective throughout the seasons (e.g., Ursa Major, Ursa Minor, and Orion).*

E.5.8A.4 *Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration, including the use of telescopes, compasses, and star charts.*

Conceptual Understanding: Earth orbits around the sun as the moon orbits around Earth. The revolution and rotation of Earth on a tilted axis provide evidence of patterns that can be observed, studied, and predicted.

E.5.8B Students will demonstrate an understanding of the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes.

E.5.8B.1 *Analyze and interpret data from observations and research (e.g., from NASA, NOAA, or the USGS) to explain patterns in the location, movement, and appearance of the moon throughout a month and over the course of a year.*

E.5.8B.2 *Develop and use a model of the Earth-Sun-Moon system to analyze the cyclic patterns of lunar phases, solar and lunar eclipses, and seasons.*

E.5.8B.3 *Develop and use models to explain the factors (e.g., tilt, revolution, and angle of sunlight) that result in Earth's seasonal changes.*

E.5.8B.4 *Obtain information and analyze how our understanding of the solar system has evolved over time (e.g., Earth-centered model of Aristotle and Ptolemy compared to the Sun-centered model of Copernicus and Galileo).*

GRADE FIVE: Earth and Space Science

E.5.10 Earth's Resources

Conceptual Understanding: Human activities can impact natural processes and availability of resources. To reduce impacts on the environment (including humans), various best practices can be used. New and improved conservation practices are constantly being developed and tested.

E.5.10 Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.

E.5.10.1 *Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems (e.g., implementing watershed management practices to conserve water resources, utilizing no-till farming to improve soil fertility, reducing emissions to abate air pollution, or recycling to reduce landfill waste).*

E.5.10.2 *Design a process for better preparing communities to withstand manmade or natural disasters (e.g., removing oil from water or soil, systems that reduce the impact of floods, structures that resist hurricane forces). Use an engineering design process to define the problem, design, construct, evaluate, and improve the disaster plan.**

GRADES 6-8 OVERVIEW

Critical to middle school students is the foundation needed to be successful in high school science. In Grades 6-8, students use an integrated science curriculum to develop and plan controlled investigations and create more explicit and detailed models and explanations. Students must have opportunities to develop the skills necessary to engage in scientific and technical reasoning that are necessary for success in college, careers, and citizenship.

Because of using an integrated science model, the development of themes for each grade became necessary to assure continuity of thought processes.

- Grade 6 – Structure and Function
- Grade 7 – Systems and Cycles
- Grade 8 – Cause and Effect

In Grade 6, students need more tangible concepts, but by Grade 8, the complexity of the content increases to abstract cause and effect relationships. Explaining patterns and making predictions based on an understanding of cause and effect allows students to conceptualize and describe the relationships among natural phenomena. By building complexity into the standards, student skill sets are further strengthened as they prepare for high school courses.

The core science content utilizes hands-on classroom instruction to reinforce the seven crosscutting concepts (i.e., patterns; cause and effect; scale, portion, and quantity; systems and system models; energy and matter; structure and function; and stability and change).

SEPs are in life science, physical science, and Earth and space science. The SEPs are designed so that students may develop skills and apply knowledge to solve real-life problems. While presented as distinct skill sets, the eight practices intentionally overlap and interconnect as students explore the science concepts. Some examples of specific skills students should develop in Grades 6-8 are listed below.

1. Ask questions to explain how density of matter (observable in various objects) is affected by a change in heat and/or pressure.
2. Develop and use models to show relationships among the increasing complexity of multicellular organisms (cells, tissues, organs, organ systems, organisms) and how they serve the needs of the organism.
3. Conduct simple investigations about the performance of waves to describe their behavior (e.g., refraction, reflection, transmission, and absorption) as they interact with various materials (e.g., lenses, mirrors, and prisms).
4. Analyze and interpret data to explain how the processes of photosynthesis, and cellular respiration (aerobic and anaerobic) work together to meet the needs of plants and animals.
5. Use mathematical computation and diagrams to calculate the sum of forces acting on various objects.
6. Construct an explanation for how climate is determined in an area using global and surface features (e.g. latitude, elevation, shape of the land, distance from water, global winds, and ocean currents).
7. Engage in scientific argument based on current evidence to determine whether climate change happens naturally or is being accelerated through the influence of man.
8. Obtain and evaluate scientific information to explain the relationship between seeing color and the transmission, absorption, or reflection of light waves by various materials.

Curricula and instructions that integrate science and engineering practices should reflect the skills outlined above.

The Engineering Design Process (EDP) is a step-by-step method of devising a system, component, or process to meet desired needs. This is similar to the "scientific method" which is taught to young scientists. However, the EDP is a flexible process. Students can begin at any step, focus on just one step, move back and forth between steps, or repeat the cycle. Engineering standards are represented in some performance objectives with grade-banded, specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.** Professional development and teacher resources will be developed for teachers as EDP is incorporated into Mississippi standards.

The use of science and engineering practices and crosscutting concepts will actively engage students in science, building on their natural curiosity and encouraging further study in science and engineering fields. As science also requires the ability to think and reason, students will therefore also develop the skills necessary to be successful in college, career, and society.

GRADE SIX

Theme: Structure and Function

Grade 6 students need concrete opportunities to engage with natural phenomena. The integration of Earth and space, life, and physical sciences gives students many opportunities to explore the relationship of structure and function in the world around them. By analyzing the macro- and microscopic world, the role of cells in life functions, the interdependence in ecosystems, the diversity of life on Earth, the relationship between force and motion, and the organization and interactions of objects in the universe, Grade 6 students can make claims and provide evidence about structure-function relationships in different scientific domains.

GRADE SIX: Life Science

L.6.1 Hierarchical Organization

Conceptual Understanding: Living things are distinguished from nonliving things by several characteristics. All living things are comprised of one (unicellular) or more (multicellular) cells, which are the smallest units of life. Cells carry out life functions and undergo cell division using specialized structures that allow them to acquire energy and water, grow, reproduce, dispose of waste, and survive. Multicellular organisms are organized in a hierarchy of increasing complexity with related, specialized structures and functions.

L.6.1 Students will demonstrate an understanding that living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems.

L.6.1.1 *Use argument supported by evidence in order to distinguish between living and non-living things, including viruses and bacteria.*

L.6.1.2 *Obtain and communicate evidence to support the cell theory.*

L.6.1.3 *Develop and use models to explain how specific cellular components (cell wall, cell membrane, nucleus, chloroplast, vacuole, and mitochondria) function together to support the life of prokaryotic and eukaryotic organisms to include plants, animals, fungi, protists, and bacteria (not to include biochemical function of cells or cell part).*

L.6.1.4 *Compare and contrast different cells in order to classify them as a protist, fungus, plant, or animal.*

L.6.1.5 *Provide evidence that organisms are unicellular or multicellular.*

L.6.1.6 *Develop and use models to show relationships among the increasing complexity of multicellular organisms (cells, tissues, organs, organ systems, organisms) and how they serve the needs of the organism.*

GRADE SIX: Life Science

L.6.3 Ecology and Interdependence

Conceptual Understanding: All organisms depend on biotic and abiotic factors for survival. When any environmental factor changes, a corresponding change in diversity and population of organisms will also occur. The environment and the organism in which it lives are therefore interdependent.

L.6.3 Students will demonstrate an understanding of the relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment.

L.6.3.1 *Use scientific reasoning to explain differences between biotic and abiotic factors that demonstrate what living organisms need to survive.*

L.6.3.2 *Develop and use models to describe the levels of organization within ecosystems (species, populations, communities, ecosystems, and biomes).*

L.6.3.3 *Analyze cause and effect relationships to explore how changes in the physical environment (limiting factors, natural disasters) can lead to population changes within an ecosystem.*

L.6.3.4 *Investigate organism interactions in a competitive or mutually beneficial relationship (predation, competition, cooperation, or symbiotic relationships).*

L.6.3.5 *Develop and use food chains, webs, and pyramids to analyze how energy is transferred through an ecosystem from producers (autotrophs) to consumers (heterotrophs, including humans) to decomposers.*

GRADE SIX: Life Science

L.6.4 Adaptation and Diversity

Conceptual Understanding: Because living organisms are so diverse, scientists have created a system by which living things are organized into groups according to their characteristics (physical and/or genomic) for identification and research purposes. The kingdoms are very diverse but also have quite a bit in common. Organisms exhibit structural and behavioral characteristics such as adaptations, patterns of growth and development, and life cycles that increase their chances of reproduction and survival in a changing environment.

L.6.4 Students will demonstrate an understanding of classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdoms: Archaebacteria, Eubacteria, Protists, Fungi, Plants, and Animals.

L.6.4.1 *Compare and contrast modern classification techniques (e.g., analyzing genetic material) to the historical practices used by scientists such as Aristotle and Carolus Linnaeus.*

L.6.4.2 *Use classification methods to explore the diversity of organisms in kingdoms (animals, plants, fungi, protists, bacteria). Support claims that organisms have shared structural and behavioral characteristics.*

L.6.4.3 *Analyze and interpret data from observations to describe how fungi obtain energy and respond to stimuli (e.g., bread mold, rotting plant material).*

L.6.4.4 *Conduct investigations using a microscope or multimedia source to compare the characteristics of protists (euglena, paramecium, amoeba) and the methods they use to obtain energy and move through their environment (e.g., pond water).*

L.6.4.5 *Engage in scientific arguments to support claims that bacteria (Archaebacteria and Eubacteria) and viruses can be both helpful and harmful to other organisms and the environment.*

GRADE SIX: Physical Science

P.6.6 Motions, Forces, and Energy

Conceptual Understanding: Newton's Laws describe forces and motion affecting substances in various environments and situations. Motion is determined by the amount of force applied. Focusing on magnetic, frictional, and gravitational forces will provide an understanding of the relationship between distance and contact forces.

P.6.6 Students will demonstrate an understanding of Newton's laws of motion using real world models and examples.

P.6.6.1 *Use an engineering design process to create or improve safety devices (e.g., seat belts, car seats, helmets) by applying Newton's Laws of motion. Use an engineering design process to define the problem, design, construct, evaluate, and improve the safety device.**

P.6.6.2 *Use mathematical computation and diagrams to calculate the sum of forces acting on various objects.*

P.6.6.3 *Investigate and communicate ways to manipulate applied/frictional forces to improve movement of objects on various surfaces (e.g., athletic shoes, wheels on cars).*

P.6.6.4 *Compare and contrast magnetic, electric, frictional, and gravitational forces.*

P.6.6.5 *Conduct investigations to predict and explain the motion of an object according to its position, direction, speed, and acceleration.*

P.6.6.6 *Investigate forces (gravity, friction, drag, lift, thrust) acting on objects (e.g., airplane, bicycle helmets). Use data to explain the differences between the forces in various environments.*

P.6.6.7 *Determine the relationships between the concepts of potential, kinetic, and thermal energy.*

GRADE SIX: Earth and Space Science

E.6.8 Earth and the Universe

Conceptual Understanding: The hierarchical organization of the universe is the result of complex structure and function. Current theories suggest that time began with a period of extremely rapid expansion. Presently, Earth's solar system consists of the Sun and other objects that are held in orbit by the Sun's gravitational force. The interactions of the Earth, the Moon, and the Sun have effects that can be observed on Earth. Various technologies have aided in our understanding of Earth's place in the universe.

E.6.8 Students will demonstrate an understanding of Earth's place in the universe and the interactions of the solar system (sun, planets, their moons, comets, and asteroids) using evidence from multiple scientific resources to explain how these objects are held in orbit around the Sun because of its gravitational pull.

E.6.8.1 *Obtain, evaluate, and summarize past and present theories and evidence to explain the formation and composition of the universe.*

E.6.8.2 *Use graphical displays or models to explain the hierarchical structure (stars, galaxies, galactic clusters) of the universe.*

E.6.8.3 *Evaluate modern techniques used to explore our solar system's position in the universe.*

E.6.8.4 *Obtain and evaluate information to model and compare the characteristics and movements of objects in the solar system (including planets, moons, asteroids, comets, and meteors).*

E.6.8.5 *Construct explanations for how gravity affects the motion of objects in the solar system and tides on Earth.*

E.6.8.6 *Design models representing motions within the Sun-Earth-Moon system to explain phenomena observed from the Earth's surface (positions of celestial bodies, day and year, moon phases, solar and lunar eclipses, and tides).*

E.6.8.7 *Analyze and interpret data from the surface features of the Sun (e.g., photosphere, corona, sunspots, prominences, and solar flares) to predict how these features may affect Earth.*

GRADE SEVEN

Theme: Systems and Cycles

Students relate systems and cycles through analyzing various small scale and large scale phenomena. Using scientific methods, students can connect Earth's systems with the flow of energy in supporting living and nonliving organisms and specific interactions of matter. Students use multiple investigative methods to discover evidence, make claims, and generate explanations about systems and cycles that take place on Earth. A focus on organization and cycles of matter requires students to apply skills and make connections across genres of science since most complex cycles have multiple interactions.

GRADE SEVEN: Life Science

L.7.3 Ecology and Interdependence

Conceptual Understanding: The emphasis is on predicting consistent patterns of interactions among different cycling systems in terms of the relationships between organisms and abiotic components within ecosystems. Rearrangement of food molecules through chemical processes in cellular respiration and photosynthesis is an important part of energy cycling in all life systems. Preservation of biodiversity and consideration of human impacts are themes in maintaining ecosystem services.

L.7.3 Students will demonstrate an understanding of the importance that matter cycles between living and nonliving parts of the ecosystem to sustain life on Earth.

L.7.3.1 *Analyze diagrams to provide evidence of the importance of the cycling of water, oxygen, carbon, and nitrogen through ecosystems to organisms.*

L.7.3.2 *Analyze and interpret data to explain how the processes of photosynthesis, and cellular respiration (aerobic and anaerobic) work together to meet the needs of plants and animals.*

L.7.3.3 *Use models to describe how food molecules (carbohydrates, lipids, proteins) are processed through chemical reactions using oxygen (aerobic) to form new molecules.*

L.7.3.4 *Explain how disruptions in cycles (e.g., water, oxygen, carbon, and nitrogen) affect biodiversity and ecosystem services (e.g., water, food, and medications) which are needed to sustain human life on Earth.*

L.7.3.5 *Design solutions for sustaining the health of ecosystems to maintain biodiversity and the resources needed by humans for survival (e.g., water purification, nutrient recycling, prevention of soil erosion, and prevention or management of invasive species).**

GRADE SEVEN: Physical Science

P.7.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter and its interactions can be distinguished by investigating physical properties (e.g., mass, density, solubility) using chemical processes and experimentation. Changes to substances can either be physical or chemical.

P.7.5A Students will demonstrate an understanding of the physical and chemical properties of matter.

P.7.5A.1 *Collect and evaluate qualitative data to describe substances using physical properties (state, boiling/melting point, density, heat/electrical conductivity, color, and magnetic properties).*

P.7.5A.2 *Analyze and interpret qualitative data to describe substances using chemical properties (the ability to burn or rust).*

P.7.5A.3 *Compare and contrast chemical and physical properties (e.g., combustion, oxidation, pH, solubility, reaction with water).*

Conceptual Understanding: Matter is made of atoms and/or molecules that are in constant motion. The movement of the atoms and molecules depends on the amount of energy in the system at the time. The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

P.7.5B Students will demonstrate an understanding about the effects of temperature and pressure on physical state, molecular motion, and molecular interactions.

P.7.5B.1 *Make predictions about the effect of temperature and pressure on the relative motion of atoms and molecules (speed, expansion, and condensation) relative to recent breakthroughs in polymer and materials science (e.g. self-healing protective films, silicone computer processors, pervious/porous concrete).*

P.7.5B.2 *Use evidence from multiple scientific investigations to communicate the relationships between pressure, volume, density, and temperature of a gas.*

P.7.5B.3 *Ask questions to explain how density of matter (observable in various objects) is affected by a change in heat and/or pressure.*

Conceptual Understanding: Atoms are the basic building blocks of ordinary elements. Compounds are substances composed of two or more elements. Chemical formulas can be used to describe compounds. The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The element position on the periodic table can also be used to predict the type of bonding that most commonly occurs between the elements.

P.7.5C Students will demonstrate an understanding of the proper use of the periodic table to predict and identify elemental properties and how elements interact.

P.7.5C.1 *Develop and use models that explain the structure of an atom.*

P.7.5C.2 *Use informational text to sequence the major discoveries leading to the current atomic model.*

P.7.5C.3 *Collect, organize, and interpret data from investigations to identify and analyze the relationships between the physical and chemical properties of elements, atoms, molecules, compounds, solutions, and mixtures.*

P.7.5C.4 *Predict the properties and interactions of elements using the periodic table (metals, non-metals, reactivity, and conductors).*

P.7.5C.5 *Describe concepts used to construct chemical formulas (e.g. CH_4, H_20) to determine the number of atoms in a chemical formula.*

P.7.5C.6 *Using the periodic table, make predictions to explain how bonds (ionic and covalent) form between groups of elements (e.g., oxygen gas, ozone, water, table salt, and methane).*

Conceptual Understanding: Changes to substances can either be physical or chemical. Many substances react chemically with other substances to form new substances with different properties. Substances (such as metals or acids) are identified according to their physical or chemical properties. Some chemical reactions release energy and others store energy.

P.7.5D Students will demonstrate an understanding of chemical formulas and common chemical substances to predict the types of reactions and possible outcomes of the reactions.

P.7.5D.1 *Analyze evidence from scientific investigations to predict likely outcomes of chemical reactions.*

P.7.5D.2 *Design and conduct scientific investigations to support evidence that chemical reactions (e.g., cooking, combustion, rusting, decomposition, photosynthesis, and cellular respiration) have occurred.*

P.7.5D.3 *Collect, organize, and interpret data using various tools (e.g., litmus paper, pH paper, cabbage juice) regarding neutralization of acids and bases using common substances.*

P.7.5D.4 *Build a model to explain that chemical reactions can store (formation of bonds) or release energy (breaking of bonds).*

Conceptual Understanding: In a chemical process, the atoms that make up original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. The total number of each type of atom is conserved, and the mass does not change. As these chemical combinations take place, substances react in various ways, yet matter is always conserved in a reaction.

P.7.5E Students will demonstrate an understanding of the law of conservation of mass.

P.7.5E.1 *Conduct simple scientific investigations to show that total mass is not altered during a chemical reaction in a closed system. Compare results of investigations to Antoine-Laurent Lavoisier's discovery of the law of conservation of mass.*

P.7.5E.2 *Analyze data from investigations to explain why the total mass of the product in an open system appears to be less than the mass of reactants.*

P.7.5E.3 *Compare and contrast balanced and unbalanced chemical equations to demonstrate the number of atoms does not change in the reaction.*

GRADE SEVEN: Earth and Space Science

E.7.9 Earth's Systems and Cycles

Conceptual Understanding: Complex patterns in the movement of air and water in the atmosphere are major determinants of local weather. Global movements of water and its changes in form are propelled by sunlight and gravity. Variations in temperature drive a global pattern of interconnected currents. Interactions between sunlight, oceans, atmosphere, ice, landforms, and living things vary with latitude, altitude, and local and regional geography. Weather is difficult to predict; however, large scale patterns and trends in global climate, such as the gradual increase in average temperature, are more easily observed and predicted.

E.7.9A Students will demonstrate an understanding of how complex changes in the movement and patterns of air and water molecules caused by the sun, winds, landforms, ocean temperatures, and currents in the atmosphere are major determinants of local and global weather patterns.

E.7.9A.1 *Analyze and interpret weather patterns from various regions to differentiate between weather and climate.*

E.7.9A.2 *Analyze evidence to explain the weather conditions that result from the relationship between the movement of water and air masses.*

E.7.9A.3 *Interpret atmospheric data from satellites, radar, and weather maps to predict weather patterns and conditions.*

E.7.9A.4 *Construct an explanation for how climate is determined in an area using global and surface features (e.g. latitude, elevation, shape of the land, distance from water, global winds and ocean currents).*

E.7.9A.5 *Analyze models to explain the cause and effect relationship between solar energy and convection and the resulting weather patterns and climate conditions.*

E.7.9A.6 *Research and use models to explain what type of weather (thunderstorms, hurricanes, and tornadoes) results from the movement and interactions of air masses, high and low pressure systems, and frontal boundaries.*

E.7.9A.7 *Interpret topographic maps to predict how local and regional geography affect weather patterns and make them difficult to predict.*

Conceptual Understanding: Climate changes are defined as significant and persistent changes in an area's average or extreme weather conditions. Changes can occur if any of Earth's systems change (e.g., composition of the atmosphere, reflectivity of Earth's surface). The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. Greenhouse gases in the atmosphere absorb and retain the energy radiated from land and ocean surfaces, thereby regulating Earth's average surface temperature and keeping it habitable. Excess greenhouse gases could cause a detrimental impact on climate over time.

E.7.9B Students will demonstrate an understanding of the relationship between natural phenomena, human activity, and global climate change.

E.7.9B.1 *Read and evaluate scientific or technical information assessing the evidence and bias of each source to explain the causes and effects of climate change.*

E.7.9B.2 *Interpret data about the relationship between the release of carbon dioxide from burning fossil fuels into the atmosphere and the presence of greenhouse gases.*

E.7.9B.3 *Engage in scientific argument based on current evidence to determine whether climate change happens naturally or is being accelerated through the influence of man.*

Conceptual Understanding: The tilt of Earth's spin axis with respect to the plane of its orbit around the sun is important for a habitable Earth. The Earth's spin axis is tilted 23.5 degrees. Earth's axis points in the same direction in space no matter where Earth is in relation to the sun. The seasons are a result of this tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.

E.7.9C Students will demonstrate an understanding that the seasons are the direct result of the Earth's tilt and the intensity of sunlight on the Earth's hemispheres.

E.7.9C.1 *Construct models and diagrams to illustrate how the tilt of Earth's axis results in differences in intensity of sunlight on the Earth's hemispheres throughout the course of one full revolution around the Sun.*

E.7.9C.2 *Investigate how variations of sunlight intensity experienced by each hemisphere (to include the equator and poles) create the four seasons.*

GRADE EIGHT

Theme: Cause and Effect

Since causes of complex phenomena and systems are not always immediately or physically visible to students, the need to develop abstract thinking skills is a significant outcome for Grade 8. Explaining patterns and making predictions based on an understanding of cause and effect allows students to conceptualize and describe the relationships among natural phenomena. In Grade 8, some examples of the relationships include the role of genetics in reproduction and heredity, the biology that explains unity and diversity, the transfer of energy, the result of dynamic changes to the Earth's surface, and human impact on the biosphere.

GRADE EIGHT: Life Science

L.8.2 Reproduction and Heredity

Conceptual Understanding: Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. The process of passing genetic information to offspring is inheritance. During sexual reproduction, genetic information is passed to offspring resulting in similarities and differences between parental organisms and their offspring. There are advantages and disadvantages of the two types of reproduction.

L.8.2A Students will demonstrate an understanding of how sexual reproduction results in offspring with genetic variation while asexual reproduction results in offspring with identical genetic information.

L.8.2A.1 *Obtain and communicate information about the relationship of genes, chromosomes, and DNA, and construct explanations comparing their relationship to inherited characteristics.*

L.8.2A.2 *Create a diagram of mitosis and explain its role in asexual reproduction, which results in offspring with identical genetic information.*

L.8.2A.3 *Construct explanations of how genetic information is transferred during meiosis.*

L.8.2A.4 *Engage in discussion using models and evidence to explain that sexual reproduction produces offspring that have a new combination of genetic information different from either parent.*

L.8.2A.5 *Compare and contrast advantages and disadvantages of asexual and sexual reproduction.*

Conceptual Understanding: Inheritance is the key process causing similarities between parental organisms and their offspring. Organisms that reproduce sexually transfer genetic information (DNA) to their offspring. This transfer of genetic information through inheritance leads to greater similarity among individuals within a population than between populations. Genetic changes can accumulate through natural selection or mutation that can lead to the evolution of species. Humans can manipulate genetic information using technology.

L.8.2B Students will demonstrate an understanding of the differences in inherited and acquired characteristics and how environmental factors (natural selection) and the use of technologies (selective breeding, genetic engineering) influence the transfer of genetic information.

L.8.2B.1 *Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms.*

L.8.2B.2 *Use various scientific resources to research and support the historical findings of Gregor Mendel to explain the basic principles of heredity.*

L.8.2B.3 *Use mathematical and computational thinking to analyze data and make predictions about the outcome of specific genetic crosses (monohybrid Punnett Squares) involving simple dominant/recessive traits.*

L.8.2B.4 *Debate the ethics of artificial selection (selective breeding, genetic engineering) and the societal impacts of humans changing the inheritance of desired traits in organisms.*

Conceptual Understanding: Genes are located on the chromosomes of cells, with each chromosome pair containing two variations of each distinct gene. Each distinct gene chiefly controls the production of a specific protein, which in turn affects the traits of the individual. Changes (mutations) in genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.

L.8.2C Students will demonstrate an understanding that chromosomes contain many distinct genes and that each gene holds the instructions for the production of a specific protein, which in turn affects the traits of an individual.

L.8.2C.1 *Communicate through diagrams that chromosomes contain many distinct genes and that each gene holds the instructions for the production of specific proteins, which in turn affects the traits of the individual (not to include transcription or translation).*

L.8.2C.2 *Construct scientific arguments from evidence to support claims about the potentially harmful, beneficial, or neutral effects of genetic mutations on organisms.*

GRADE EIGHT: Life Science

L.8.4 Adaptation and Diversity

Conceptual Understanding: The scientific theory of evolution underlies the study of biology and provides an explanation for both the diversity of life on Earth and similarities of all organisms at the chemical, cellular, and molecular level. Multiple forms of scientific evidence support the theory of evolution. Adaptations are physical or behavioral changes that are inherited and enhance the ability of an organism to survive and reproduce in a particular environment.

L.8.4A Students will demonstrate an understanding of the process of natural selection, in which variations in a population increase some individuals' likelihood of surviving and reproducing in a changing environment.

L.8.4A.1 *Use various scientific resources to analyze the historical findings of Charles Darwin to explain basic principles of natural selection.*

L.8.4A.2 *Investigate to construct explanations about natural selection that connect growth, survival, and reproduction to genetic factors, environmental factors, food intake, and interactions with other organisms.*

Conceptual Understanding: Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. The traits of organisms that survive a change in the environment are inherited by offspring and become more common in the population. The traits of organisms that cannot survive a change in the environment are not passed to offspring and become less common. In separated populations, the changes can be large enough that the populations evolve to become separate species. Extinction occurs when the environment changes and the adaptive characteristics of a species, including its behaviors, are insufficient to allow its survival.

L.8.4B Students will demonstrate an understanding of how similarities and differences among living and extinct species provide evidence that changes have occurred in organisms over time and that similarity of characteristics provides evidence of common ancestry.

L.8.4B.1 *Analyze and interpret data (e.g. pictures, graphs) to explain how natural selection may lead to increases and decreases of specific traits in populations over time.*

L.8.4B.2 *Construct written and verbal explanations to describe how genetic variations of traits in a population increase some organisms' probability of surviving and reproducing in a specific environment.*

L.8.4B.3 *Obtain and evaluate scientific information to explain that separated populations, that remain separated, can evolve through mutations to become a new species (speciation).*

L.8.4B.4 *Analyze displays of pictorial data to compare and contrast embryological and homologous/analogous structures across multiple species to identify evolutionary relationships.*

GRADE EIGHT: Physical Science

P.8.6 Motions, Forces, and Energy

Conceptual Understanding: Waves have energy that is transferred when they interact with various types of matter. A repeating pattern of motion allows the transfer of energy from place to place without overall displacement of matter. All types of waves have some features in common. When waves interact, they affect each other resulting in changes to the resonance. Many modern technologies are based on waves and their interactions with matter.

P.8.6 Students will demonstrate an understanding of the properties, behaviors, and application of waves.

P.8.6.1 *Collect, organize, and interpret data about the characteristics of sound and light waves to construct explanations about the relationship between matter and energy.*

P.8.6.2 *Investigate research-based mechanisms for capturing and converting wave energy (frequency, amplitude, wavelength, and speed) into electrical energy.*

P.8.6.3 *Conduct simple investigations about the performance of waves to describe their behavior (e.g., refraction, reflection, transmission, and absorption) as they interact with various materials (e.g., lenses, mirrors, and prisms).*

P.8.6.4 *Use scientific processes to plan and conduct controlled investigations to conclude sound is a wave phenomenon that is characterized by amplitude and frequency.*

P.8.6.5 *Conduct scientific investigations that describe the behavior of sound when resonance changes (e.g., waves in a stretched string and design of musical instruments).*

P.8.6.6 *Obtain and evaluate scientific information to explain the relationship between seeing color and the transmission, absorption, or reflection of light waves by various materials.*

P.8.6.7 *Research the historical significance of wave technology to explain how digitized tools have evolved to encode and transmit information (e.g., telegraph, cell phones, and wireless computer networks).*

P.8.6.8 *Compare and contrast the behavior of sound and light waves to determine which types of waves need a medium for transmission.*

GRADE EIGHT: Earth and Space Science

E.8.7 Earth's Structure and History

Conceptual Understanding: Fossils are preserved remains or traces of organisms that lived in the past. Thousands of layers of sedimentary rock not only provide evidence of the history of Earth itself but also of changes in organisms whose fossil remains have been found in those layers. The collection of fossils and their placement in chronological order (e.g., through the location of rock layers or through radioactive dating) is collectively known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.

E.8.7 Students will demonstrate an understanding of geological evidence to analyze patterns in Earth's major events, processes, and evolution in history.

E.8.7.1 *Use scientific evidence to create a timeline of Earth's history that depicts relative dates from index fossil records and layers of rock (strata).*

E.8.7.2 *Create a model of the processes involved in the rock cycle and relate it to the fossil record.*

E.8.7.3 *Construct and analyze scientific arguments to support claims that most fossil evidence is an indication of the diversity of life that was present on Earth and that relationships exist between past and current life forms.*

E.8.7.4 *Use research and evidence to document how evolution has been shaped both gradually and through mass extinction by Earth's varying geological conditions (e.g., climate change, meteor impacts, and volcanic eruptions).*

GRADE EIGHT: Earth and Space Science

E.8.9 Earth's Systems and Cycles

Conceptual Understanding: Earth systems and cycles are characterized by cause and effect relationships. All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Landforms and water distribution result from constructive and destructive processes. Physical and chemical interactions among rocks, sediments, water, air, and organisms produce soil. Water's movements—both on the land and underground—cause weathering and erosion. Plate tectonics is the unifying theory that explains the past and current crustal movements at the surface. This theory provides a framework for understanding geological history. Mapping land and water patterns based on investigations of rocks and fossils can help forecast the proximity and probability of future events.

E.8.9A Students will demonstrate an understanding that physical processes and major geological events (e.g., plate movement, volcanic activity, mountain building, weathering, erosion) are powered by the Sun and the Earth's internal heat and have occurred over millions of years.

E.8.9A.1 *Investigate and explain how the flow of Earth's internal energy drives the cycling of matter through convection currents between Earth's surface and the deep interior causing plate movements.*

E.8.9A.2 *Explore and debate theories of plate tectonics to form conclusions about past and current movements of rocks at Earth's surface throughout history.*

E.8.9A.3 *Map land and water patterns from various time periods and use rocks and fossils to report evidence of how Earth's plates have moved great distances, collided, and spread apart.*

E.8.9A.4 *Research and assess the credibility of scientific ideas to debate and discuss how Earth's constructive and destructive processes have changed Earth's surface at varying time and spatial scales.*

E.8.9A.5 *Use models that demonstrate convergent and divergent plate movements that are responsible for most landforms and the distribution of most rocks and minerals within Earth's crust.*

E.8.9A.6 *Design and conduct investigations to evaluate the chemical and physical processes involved in the formation of soils.*

E.8.9A.7 *Explain the interconnected relationship between surface water and groundwater*.

Conceptual Understanding: Natural processes can cause sudden or gradual changes to Earth's systems. Some may adversely affect humans such as volcanic eruptions or earthquakes. Mapping the history of natural hazards in a region, combined with an understanding of related geological forces can help forecast the locations and likelihoods of future events.

E.8.9B Students will demonstrate an understanding of natural hazards (volcanic eruptions, severe weather, earthquakes) and construct explanations for why some hazards are predictable and others are not.

E.8.9B.1 *Research and map various types of natural hazards to determine their impact on society.*

E.8.9B.2 *Compare and contrast technologies that predict natural hazards to identify which types of technologies are most effective.*

E.8.9B.3 *Using an engineering design process, create mechanisms to improve community resilience, which safeguard against natural hazards (e.g., building restrictions in flood or tidal zones, regional watershed management, Firewise construction).**

GRADE EIGHT: Earth and Space Science

E.8.10 Earth's Resources

Conceptual Understanding: Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources, both renewable and nonrenewable. Human activities have significantly altered the biosphere, sometimes damaging, or destroying natural habitats that could cause extinction or the threat of extinction of many species. Past and present geological events have distributed resources unevenly around the planet; therefore, there has been an increase in, and continued need for, technology to harness available resources and develop alternatives.

E.8.10 Students will demonstrate an understanding that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved.

E.8.10.1 *Read and evaluate scientific information about advancements in renewable and nonrenewable resources. Propose and defend ways to decrease national and global dependency on nonrenewable resources.*

E.8.10.2 *Create and defend a proposal for reducing the environmental effects humans have on Earth (e.g., population increases, consumer demands, chemical pollution, deforestation, and change in average annual temperature).*

E.8.10.3 *Using scientific data, debate the societal advantages and disadvantages of technological advancements in renewable energy sources.*

E.8.10.4 *Using an engineering design process, develop a system to capture and distribute thermal energy that makes renewable energy more readily available and reduces human impact on the environment (e.g., building solar water heaters, conserving home energy).**

GRADES 9-12 OVERVIEW

The high school curriculum provides essential preparation for all students in Grades 9-12. This experience should promote the development of adequate scientific knowledge to allow students to make informed, critical choices and to succeed in both the workplace and in postsecondary courses.

Content standards are integrated with scientific and engineering practices (SEPs), cross-cutting concepts, and the use of technology to connect information gathered through scientific investigations with real-world applications and engineering solutions to human problems. The nature of science and historical perspectives are critical to understanding the foundation and processes of science, regardless of the scientific discipline.

The eight SEPs should not be considered a stand-alone set of practices, as previously presented, but rather incorporated throughout the set of content objectives. The SEPs are designed so that students may develop skills and apply knowledge to solve real-life problems. While presented as distinct skill sets, the eight practices intentionally overlap and interconnect as students explore the science concepts.

The core science content utilizes hands-on classroom instruction to reinforce the seven crosscutting concepts (i.e., patterns; cause and effect; scale, portion, and quantity; systems and system models; energy and matter; structure and function; and stability and change).

The National Academies' (2012) research-based findings state that "the actual doing of science or engineering can pique students' curiosity, capture their interest and motivate their continued study…" (p. 42). Science curricula should actively engage students in learning through scientific investigations. At least 30% of the course should be dedicated to laboratory experiences, including, but not limited to:

- field studies and field trips
- manipulatives and model
- guided experimentation
- student independent research and/or science fair
- computer-based simulations
- case studies

Technology plays multiple roles in content mastery. It encompasses students' awareness of current technology applications, the use of technology in data collection, and its use by teachers and students in content delivery.

Students need to be supplied with the appropriate materials and equipment necessary to conduct scientific investigations. Student safety and safe practices are primary concerns. For this reason, teachers should adhere to the National Science Teachers Association (NSTA) safety recommendations, which can be accessed at http://www.nsta.org/docs/SafetyInTheScienceClassroom.pdf.

The Engineering Design Process (EDP) is a step-by-step method of devising a system, component, or process to meet desired needs. This is similar to the "scientific method" which is taught to young scientists. However, the EDP is a flexible process. Students can begin at any step, focus on just one step, move back and forth between steps, or repeat the cycle. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.** Professional development and teacher resources will be developed for teachers as EDP is incorporated into Mississippi standards.

Each high school course contains the "Overarching SEPs for Inquiry Extension of Labs" that provides guidance for scientific investigations in all courses.

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

BIOLOGY

Biology, **a one-credit course**, is a laboratory-based course that is designed to build a life science foundation emphasizing patterns, processes, and interactions among organisms. Students are expected to master conceptual understandings based on both individual investigations and the investigations conducted by others. Individual learning experiences are used to support claims and engage in evidence-based arguments. In this way, students explore the organization of life; the interdependence between organisms and their environment; the chemical composition of life; the role of DNA, RNA, and protein in cellular structure and function; inheritance; and evolution. Local resources coupled with external resources, including evidence-based literature, will be used to extend and increase the complexity of these core ideas.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. The recommendation is that students should be actively engaged in inquiry activities, lab experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Biology

BIO.1 Cells as a System

Conceptual Understanding: Biologists have determined that organisms share unique characteristics that differentiate them from non-living things. Organisms range from very simple to extremely complex.

BIO.1A Students will demonstrate an understanding of the characteristics of life and biological organization.

BIO.1A.1 *Develop criteria to differentiate between living and non-living things.*

BIO.1A.2 *Describe the tenets of cell theory and the contributions of Schwann, Hooke, Schleiden, and Virchow.*

BIO.1A.3 *Using specific examples, explain how cells can be organized into complex tissues, organs, and organ systems in multicellular organisms.*

BIO.1A.4 *Use evidence from current scientific literature to support whether a virus is living or non-living.*

Conceptual Understanding: Organisms are composed of four primary macromolecules: carbohydrates, lipids, proteins, and nucleic acids. Metabolism is the sum of all chemical reactions between molecules within cells. Cells continuously utilize materials obtained from the environment and the breakdown of other macromolecules to synthesize their own large macromolecules for cellular structures and functions. These metabolic reactions require enzymes for catalysis.

BIO.1B Students will analyze the structure and function of the macromolecules that make up cells.

BIO.1B.1 *Develop and use models to compare and contrast the structure and function of carbohydrates, lipids, proteins, and nucleic acids (DNA and RNA) in organisms.*

BIO.1B.2 *Design and conduct an experiment to determine how enzymes react given various environmental conditions (i.e., pH, temperature, and concentration). Analyze, interpret, graph, and present data to explain how those changing conditions affect the enzyme activity and the rate of the reactions that take place in biological organisms.*

Conceptual Understanding: Cells are the basic units of all organisms, both prokaryotes and eukaryotes. Prokaryotic and eukaryotic cells differ in key structural features, but both can perform all functions necessary for life.

BIO.1C Students will relate the diversity of organelles to a variety of specialized cellular functions.

BIO.1C.1 *Develop and use models to explore how specialized structures within cells (e.g., nucleus, cytoskeleton, endoplasmic reticulum, ribosomes, Golgi apparatus, lysosomes, mitochondria, chloroplast, centrosomes, and vacuoles) interact to carry out the functions necessary for organism survival.*

BIO.1C.2 *Investigate to compare and contrast prokaryotic cells and eukaryotic cells, and plant, animal, and fungal cells.*

BIO.1C.3 *Contrast the structure of viruses with that of cells, and explain why viruses must use living cells to reproduce.*

Conceptual Understanding: The structure of the cell membrane allows it to be a selectively permeable barrier and maintain homeostasis. Substances that enter or exit the cell must do so via the cell membrane. This transport across the membrane may occur through a variety of mechanisms, including simple diffusion, facilitated diffusion, osmosis, and active transport.

BIO.1D Students will describe the structure of the cell membrane and analyze how the structure is related to its primary function of regulating transport in and out of cells to maintain homeostasis.

BIO.1D.1 *Plan and conduct investigations to prove that the cell membrane is a semi-permeable, allowing it to maintain homeostasis with its environment through active and passive transport processes.*

BIO.1D.2 *Develop and use models to explain how the cell deals with imbalances of solute concentration across the cell membrane (i.e., hypertonic, hypotonic, and isotonic conditions, sodium/potassium pump).*

Conceptual Understanding: Cells grow and reproduce through a regulated cell cycle. Within multicellular organisms, cells repeatedly divide for repair, replacement, and growth. Likewise, an embryo begins as a single cell that reproduces to form a complex, multicellular organism through the processes of cell division and differentiation.

BIO.1E Students will develop and use models to explain the role of the cell cycle during growth, development, and maintenance in multicellular organisms.

BIO.1E.1 *Construct models to explain how the processes of cell division and cell differentiation produce and maintain complex multicellular organisms.*

BIO.1E.2 *Identify and describe the changes that occur in a cell during replication. Explore problems that might occur if the cell does not progress through the cycle correctly (cancer).*

BIO.1E.3 *Relate the processes of cellular reproduction to asexual reproduction in simple organisms (i.e., budding, vegetative propagation, regeneration, binary fission). Explain why the DNA of the daughter cells is the same as the parent cell.*

BIO.1E.4 ***Enrichment:*** *Use an engineering design process to investigate the role of stem cells in regeneration and asexual reproduction, then develop applications of stem cell research to solve human medical conditions.**

Biology

BIO.2 Energy Transfer

Conceptual Understanding: Organisms require energy to perform life functions. Cells are transformers of energy, continuously utilizing a complex sequence of reactions in which energy is transferred from one form to another, for example, from light energy to chemical energy to kinetic energy. Emphasis is on illustrating the inputs and outputs of matter and the transfer and transformation of energy in photosynthesis and cellular respiration. Assessment is limited to identification of the phases (i.e., glycolysis, citric acid cycle, and electron transport chain) in cellular respiration as well as light and light-independent reactions of photosynthesis and does not include specific biochemical reactions within the phases.

BIO.2 Students will explain that cells transform energy through the processes of photosynthesis and cellular respiration to drive cellular functions.

BIO.2.1 *Use models to demonstrate that ATP and ADP are cycled within a cell as a means to transfer energy.*

BIO.2.2 *Develop models of the major reactants and products of photosynthesis to demonstrate the transformation of light energy into stored chemical energy in cells. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored.*

BIO.2.3 *Develop models of the major reactants and products of cellular respiration (aerobic and anaerobic) to demonstrate the transformation of the chemical energy stored in food to the available energy of ATP. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored.*

BIO.2.4 *Conduct scientific investigations or computer simulations to compare aerobic and anaerobic cellular respiration in plants and animals, using real world examples.*

BIO.2.5 ***Enrichment:*** *Investigate variables (e.g., nutrient availability, temperature) that affect anaerobic respiration and current real-world applications of fermentation.*

BIO.2.6 ***Enrichment:*** *Use an engineering design process to manipulate factors involved in fermentation to optimize energy production.**

Biology

BIO.3 Reproduction and Heredity

Conceptual Understanding: Somatic cells contain homologous pairs of chromosomes, one member of each pair obtained from each parent, that form a diploid set of chromosomes in each cell. These chromosomes are similar in genetic information but may contain different alleles of these genes. For sexual reproduction, an offspring must inherit a haploid set from each parent. Haploid gametes are formed by meiosis, a specialized cell division in which the chromosome number is reduced by half. During meiosis, members of a homologous pair may exchange information and then are randomly sorted into gametes resulting in genetic variation in sex cells.

BIO.3A Students will develop and use models to explain the role of meiosis in the production of haploid gametes required for sexual reproduction.

BIO.3A.1 *Model sex cell formation (meiosis) and combination (fertilization) to demonstrate the maintenance of chromosome number through each generation in sexually reproducing populations. Explain why the DNA of the daughter cells is different from the DNA of the parent cell.*

BIO.3A.2 *Compare and contrast mitosis and meiosis in terms of reproduction.*

BIO.3A.3 *Investigate chromosomal abnormalities (e.g., Down syndrome, Turner's syndrome, and Klinefelter syndrome) that might arise from errors in meiosis (nondisjunction) and how these abnormalities are identified (karyotypes).*

Conceptual Understanding: Offspring inherit DNA from their parents. The genes contained in the DNA (genotype) determine the traits expressed in the offspring's phenotype. Alleles of a gene may demonstrate various patterns of inheritance. These patterns of inheritance may be followed through multiple generations within families.

BIO.3B Students will analyze and interpret data collected from probability calculations to explain the variation of expressed traits within a population.

BIO.3B.1 *Demonstrate Mendel's law of dominance and segregation using mathematics to predict phenotypic and genotypic ratios by constructing Punnett squares with both homozygous and heterozygous allele pairs.*

BIO.3B.2 *Illustrate Mendel's law of independent assortment using Punnett squares and/or the product rule of probability to analyze monohybrid crosses.*

BIO.3B.3 *Investigate traits that follow non-Mendelian inheritance patterns (e.g., incomplete dominance, codominance, multiple alleles in human blood types, and sex-linkage).*

BIO.3B.4 *Analyze and interpret data (e.g., pedigrees, family, and population studies) regarding Mendelian and complex genetic traits (e.g., sickle-cell anemia, cystic fibrosis, muscular dystrophy, color-blindness, and hemophilia) to determine patterns of inheritance and disease risk.*

Conceptual Understanding: Gene expression results in the production of proteins and thus determines the phenotypes of the organism. Changes in the DNA occur throughout an organism's life. Mutations are a source of genetic variation that may have a positive, negative, or no effect on the organism.

BIO.3C Students will construct an explanation based on evidence to describe how the structure and nucleotide base sequence of DNA determines the structure of proteins or RNA that carry out essential functions of life.

BIO.3C.1 *Develop and use models to explain the relationship between DNA, genes, and chromosomes in coding the instructions for the traits transferred from parent to offspring.*

BIO.3C.2 *Evaluate the mechanisms of transcription and translation in protein synthesis.*

BIO.3C.3 *Use models to predict how various changes in the nucleotide sequence (e.g., point mutations, deletions, and additions) will affect the resulting protein product and the subsequent inherited trait.*

BIO.3C.4 *Research and identify how DNA technology benefits society. Engage in scientific argument from evidence over the ethical issues surrounding the use of DNA technology (e.g., cloning, transgenic organisms, stem cell research, and the Human Genome Project, gel electrophoresis).*

BIO.3C.5 ***Enrichment:*** *Investigate current biotechnological applications in the study of the genome (e.g., transcriptome, proteome, individualized sequencing, and individualized gene therapy).*

Biology

BIO.4 Adaptations and Evolution

Conceptual Understanding: Evolution is a key unifying principle in biology. Differentiating between organic and chemical evolution and the analysis of the gradual changes in populations over time, helps students understand common features and differences between species and thus the relatedness between species. There are several factors that affect how natural selection acts on populations within their environments leading to speciation, extinction, and the current diversity of life on earth.

BIO.4 Students will analyze and interpret evidence to explain the unity and diversity of life.

BIO.4.1 *Use models to differentiate between organic and chemical evolution, illustrating the steps leading to aerobic heterotrophs and photosynthetic autotrophs.*

BIO.4.2 *Evaluate empirical evidence of common ancestry and biological evolution, including comparative anatomy (e.g., homologous structures and embryological similarities), fossil record, molecular/biochemical similarities (e.g., gene and protein homology), and biogeographic distribution.*

BIO.4.3 *Construct cladograms/phylogenetic trees to illustrate relatedness between species.*

BIO.4.4 *Design models and use simulations to investigate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations.*

BIO.4.5 *Use Darwin's Theory to explain how genetic variation, competition, overproduction, and unequal reproductive success acts as driving forces of natural selection and evolution.*

BIO.4.6 *Construct explanations for the mechanisms of speciation (e.g., geographic and reproductive isolation).*

BIO.4.7 ***Enrichment:*** *Construct explanations for how various disease agents (bacteria, viruses, chemicals) can influence natural selection.*

Biology

BIO.5 Interdependence of Organisms and Their Environments

Conceptual Understanding: Complex interactions within an ecosystem affect the numbers and types of organisms that survive. Fluctuations in conditions can affect the ecosystem's function, resources, and habitat availability. Ecosystems are subject to carrying capacities and can only support a limited number of organisms and populations. Factors that can affect the carrying capacities of populations are both biotic and abiotic.

BIO.5 Students will Investigate and evaluate the interdependence of living organisms and their environment.

BIO.5.1 *Illustrate levels of ecological hierarchy, including organism, population, community, ecosystem, biome, and biosphere.*

BIO.5.2 *Analyze models of the cycling of matter (e.g., carbon, nitrogen, phosphorus, and water) between abiotic and biotic factors in an ecosystem and evaluate the ability of these cycles to maintain the health and sustainability of the ecosystem.*

BIO.5.3 *Analyze and interpret quantitative data to construct an explanation for the effects of greenhouse gases on the carbon dioxide cycle and global climate.*

BIO.5.4 *Develop and use models to describe the flow of energy and amount of biomass through food chains, food webs, and food pyramids.*

BIO.5.5 *Evaluate symbiotic relationships (e.g., mutualism, parasitism, and commensalism) and other co-evolutionary (e.g., predator-prey, cooperation, competition, and mimicry) relationships within specific environments.*

BIO.5.6 *Analyze and interpret population data, both density-dependent and density-independent, to define limiting factors. Use graphical representations (growth curves) to illustrate the carrying capacity within ecosystems.*

BIO.5.7 *Investigate and evaluate factors involved in primary and secondary ecological succession using local, real world examples.*

BIO.5.8 ***Enrichment:*** *Use an engineering design process to create a solution that addresses changing ecological conditions (e.g., climate change, invasive species, loss of biodiversity, human population growth, habitat destruction, biomagnification, or natural phenomena).**

BIO.5.9 ***Enrichment:*** *Use an engineering design process to investigate and model current technological uses of biomimicry to address solutions to real-world problems.**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

BOTANY

Botany, **a one-half credit course**, is a laboratory-based course applying basic biological principles to the study of plants. Topics include morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolution, and the interactions of human society and plants. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. It is recommended that Botany is taken after the successful completion of Biology.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. The recommendation is that students should actively engage in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Botany

BOT.1 Plant Morphology, Cell Structure, and Function

Conceptual Understanding: Plants are a diverse and important part of the biosphere, providing oxygen, food, and shelter required for other organisms. The diversity of the plant kingdom is characterized by unique traits that are observed to identify the various plant divisions.

BOT.1 Students will investigate the morphology, anatomy, and physiology of plants.

BOT.1.1 *Analyze models (3-D, paper, and/or computer-based) to distinguish the basic morphology of the plant kingdom, with attention to structures and their related functions. Use cladograms or phylogenetic trees to identify evolutionary features that distinguish the plant kingdom from other kingdoms.*

BOT.1.2 *Using microscopes, observe, identify, record, and analyze (e.g., see and draw) cells and cell structures unique to plants. Use data measurements obtained from microscopy to compare the plant cells and organelle sizes between various examples (e.g., elodea, onion, or algae).*

BOT.1.3 *Describe the relationship between the structure and purpose of plant organs (e.g., roots, stems, and leaves).*

BOT.1.4 *Evaluate and explain how bacteria and fungi work symbiotically to enhance plant root function.*

BOT.1.5 *Calculate surface area of leaves/roots, and compare surface areas of various plant specimens to explain adaptations of the various plant types.*

BOT.1.6 *Demonstrate through model development and manipulation an understanding of plant biochemistry.*

BOT.1.7 *Conduct investigations, collect and analyze data, and communicate results that explain the processes of photosynthesis and cellular respiration (e.g., light intensity, light color, light distance, temperature, altering pH, oxygen availability, and carbon dioxide concentration).*

BOT.1.8 ***Enrichment:*** *Use an engineering design process to manipulate a variable of choice to refine a protocol to optimize output of photosynthesis or cellular respiration.**

BOT.1.9 *Communicate the importance of carbon, hydrogen, oxygen, phosphorus, and nitrogen cycles to plant physiology through graphics such as poster or computer presentations.*

BOT.1.10 *Identify and compare various live plant examples to explore plant morphological diversity, including leaf number, structure, and arrangement; root modifications; and flower structure and arrangement. Produce a visual product (e.g., an electronic presentation) to identify and communicate patterns of similarity and differences between the lab specimens.*

BOT.1.11 *Compare and contrast functions of the various characteristics found in plant divisions and utilize dichotomous keys to identify plant species.*

Botany

BOT.2 Plant Evolution

Conceptual Understanding: Plants have been naturally selected to survive in a variety of habitats, from aquatic to arboreal. The development of these characteristics is used to construct cladograms that illustrate the evolution of plants.

BOT.2 Students will identify evolutionary modifications necessary for the terrestrial survival of plants.

BOT.2.1 *Summarize and justify the characteristics of nonvascular algae (blue-green and green algae) and bryophytes that provide evidence of evolution within the plant kingdom.*

BOT.2.2 *Referencing the USDA plants database, identify, compare, and contrast seedless, naked seed, and enclosed-seed modifications for reproduction. Calculate the occurrence of seed types in given habitats.*

BOT.2.3 *Summarize and justify the characteristics of angiosperms and gymnosperms that lead to their success as terrestrial plants.*

BOT.2.4 *Research information to develop, produce, and communicate a scientifically justifiable argument for the rapid amplification and success of angiosperm compared to other plant divisions.*

BOT.2.5 ***Enrichment:*** *Referencing the National Center for Biotechnology Information's gene/protein databases, propose and design a scientifically supportable cladogram or phylogenetic tree that illustrates the evolutionary modifications of the plant kingdom using genetic (DNA) or protein sequence comparisons/alignments.*

Botany

BOT.3 Plant Reproduction

Conceptual Understanding: Reproduction in plants occurs through different methods. Understanding the reproductive methods of plants allows humans to use these methods in agriculture and food development.

BOT.3 Students will characterize the reproductive strategies of plants.

BOT.3.1 *Describe the various processes of asexual reproduction and vegetative propagation used by plants. Communicate the importance of these reproductive methods in regard to human food production.*

BOT.3.2 ***Enrichment:*** *Research and present an agronomically important crop (e.g., potato, sweet potato, pineapple, or strawberry) that is produced via vegetative propagation (non-GMOs) for human consumption. Include evidence-based arguments that identify the potential benefits and negative effects of this method of crop production.*

BOT.3.3 *Compare and contrast the consequences of the following reproductive methods: asexual reproduction, vegetative propagation, and sexual reproduction.*

BOT.3.4 *Plan and conduct comparative flower dissection to identify reproductive structures within the flower.*

BOT.3.5 *Compare the similarities between corresponding plant reproductive structures from a variety of species. Record via drawings of observed dissection specimens, and explain the similarities and differences observed.*

BOT.3.6 *Identify differences in flower structure and shape. Provide a rationale that explains the value of these differences in flower structure to reproductive success (e.g., pollinators, flower shape, smell, color, size, orientation).*

BOT.3.7 *Plan, conduct, and communicate the results of a comparative laboratory investigation of differing fruit types.*

BOT.3.8 *Using laboratory data, correctly categorize fruits, vegetables, nuts, modified stems, or other plant parts. Compare the scientific definitions of these terms to those used by the general public/society and the USDA to categorize food.*

Botany

BOT.4 Society's Reliance on Plants

Conceptual Understanding: Human reliance on plants and plant products began with food and building materials. This use has expanded to include medicine, industrial clean up (phytoremediation) of human-generated byproducts and toxic waste, and plant examples used in biomimicry for solving human problems.

BOT.4 Students will explore the global value of plants and the interaction between humans and plants.

BOT.4.1 *Identify plants used in the bioremediation of an area due to natural processes (e.g., fire), industrial pollution, or wars, and develop and communicate a plan to remediate a habitat impacted by human interactions (e.g., carbon sinks, phytoremediation, or heavy metal detoxification).*

BOT.4.2 ***Enrichment:*** *Use an engineering design process to define a problem, design, construct, evaluate, and improve a habitat impacted by human interactions.**

BOT.4.3 *Investigate historical and modern medicinal uses of plants.*

BOT.4.4 *Investigate the industrial use of plants.*

BOT.4.5 *Explore the impacts (both positive and negative) of plant biotechnology/GMOs on human society. Present findings using digital media or technology, and include evidence using graphs or charts.*

BOT.4.6 ***Enrichment:*** *Use an engineering design process to design and conduct an investigation that uses biomimicry to provide a plant-based solution to an environmental challenge.**

Botany

BOT.5 Plant Adaptations to Varying Habitats

Conceptual Understanding: Before animal life forms can survive within a habitat, there must be an existing plant population. Plants have specific adaptations that allow them to survive in habitats.

BOT.5 Students will explore adaptations that allow plants to survive in various habitats.

BOT.5.1 *Research plants found in various habitats. Analyze how plants use adaptations for survival in these habitats including extreme habitats.*

BOT.5.2 *Relate atmospheric factors to biodiversity (e.g., climate as determined by temperature and precipitation).*

BOT.5.3 *Construct a model using technology that illustrates the levels of succession within a habitat (e.g., graveyard exploration, forest fire area, or reclamation sites).*

BOT.5.4 ***Enrichment:*** *Use an engineering design process to design and build a plant model based on extreme environment criteria to overcome the difficulties presented by this environment. Identify revisions to the proposed model over time.**

Botany

BOT.6 Local Plant Investigations

Conceptual Understanding: The plant diversity within the local environment impacts the health of the ecosystem. The ability to identify the plants within an ecosystem is a skill that will benefit students throughout life.

BOT.6 Students will ask questions, plan, and conduct field investigations on local plant communities.

BOT.6.1 *Conduct transects/plot studies to determine species, biodiversity, or health of a plant community. (Plots may be linear or a quadrat (square or circular) depending on the habitat. (Typically, relative density, relative dominance, and relative frequency of each species are calculated to infer an importance value of the species in the plot.)*

BOT.6.2 *Compare and contrast genomes using plant genetic databases (e.g., BLAST or plant GDB).*

BOT.6.3 ***Enrichment:*** *Use an engineering design process to define a problem, design, construct, evaluate, and improve a societal concern with the aid of plants (e.g., irrigation, water conservation, urban shading, green-space development, food deserts, or other local needs or issues).**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

CHEMISTRY

Chemistry, **a one-credit course,** is an elective and should be a rigorous course to prepare students for careers in science, technology, engineering, integrated STEM activities, and mathematics. Chemistry explores empirical concepts central to all areas of science. These concepts should be explored in-depth using both quantitative and qualitative analysis, computational and experimental rigor, and the use of inquiry-based methods of teaching. To accomplish a level of sophistication and depth, chemistry teachers should extend concepts mastered by students in earlier grades. Cornerstone objectives of chemistry that must be addressed and readdressed throughout the course are dimensional analysis, naming compounds, balancing equations, and stoichiometry. To be successful in Chemistry, it is recommended that students have completed Algebra I (Integrated Math I), and be enrolled in an upper level math course.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should actively engage in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Chemistry

CHE.1 Mathematical and Computational Analysis

Conceptual Understanding: Mathematical and computational analysis is a key component of scientific investigation and prediction of outcomes. These components create a more student-centered classroom.

CHE.1 Students will use mathematical and computational analysis to evaluate problems.

CHE.1.1 *Use dimensional analysis (factor/label) and significant figures to convert units and solve problems.*

CHE.1.2 *Design and conduct experiments using appropriate measurements, significant figures, graphical analysis to analyze data.*

CHE.1.3 ***Enrichment:*** *Research information from multiple appropriate sources and assess the credibility, accuracy, possible bias, and conclusions of each publication.*

Chemistry

CHE.2 Atomic Theory

Conceptual Understanding: Atomic theory is the foundation of modern chemistry concepts. Students must be presented with a solid foundation of the atom and its components. These concepts lead to an understanding of the interactions of these components to explain macro-observations of the world.

CHE.2 **Students will demonstrate an understanding of the atomic structure and the historical developments leading to modern atomic theory.**

CHE.2.1 *Investigate the historical progression leading to the modern atomic theory, including, but not limited to, work done by Dalton, Rutherford's gold foil experiment, Thomson's cathode ray experiment, Millikan's oil drop experiment, and Bohr's interpretation of bright line spectra.*

CHE.2.2 *Construct models (e.g., ball and stick, online simulations, mathematical computations) of atomic nuclei to explain the abundance weighted average (relative mass) of elements and isotopes on the published mass of elements.*

CHE.2.3 *Investigate absorption and emission spectra to interpret explanations of electrons at discrete energy levels using tools such as online simulations, spectrometers, prisms, flame tests, and discharge tubes. Explore both laboratory experiments and real-world examples.*

CHE.2.4 *Research appropriate sources to evaluate the way absorption and emission spectra are used to study astronomy and the formation of the universe.*

Chemistry

CHE.3 Periodic Table

Conceptual Understanding: Modern chemistry is based on the predictability of atomic behavior. Periodic patterns in elements led to the development of the periodic table. Electron configuration is a direct result of this periodic behavior. The predictable behavior of electrons has led to the discovery of new compounds, elements, and atomic interactions. Predictability of atom behavior is a key to understanding ionic and covalent bonding and production of compounds or molecules.

CHE.3 **Students will demonstrate an understanding of the periodic table as a systematic representation to predict properties of elements.**

CHE.3.1 *Explore and communicate the organization of the periodic table, including history, groups, families, family names, metals, nonmetals, metalloids, and transition metals.*

CHE.3.2 *Analyze properties of atoms and ions (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity and electron affinity, ionization energy, and atomic/ionic radii) using periodic trends of elements based on the periodic table.*

CHE.3.3 *Analyze the periodic table to identify quantum numbers (e.g., valence shell electrons, energy level, orbitals, sublevels, and oxidation numbers).*

Chemistry

CHE.4 Bonding

Conceptual Understanding: A firm understanding of bonding is necessary to further development of the basic chemical concepts of compounds and chemical interactions.

CHE.4 Students will demonstrate an understanding of the types of bonds and resulting atomic structures for the classification of chemical compounds.

CHE.4.1 *Develop and use models (e.g., Lewis dot, 3-D ball-stick, 3-D printing, or simulation programs such as PhET) to predict the type of bonding between atoms and the shape of simple compounds.*

CHE.4.2 *Use models such as Lewis structures and ball and stick models to depict the valence electrons and their role in the formation of ionic and covalent bonds.*

CHE.4.3 *Predict the ionic or covalent nature of different atoms based on electronegativity trends and/or position on the periodic table.*

CHE.4.4 *Use models and oxidation numbers to predict the type of bond, shape of the compound, and the polarity of the compound.*

CHE.4.5 *Use models of simple hydrocarbons to exemplify structural isomerism.*

CHE.4.6 *Use mathematical and computational analysis to determine the empirical formula and the percent composition of compounds.*

CHE.4.7 *Use scientific investigation to determine the percentage of composition for a substance (e.g., sugar in gum, water and/or unpopped kernels in popcorn, percent water in a hydrate). Compare results to justify conclusions based on experimental evidence.*

CHE.4.8 *Plan and conduct controlled scientific investigations to produce mathematical evidence of the empirical composition of a compound.*

Chemistry

CHE.5 Naming Compounds

Conceptual Understanding: Polyatomic ions (radicals) and oxidation numbers are used to predict how metallic ions, nonmetals, and transition metals are used in naming compounds.

CHE.5 Students will investigate and understand the accepted nomenclature used to identify the name and chemical formulas of compounds.

CHE.5.1 *Use the periodic table and a list of common polyatomic ions as a model to derive chemical compound formulas from compound names and compound names from chemical formulas.*

CHE.5.2 *Generate formulas of ionic and covalent compounds from compound names. Discuss compounds in everyday life and compile lists and uses of these chemicals.*

CHE.5.3 *Generate names of ionic and covalent compounds from their formulas. Name binary compounds, binary acids, stock compounds, ternary compounds, and ternary acids.*

Chemistry

CHE.6 Chemical Reactions

Conceptual Understanding: Understanding chemical reactions and predicting products of these reactions is essential to student success.

CHE.6 Students will demonstrate an understanding of the types, causes, and effects of chemical reactions.

CHE.6.1 *Develop and use models to predict the products of chemical reactions (e.g., synthesis reactions; single replacement; double displacement; and decomposition, including exceptions such as decomposition of hydroxides, chlorates, carbonates, and acids). Discuss and/or compile lists of reactions used in everyday life.*

CHE.6.2 *Plan, conduct, and communicate the results of investigations to demonstrate different types of simple chemical reactions.*

CHE.6.3 *Use mathematics and computational analysis to represent the ratio of reactants and products in terms of masses, molecules, and moles (stoichiometry).*

CHE.6.4 *Use mathematics and computational analysis to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. Give real-world examples (e.g., burning wood).*

CHE.6.5 *Plan and conduct a controlled scientific investigation to produce mathematical evidence that mass is conserved. Use percent error to analyze the accuracy of results.*

CHE.6.6 *Use mathematics and computational analysis to support the concept of percent yield and limiting reagent.*

CHE.6.7 *Plan and conduct a controlled scientific investigation to produce mathematical evidence to predict and confirm the limiting reagent and percent yield in the reaction. Analyze quantitative data, draw conclusions, and communicate findings. Compare and analyze class data for validity.*

Chemistry

CHE.7 Gas Laws

Conceptual Understanding: The comparison and development of the molecular states of matter are an integral part of understanding matter. Pressure, volume, and temperature are imperative to understanding the states of matter.

CHE.7 Students will demonstrate an understanding of the structure and behavior of gases.

CHE.7.1 *Analyze the behavior of ideal and real gases in terms of pressure, volume, temperature, and number of particles.*

CHE.7.2 ***Enrichment:*** *Use an engineering design process to develop models (e.g., online simulations or student interactive activities) to explain and predict the behavior of each state of matter using the movement of particles and intermolecular forces to explain the behavior of matter.**

CHE.7.3 *Analyze and interpret heating curve graphs to explain the energy relationship between states of matter (e.g., thermochemistry-water heating from -20°C to 120°C).*

CHE.7.4 *Use mathematical computations to describe the relationships comparing pressure, temperature, volume, and number of particles, including Boyle's law, Charles's law, Dalton's law, combined gas laws, and ideal gas laws.*

CHE.7.5 ***Enrichment:*** *Use an engineering design process and online simulations or lab investigations to design and model the results of controlled scientific investigations to produce mathematical evidence that confirms the gas-laws relationships.**

CHE.7.6 *Use the ideal gas law to support the prediction of volume, mass, and number of particles produced in chemical reactions (i.e., gas stoichiometry).*

CHE.7.7 *Plan and conduct controlled scientific investigations to produce mathematical evidence that confirms that reactions involving gases conform to the law of conservation of mass.*

CHE.7.8 ***Enrichment:*** *Using gas stoichiometry, calculate the volume of carbon dioxide needed to inflate a balloon to occupy a specific volume. Use an engineering design process to design, construct, evaluate, and improve a simulated air bag.**

Chemistry

CHE.8 Solutions

Conceptual Understanding: Solutions exist as solids, liquids, or gases. Solution concentration is expressed by specifying relative amounts of solute to solvent.

CHE.8 **Students will demonstrate an understanding of the nature of properties of various types of chemical solutions.**

CHE.8.1 *Use mathematical and computational analysis to quantitatively express the concentration of solutions using the concepts such as molarity, percent by mass, and dilution.*

CHE.8.2 *Develop and use models (e.g., online simulations, games, or video representations) to explain the dissolving process in solvents on the molecular level.*

CHE.8.3 *Analyze and interpret data to predict the effect of temperature and pressure on solids and gases dissolved in water.*

CHE.8.4 *Design, conduct, and communicate the results of experiments to test the conductivity of common ionic and covalent compounds in solution.*

CHE.8.5 *Use mathematical and computational analysis to analyze molarity, molality, dilution, and percentage dilution problems.*

CHE.8.6 *Design, conduct, and communicate the results of experiments to produce a specified volume of a solution of a specific molarity, and dilute a solution of a known molarity.*

CHE.8.7 *Use mathematical and computational analysis to predict the results of reactions using the concentration of solutions (i.e., solution stoichiometry).*

CHE.8.8 ***Enrichment:*** *Investigate parts per million and/or parts per billion as it applies to environmental concerns in your geographic region, and reference laws that govern these factors.*

Chemistry (Enrichment)

CHE.9 Acids and Bases (Enrichment)

CHE.9 **Enrichment: Students will understand the nature and properties of acids, bases, and salt solutions.**

CHE.9.1 ***Enrichment:*** *Analyze and interpret data to describe the properties of acids, bases, and salts.*

CHE.9.2 ***Enrichment:*** *Analyze and interpret data to identify differences between strong and weak acids and bases (i.e., dissociation).*

CHE.9.3 ***Enrichment:*** *Plan and conduct investigations using the pH scale to classify acid and base solutions.*

CHE.9.4 ***Enrichment:*** *Analyze and evaluate the Arrhenius, Bronsted-Lowry, and Lewis acid-base definitions.*

CHE.9.5 ***Enrichment:*** *Use mathematical and computational thinking to calculate pH from the hydrogen-ion concentration.*

CHE.9.6 ***Enrichment:*** *Obtain, evaluate, and communicate information about how buffers stabilize pH in acid-base reactions.*

Chemistry (Enrichment)

CHE.10 Thermochemistry (Enrichment)

CHE.10 **Enrichment: Students will understand that energy is exchanged or transformed in all chemical reactions.**

CHE.10.1 ***Enrichment:*** *Construct explanations to explain how temperature and heat flow in terms of the motion of molecules (or atoms).*

CHE.10.2 ***Enrichment:*** *Classify chemical reactions and phase changes as exothermic or endothermic based on enthalpy values. Use a graphical representation to illustrate the energy changes involved.*

CHE.10.3 ***Enrichment:*** *Analyze and interpret data from energy diagrams and investigations to support claims that the amount of energy released or absorbed during a chemical reaction depends on changes in total bond energy.*

CHE.10.4 ***Enrichment:*** *Use mathematical and computational thinking to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.*

Chemistry (Enrichment)

CHE.11 Equilibrium (Enrichment)

CHE.11 Enrichment: Students will understand that chemical equilibrium is a dynamic process at the molecular level.

CHE.11.1 ***Enrichment:*** *Construct explanations to explain how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.*

CHE.11.2 ***Enrichment:*** *Predict when equilibrium is established in a chemical reaction.*

CHE.11.3 ***Enrichment:*** *Use mathematical and computational thinking to calculate an equilibrium constant expression for a reaction.*

Chemistry (Enrichment)

CHE.12 Organic Nomenclature (Enrichment)

CHE.12 Enrichment: Students will understand that the bonding characteristics of carbon allow the formation of many different organic molecules with various sizes, shapes, and chemical properties.

CHE.12.1 ***Enrichment:*** *Construct explanations to explain the bonding characteristics of carbon that result in the formation of basic organic molecules.*

CHE.12.2 ***Enrichment:*** *Obtain information to communicate the system used for naming the basic linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.*

CHE.12.3 ***Enrichment:*** *Develop and use models to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.*

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

EARTH AND SPACE SCIENCE

The Earth and space science course, **a one-credit course,** provides opportunities for students to continue to develop and communicate a basic understanding of the Earth and its place in the universe through lab-based activities, integrated STEM activities, inquiry, mathematical expressions, and concept exploration. The Earth and space science course will help students apply scientific concepts in natural settings and guide them to become responsible stewards of Earth's natural resources.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a lab-based course, students are expected to design and conduct investigations using appropriate equipment, measurement, and safety procedures. The recommendation is that students should be actively engaged in inquiry activities, lab experiences, and scientific research for a minimum of 30% of the class time.

Although the standards and performance objectives do not have to be taught in the order presented in this document, they are arranged from the universe, through the solar system, the interacting systems of planet Earth, and the interrelationships between our planet and humans throughout time. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Earth and Space Science

ESS.1 Earth in the Universe

Conceptual Understanding: The planet Earth is a very small part of a very large universe that has developed over a huge expanse of time.

ESS.1.A Students will develop an understanding of the universe, its development, immense size, and composition.

ESS.1A.1 *Describe the Big Bang theory and summarize observations (e.g., cosmic microwave background radiation, Hubble's law, and redshift caused by the Doppler effect) as evidence to support the formation and expansion of the universe.*

ESS.1A.2 *Interpret information from the Hertzsprung -Russell diagram to differentiate types of stars, including our sun, according to size, magnitude, and classification.*

ESS.1A.3 *Organize and interpret data sets for patterns and trends to compare and contrast stellar evolution in order to explain and communicate how a star changes during its life.*

ESS.1A.4 *Research and explain how nuclear fusion in stars and supernova lead to the formation of all other elements.*

Conceptual Understanding: The sun, moon, and planets have predictable patterns that are explained by forces and laws. Patterns of motion in the solar system can be described and predicted based on observations and an understanding of gravity.

ESS.1.B Students will develop an understanding of Earth, the solar system, and the laws that predict the motion of celestial bodies.

ESS.1B.1 *Read and evaluate scientific information for mechanisms/results (e.g., the solar nebular theory) to explain how the solar system was formed. Cite evidence and develop a logical argument.*

ESS.1B.2 *Compare and contrast celestial bodies (e.g., planets, natural satellites, comets, asteroids, and the Oort cloud) and their motion in our solar system (e.g., revolution and rotation). Build an Analemma calendar.*

ESS.1B.3 *Design a model (e.g., a gravity simulation using PVC and a neoprene screen) to demonstrate Kepler's laws and the relationships of the orbits of objects in our solar system. Relate them to Newton's law of universal gravitation and laws of motion.*

Earth and Space Science

ESS.2 Earth Structure and History

Conceptual Understanding: Earth's interior is divided into a solid inner core, a liquid outer core, a pliable mantle, and a solid crust. Even though the crust is solid, it is always in motion and is recycled through time.

ESS.2.A Students will develop an understanding of the structure and composition of Earth and its materials.

ESS.2A.1 *Analyze and interpret data to explain and communicate the differentiation of Earth's internal chemical structure (e.g., core, mantle, and crust) using the production of internal heat from the radioactive decay of unstable isotopes and gravitational energy.*

ESS.2A.2 *Analyze and interpret data to explain and communicate the differentiation of Earth's physical divisions (e.g., lithosphere and asthenosphere) using data from seismic waves and Earth's magnetic field.*

ESS.2A.3 *Investigate the physical and/or chemical characteristics of mineral specimens to identify minerals and mineral deposits/groups (e.g., oxides, carbonates, halides, sulfides, sulfates, silicates, and phosphates). Include the relationship between chemical bonds, chemical formulas, mineral use, and mineral properties.*

ESS.2A.4 *Investigate the physical and/or chemical characteristics of rock specimens to identify and categorize igneous, sedimentary, and metamorphic rocks. Include the processes that generate the transformation of rocks.*

Conceptual Understanding: Radioactive decay lifetimes and isotopic content in rocks provide a way of dating rock formations and thereby fixing the scale of geological time. Plate tectonics is the unifying theory that explains the movements of rocks on Earth's surface and provides a comprehensive account of its geological history. Physical and chemical weathering is a result of the interactions of Earth's geosphere, hydrosphere, atmosphere, and biosphere.

ESS.2.B Students will develop an understanding of the history and evolution of the earth.

ESS.2B.1 *Research, analyze, and evaluate the contributions of William Smith, James Hutton, Nicolaus Steno, Charles Lyell, and others to physical geology.*

ESS.2B.2 *Apply different techniques (e.g., superposition, original horizontality, cross-cutting relationships, lateral continuity, principle of inclusions, fossil succession, and unconformities) to analyze and interpret the relative age of actual sequences, models, or photographs.*

ESS.2B.3 *Use mathematical concepts to calculate the absolute age of earth materials using actual or simulated isotope ratios.*

ESS.2B.4 *Research, analyze, and explain the origin of geologic features and processes that result from plate tectonics, including sea floor spreading, earthquake activity, volcanic activity, mountain building, and location of natural resources.*

ESS.2B.5 *Use mathematical representations to interpret seismic graphs to triangulate the location of an earthquake's epicenter and magnitude and to correlate the frequency and magnitude of an earthquake.*

ESS.2B.6 *Plan and conduct a scientific investigation to determine how factors (e.g., wind velocity, water velocity, ice, and temperature) may affect the rate of weathering.*

ESS.2B.7 ***Enrichment:*** *Use an engineering design process to design a model to simulate the formation of caves and karst topography by groundwater.**

Earth and Space Science

ESS.3 Earth's Systems and Cycles

Conceptual Understanding: Earth's surface is comprised of the geosphere, hydrosphere, atmosphere, and biosphere, all of which are interconnected. The complex and dynamic interactions between these systems have shaped Earth, influenced climate, and shaped the evolution of life.

ESS.3 Students will develop an understanding of Earth's systems and cycles.

ESS.3.1 *Use mathematical representations (e.g., latitude, longitude, and maps) to calculate the angle of noon solar incidence and relate the value to day length, distribution of sunlight, and seasonal change.*

ESS.3.2 ***Enrichment:*** *Use an engineering design process to explore the concepts of passive solar architecture to design a structure that best utilizes solar incidence.**

ESS.3.3 *Explain how temperature and density of ocean water influence circulation.*

ESS.3.4 *Research and communicate information to explain the importance of the transfer of thermal energy among the hydrosphere, geosphere, and atmosphere. Include the unique physical and chemical properties of water, the water cycle, and energy transfer within the rock cycle.*

ESS.3.5 *Analyze and interpret weather data using maps and global weather systems to explain and communicate the relationships among air masses, pressure systems, and frontal boundaries.*

ESS.3.6 *Construct an explanation from data sets to obtain and evaluate scientific information to construct scientific arguments on changes in climate caused by various natural factors (e.g., plate tectonics and continent location and Milankovitch cycles) versus anthropogenic factors (e.g., fossil fuel use and agricultural factors).*

ESS.3.7 *Cite evidence and develop logical arguments to identify the cause and effect relationships of the evolutionary milestones (e.g., photosynthesis and the atmosphere, the evolution of multicellular animals, the development of shells, and the colonization of terrestrial environments by plants and animals) that most profoundly shaped Earth's systems.*

ESS.3.8 *Analyze and interpret the record of shared ancestry, evolution, and extinction as related to natural selection using fossils.*

Earth and Space Science

ESS.4 Earth's Resources and Human Activity

Conceptual Understanding: The dynamic Earth impacts human society. Natural hazards and other geologic events have shaped the course of human history. In addition, humans also impact the Earth through resource extraction and land use.

ESS.4 **Students will develop an understanding of Earth's resources and the impact of human activities.**

ESS.4.1 *Research, evaluate, and communicate about how human life on Earth shapes Earth's systems and responds to the interaction of Earth's systems (e.g., geosphere, hydrosphere, atmosphere, and biosphere). Examine how geochemical and ecological processes interact through time to cycle matter and energy and how human activity alters the rates of these processes.*

ESS.4.2 *Research, assess, and communicate how Earth's systems influence the distribution of life, including how various natural hazards and geologic events (e.g., volcanic eruptions, earthquakes, landslides, tornadoes, and hurricanes) have shaped the course of human history.*

ESS.4.3 *Analyze earthquake and volcanic data to determine patterns that can lead to predicting such hazards and mitigating impact to humans.*

ESS.4.4 ***Enrichment:*** *Use an engineering design process to research, develop, and test models to aid in the responsible management of natural resources (e.g., recycling, composting, and energy usage).**

ESS.4.5 ***Enrichment:*** *Research and communicate regarding geoscience career options (e.g., geologist, petroleum engineer, meteorologist, paleontologist, astronomer, and oceanographer.*

Overarching (start to finish) SEPs for Inquiry Extension of Labs

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- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

ENVIRONMENTAL SCIENCE

Environmental science, **a one-half credit course**, is a laboratory- or field-based course that explores ways in which the environment shapes living communities. Human sustainability and environmental balance are emphasized. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course, which also emphasizes a student-centered and collaborative classroom environment.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world that increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. The recommendation is that students should be actively engaged in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Environmental Science

ENV.1 Biosphere and Biodiversity

Conceptual Understanding: The biosphere is a system of biomes, each with unique characteristics. These characteristics are classified as biotic or abiotic. The environment in which humans live is dependent on a system of cycles. These biogeochemical cycles are the water, nitrogen, carbon, and phosphorus cycles. The flow of energy within the environment is critical for the success of life. The biodiversity within a biome is fragile and easily affected by human actions. Plant and animal populations are dynamic and are demonstrated through graphical analysis.

ENV.1 Students will investigate the interdependence of diverse living organisms and their interactions with the components of the biosphere.

ENV.1.1 *Identify, investigate, and evaluate the interactions of the abiotic and biotic factors that determine the types of organisms that live in major biomes.*

ENV.1.2 *Evaluate evidence in nonfiction text to explain how biological or physical changes within biomes affect populations and communities and how changing conditions may result in altered ecosystems.*

ENV.1.3 *Use models to explain why the flow of energy through an ecosystem can be illustrated by a pyramid with less energy available at the higher trophic levels compared to lower levels.*

ENV.1.4 *Describe symbiotic relationships (e.g., mutualism, parasitism, and commensalism) and other co-evolutionary (e.g., predator-prey, cooperation, competition, and mimicry) relationships within specific environments.*

ENV.1.5 *Develop and use models to diagram the flow of nitrogen, carbon, and phosphorus through the environment.*

ENV.1.6 *Use mathematics, graphics, and informational text to determine how population density-dependent and density-independent limiting factors affect populations and diversity within ecosystems. Use technology to illustrate and compare a variety of population-growth curves.*

ENV.1.7 *Analyze and interpret quantitative data to construct explanations of how the carrying capacity of an ecosystem may change as the availability of resources changes.*

ENV.1.8 *Utilize data to communicate changes within a given population and the environmental factors that may have impacted these changes (e.g., weather patterns, natural disasters)*

ENV.1.9 *Evaluate and communicate data that explains how human activity may impact biodiversity (e.g., introduction, removal, and reintroduction of an organism within an ecosystem; land usage) and genetic variations of organisms, including endangered and threatened species.*

ENV.1.10 ***Enrichment:*** *Engage in scientific argument from evidence the benefits versus harm of genetically modified organisms.*

Environmental Science

ENV.2 Natural Resources Use and Conservation

Conceptual Understanding: The environment is affected by human demand for its resources. However, through conservation applications, a balance may be reached between human sustainability and the environment.

ENV.2 Students will relate the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.

ENV.2.1 *Differentiate between renewable and nonrenewable resources, and compare and contrast the pros and cons of using these resources.*

ENV.2.2 *Investigate and research the pros and cons of using traditional sources of energy (e.g., fossil fuels) and alternative sources of energy (e.g., water, wind, geothermal, biomass/biofuels, solar).*

ENV.2.3 *Compare and contrast biodegradable and nonbiodegradable wastes and their significance in landfills.*

ENV.2.4 *Examine solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., agricultural soil use, mining for coal, construction sites, and exploration of petroleum and natural gas sources).*

ENV.2.5 *Research various resources related to water quality and pollution (e.g., nonfictional text, EPA's Surf Your Watershed, MDEQ publications) and communicate the possible effects on the environment and human health.*

ENV.2.6 ***Enrichment:*** *Obtain water from a local source (e.g., stream on campus, rainwater, ditch water) to monitor water quality over time, using a spreadsheet program to graphically represent collected data.*

Environmental Science

ENV.3 Human Activities and Climate Change

Conceptual Understanding: Humans are a part of their environment and may have a detrimental impact on the environment. Using evidence based on scientific research, efforts are underway to repair the environment. Historical and current regional and global models illustrate the changes in the environment.

ENV.3 Students will discuss the direct and indirect impacts of certain types of human activities on the Earth's climate.

ENV.3.1 *Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations have resulted in atmospheric and climate changes.*

ENV.3.2 *Interpret data and climate models to predict how global and regional climate change can affect Earth's systems (e.g., precipitation, temperature, impacts on sea level, global ice volumes, and atmosphere and ocean composition).*

ENV.3.3 *Use satellite imagery and other resources to analyze changes in biomes over time (e.g., glacial retreat, deforestation, desertification) and propose strategies to reduce the impact of human activities leading to these issues.*

ENV.3.4 ***Enrichment:*** *Determine mathematically an individual's impact on the environment (carbon footprint, water usage, landfill contribution) and develop a plan to reduce personal contribution.*

Environmental Science

ENV.4 Human Sustainability

Conceptual Understanding: Human health is dependent on the environment. Changes within an environment, whether natural or man-made, may lead to the spread of disease. Sudden environmental changes (e.g., tsunami or volcanic activity) lead to human migration into other areas of the environment. Case studies illustrate the need to intervene in environmental change, when possible, to improve health issues (e.g., smog's effect on asthma patients).

ENV.4 Students will demonstrate an understanding of the interdependence of human sustainability and the environment.

ENV.4.1 *Identify human impact and develop a solution for protection of the atmosphere, considering pollutants (e.g., acid rain, air pollution, smog, ozone layer, or increased levels of greenhouse gases) and the impacts of pollutants on human health (e.g., asthma, COPD, emphysema, and cancer).*

ENV.4.2 *Evaluate data and other information to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals, and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations, human health).*

ENV.4.3 ***Enrichment:*** *Research and analyze case studies to determine the impact of human-related and natural environmental changes on human health and communicate possible solutions to reduce/resolve the dilemma.*

ENV.4.4 ***Enrichment:*** *Explore online resources related to air pollution to determine air quality in a geographic area and communicate the possible effects on the environment and human health.*

ENV.4.5 ***Enrichment:*** *Use an engineering design process to define a problem, design, construct, evaluate, and improve a device or method to reduce or prevent human impact on a natural resource (e.g., build a water filter, design an air purifier, develop a method to prevent parking lot pollution from entering a watershed).**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

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- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

FOUNDATIONS OF BIOLOGY

Foundations of Biology, **a one-credit course**, is a research and inquiry-based course designed to give students the basic knowledge needed prior to attempting the rigorous Biology course required for graduation. This course is NOT a required prerequisite for Biology. However, if selected as a science elective, Foundations of Biology should not be taken after the successful completion of Biology. Concepts covered in this course include the history of biology and its impacts on society, the chemistry of life, organization and energy in living systems, the molecular basis of heredity, biological evolution, and ecological principals.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and appropriate safety measures and practices. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should be actively engaged in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Foundations of Biology

FB.1 History of Biology and Impacts on Society

Conceptual Understanding: The history of science is a compilation of the works of many people. To understand science and its applications, the history of scientific experiments and developments must be understood. The needs of society have been the driving force behind numerous advances in science and technology. Advances in science and technology have forever changed, and will continue to change, society.

FB.1 Students will relate the importance of significant historical biological experiments and their impact of these on research, development, and society.

FB.1.1 *Identify and communicate the contributions of famous scientists and their experiments that formed fundamental scientific principles (e.g., Robert Hooke, Schleiden/ Schwann/Virchow, Griffith, Avery/MacLeod/McCarty, Hershey/Chase, Rosalind Franklin, Gregor Mendel, Watson/Crick, Pasteur, and Charles Darwin).*

FB.1.2 *Trace and model the historical development of scientific ideas and theories (e.g., creation of the microscope, discovery of cells/cell theory, discovery of DNA/RNA, double helical shape of DNA, evolution/natural selection, endosymbiosis) through the development of a timeline.*

FB.1.3 *Research, analyze, explain, and communicate how scientific enterprise relates to society and classic inventions (e.g., microscope, blood typing, gel electrophoresis equipment, DNA sequencing technology).*

FB.1.4 ***Enrichment****: Research, analyze, explain, and communicate the influence of society, including cultural components, on the direction and progress of science and technology (e.g., medical treatments, emerging viruses, antibiotic resistance, vaccinations and re-emergent diseases, alternative energy development, and/or biomimicry.*

Foundations of Biology

FB.2 The Chemistry of Life

Conceptual Understanding: Living and non-living things are composed of elements. Elements have the unique ability to form compounds and molecules based on their atomic structures. Water has unique properties that allow it to form solutions with a variety of compounds. Living organisms are composed of biological molecules that interact with water and through chemical reactions, help to maintain homeostasis.

FB.2 **Students will demonstrate an understanding of the structure and interactions of matter and how the organization of matter supports living organisms.**

FB.2.1 *Develop and use simple atomic models to describe the components of elements (e.g., relative position, charges of protons, neutrons, and electrons).*

FB.2.2 *Obtain and use information about elements (e.g., chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table.*

FB.2.3 *Relate chemical reactivity to an element's position on the periodic table. Use this information to determine what type of bond will form between elements (ionic, covalent, hydrogen).*

FB.2.4 *Analyze and interpret data to classify common solutions as acids, bases, or neutral. Communicate the importance of pH in living systems.*

FB.2.5 *Investigate how the properties of water (e.g., cohesion, adhesion, heat capacity, solvent properties) contribute to the maintenance of living cells and organisms.*

FB.2.6 *Explain the role of the major biomolecules (carbohydrates, proteins -including enzymes, lipids, and nucleic acids) to the survival of living organisms.*

FB.2.7 ***Enrichment:*** *Explore the structure of biomolecules using molecular models. Relate the structure of biomolecules to their function in living things (discuss types bonding, importance of the strength and weakness of the bond in function, energy in bonds, enzyme function).*

Foundations of Biology

FB.3 Organization and Energy in Living Systems

Conceptual Understanding: Cells are the basic unit of any living organism. All organisms are composed of one (unicellular) or many cells (multicellular). Living things use their cells to acquire energy from their environment to grow and reproduce, and then they respond and adapt to that environment for survival.

FB.3 **Students will demonstrate an understanding of how the structure of living organisms supports the essential functions of life.**

FB.3.1 *Compare and contrast prokaryotic/eukaryotic and plant/animal/bacteria cells.*

FB.3.2 *Use models to investigate and explain structures within living cells that support life (e.g., cytoplasm, cell membrane, cell wall, nucleus, mitochondria, chloroplasts, lysosomes, Golgi, vacuoles, ER, ribosomes, chromosomes, centrioles, cytoskeleton, nucleolus, nuclear membrane).*

FB.3.3 *Compare and contrast active and passive cellular transport. Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions.*

FB.3.4 *Analyze the relationship between photosynthesis and cellular respiration and explain that relationship in terms of the need for all living things to acquire energy from their environment.*

FB 3.5 *Use models to explain how ADP and ATP cycle to store and release chemical energy using inorganic phosphate.*

FB.3.6 *Compare and contrast the processes and results of mitosis and meiosis.*

FB.3.7 ***Enrichment:*** *Research and orally communicate the possible outcomes of a failure of mitosis (cancer) or meiosis (nondisjunction).*

Foundations of Biology

FB.4 Molecular Basis of Heredity

Conceptual Understanding: One strand of DNA creates a chromosome. Chromosomes have genes, which are simply segments of DNA. The information stored in DNA (in genes on chromosomes) determines the unique characteristics of an individual. DNA is the blueprint for RNA through transcription, which in turn, allows for the creation of a protein through translation. Modern technologies allow humans to manipulate DNA, RNA, and proteins to solve human dilemmas. Using technology to manipulate genetic information is controversial.

FB.4 Students will demonstrate an understanding of how genetic information is transferred from parent to offspring.

FB.4.1 *Compare and contrast the basic structure and function of nucleic acids (e.g., DNA, RNA).*

FB.4.2 *Obtain and communicate information illustrating the relationships among DNA, genes, chromosomes, and proteins to the basis of life.*

FB.4.3 *Use models (e.g., Punnett squares) and mathematical reasoning to describe and predict patterns of inheritance of single genetic traits from parents to offspring (e.g., dominant, and recessive traits, incomplete dominance, codominance, multiple alleles, sex- linkage).*

FB.4.4 *Obtain and communicate information to describe how mutations may affect genetic expression and provide examples.*

FB.4.5 *Research and report genetic technologies that may improve the quality of life (e.g., genetic engineering, cloning, gene splicing, DNA testing).*

FB.4.6 ***Enrichment:*** *Debate the pros and cons of using biotechnology to manipulate genetic information for human purpose (society).*

Foundations of Biology

FB.5 Biological Evolution

Conceptual Understanding: The geologic time scale interpreted from rock strata and fossil evidence provides a way to organize major historical events in Earth's history. Rock strata can document the existence, diversity, extinction, and changes in many life forms. Adaptation by natural selection acting over generations is one important process by which species gradually change to respond to environmental pressures.

FB.5 Students will demonstrate an understanding of Earth's fossil record and its indication of the diversity of life over time.

FB.5.1 *Investigate through research the contributions of scientists to the theory of evolution and evolutionary processes (e.g., Needham, Spallanzani, Redi, Pasteur, Lyell, Lamarck, Malthus, Wallace, Darwin).*

FB.5.2 *Analyze and interpret data to support claims that different types of fossils provide evidence of the diversity of life that has existed on Earth and of the relationships between past and existing life on Earth.*

FB.5.3 *Obtain and communicate information to explain how DNA evidence and fossil records support Darwin's theory of evolution.*

FB.5.4 *Investigate how biological adaptations and genetic variations of traits in a population enhance the probability of survival in an environment (natural selection).*

FB.5.5 ***Enrichment:*** *Create and analyze models that illustrate the relatedness between all living things (cladograms/phylogenic trees).*

Foundations of Biology

FB.6 Ecological Principals

Conceptual Understanding: Ecosystems are dynamic in nature, full of complex interactions that affect the numbers and types of organisms that can survive. Biotic and abiotic factors affect ecosystems, allowing for them to sustain only a limited number of organisms and populations, known as a carrying capacity. There is a delicate balance that exists between the living and non-living things in an ecosystem. Humans can interrupt this balance, causing both local and global environmental issues.

FB.6 Students will understand the interdependence of living organisms and their environment.

FB 6.1 *Compare and contrast biotic and abiotic factors.*

FB 6.2 *Use models to analyze the cycling of matter in an ecosystem (e.g., water, carbon dioxide/oxygen, nitrogen).*

FB.6.3 *Obtain, evaluate, and communicate information to explain relationships that exist between abiotic and biotic components of an ecosystem. Explain how changes in biotic and abiotic components affect the balance of an ecosystem over time.*

FB 6.4 *Develop and use models to discuss the climate, flora, and fauna of the terrestrial and aquatic biomes of the world.*

FB 6.5 *Use models to analyze the flow of energy through food chains, webs, and pyramids.*

FB 6.6 *Engage in scientific argument from evidence to distinguish organisms that exist in symbiotic (mutualism, parasitism, commensalism) or co-evolutionary (predator-prey, cooperation, competition, and mimicry) relationships within ecosystems.*

FB 6.7 ***Enrichment:*** *Design solutions to reduce the impact of human activity on the ecosystem.*

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

FOUNDATIONS OF SCIENCE LITERACY

Foundations of Science Literacy, **a one-half credit course**, is designed as an inquiry-based ACT science preparation course in which objectives from the *ACT College and Career Readiness Standards – Science* are included. The course also includes basic skills that include analyzing technical texts and graphics (charts, graphs) along with implementing engineering processes and designs to solve problems. It is recommended that Foundations of Science Literacy be taken after the successful completion of Biology.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and appropriate safety measures and practices. Students should design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should be actively engaged in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. Exemplary lessons and resources will be presented with this course to assist teachers in developing hands-on, project-based strategies for the classroom.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Foundations of Science Literacy

FSL.1 History of Science and Impacts on Society

Conceptual Understanding: The history of science is a compilation of the works of many people. To understand science and its applications, the history of scientific experiments and developments must be understood. The needs of society have been the driving force behind numerous advances in science and technology. Advances in science and technology have forever changed, and will continue to change, society.

FSL.1 **Students will relate the importance of significant historical experiments and their impact on research and development.**

FSL.1.1 *Trace and model the historical development of scientific ideas and theories (e.g., atomic theory, plate tectonics, evolution, genetics, discovery of cells) through the development of a timeline.*

FSL.1.2 *Research, analyze, explain, and communicate how scientific enterprise relates to society and classic inventions (e.g., microscope, telescope, computer, and telephone).*

FSL.1.3 *Identify and communicate the impact of mathematics and technology in the development of scientific thought and the practice of science (e.g., space exploration, the human genome project, and ocean exploration).*

FSL.1.4 ***Enrichment:*** *Research, analyze, explain, and communicate the influence of society, including cultural components, on the direction and progress of science and technology (e.g., medical treatments, antibiotic resistance, alternative energy development, and biomimicry).*

Foundations of Science Literacy

FSL.2 Nature of Technology and Engineering

Conceptual Understanding: Societal demands influence the need for engineering design and technology. The goal of engineering is to design and manufacture useful devices or materials (technologies) to meet societal demands. Global challenges such as climate change, medical treatments, space exploration, food supply, and clean water drive engineering design and technology development to solve societal needs and wants. Engineering practices are critical to undertaking the world's challenges. Exposure to engineering activities sparks interest in the study of science, technology, engineering, and mathematics careers.

FSL.2 Students will identify, research, and communicate the development of technology and engineering practices.

FSL.2.1 *Research and present a technology that was developed through engineering design. Identify its purpose, how it has advanced through alterations in design (e.g., systems that provide homes and businesses with utilities, parking structures, park and recreational structures, and traffic flow), and careers related to its use).*

FSL.2.2 *Use an engineering design process to identify a problem within the local community, and propose and develop a possible solution for that problem.**

FSL.2.3 ***Enrichment****: Use a computer simulation to model the impact of proposed solutions on a complex, real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.**

Foundations of Science Literacy

FSL.3 Nature of Science

Conceptual Understanding: Science is characterized by the systematic gathering of information through various forms of direct and indirect observations, and the testing of this information by methods including, but not limited to, experimentation. By formulating their own questions, planning, and conducting investigations, learners build new meaning, understanding, and knowledge of science. This helps develop their critical thinking, reasoning and decision-making skills that will serve a learner for a lifetime.

FSL.3A Students will apply science and engineering practices and skills to scientific investigations.

FSL.3A.1 *Ask questions and conduct research to generate a hypothesis, determine independent/dependent variables, and appropriate controls for scientific investigations and experiments.*

FSL.3A.2 *Analyze data from simple experiments and construct organized models (e.g., data tables, graphs) detailing results from the experiments.*

FSL.3A.3 *Demonstrate the proper use of safety procedures and scientific laboratory equipment. Select and use appropriate tools and instruments to collect qualitative and quantitative data.*

FSL.3A.4 *Use mathematical and computational thinking to (1) use and manipulate appropriate metric units, (2) express relationships between variables for investigations, and (3) compare or combine data from two or more simple data presentations (e.g., order or sum data from a table, categorize data from a table using a scale from another table).*

FSL.3A.5 *Analyze data sets from experiments for patterns and trends and identify any weaknesses in the experimental designs.*

Conceptual Understanding: Scientists interpret tables, graphs, and diagrams to locate data, examine relationships in the data, and extend those relationships beyond the data. Students should analyze scientific investigations and data presented in passages like those found in the science section of the ACT (e.g., Data Representation, Research Summaries, and Conflicting Viewpoint passages).

FSL.3B Students will apply scientific literacy and thinking skills to analyze and interpret data found in various graphics including, but not limited to, those found in sample ACT science passages.

FSL.3B.1 *Analyze select data from a simple and complex data presentation (e.g., charts, graphs, diagrams).*

FSL.3B.2 *Compare or combine data from two or more simple data presentations (e.g., order or sum data from a table, categorize data from a table using a scale from another table, relationships between data sets).*

FSL.3B.3 *Translate information into a table, graph, or diagram. Determine patterns, trends, and relationships as the values of variables change.*

FSL.3B.4 *Perform a simple interpolation or simple extrapolation using data in a table or graph. Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data.*

FSL.3B.5 *Analyze presented information when given new information (e.g., given a new scenario, how would a given scenario be changed).*

Conceptual Understanding: Scientists understand experimental design and procedures, compare designs and procedures across experiments, and understand how changes in design and procedures affect experimental results. Students should analyze scientific investigations and data presented in passages like those found in the science section of the ACT (e.g., Data Representation, Research Summaries, and Conflicting Viewpoint passages) to understand experimental designs and procedures.

FSL.3C Students will apply scientific literacy and thinking skills to analyze scientific investigations found in various experimental designs including, but not limited to, those found in sample ACT science passages.

FSL.3C.1 *Analyze the methods and choice of tools used in simple and complex experimental designs.*

FSL.3C.2 *Determine the validity of scientific questions (e.g., hypothesis) and variables for complex experimental designs.*

FSL.3C.3 *Select and describe an alternate method for testing a hypothesis.*

FSL.3C.4 *Predict how modifying the experimental design or adding another measurement in an experimental design will affect results of the experiment.*

FSL.3C.5 *Determine which additional trials could be performed in an investigation to enhance the results of an experimental design.*

Conceptual Understanding: Scientists evaluate multiple explanations for the same phenomena to determine their differences, similarities, strengths, and weaknesses, and evaluating the validity of conclusions based on experimental results. They evaluate the validity of conclusions based on experimental results. Students should analyze scientific investigations and data presented in passages like those found in the science section of the ACT (e.g., Data Representation, Research Summaries, and Conflicting Viewpoint passages) to evaluate scientific explanations.

FSL.3D **Students will apply scientific literacy and thinking skills to evaluate theoretical models, inferences, and experimental results found in various experimental designs including, but not limited to, those found in sample ACT science passages.**

FSL.3D.1 *Select the hypothesis, prediction, or conclusion that is, or is not, supported by data presentation or pieces of informational text.*

FSL.3D.2 *Determine whether given information supports or contradicts a hypothesis or conclusion, and provide support for the reasoning.*

FSL.3D.3 *Analyze and interpret data from informational texts and data to (1) reveal patterns and construct meaning (2) support or refute hypotheses, explanations, claims or designs, or (3) evaluate the strength of conclusions.*

FSL.3D.4 *Use new information to make a prediction based on a theoretical model.*

FSL.3D.5 *Select and explain why a hypothesis, prediction, or conclusion is, or is not, supported by two or more data presentations or theoretical models.*

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

GENETICS

Genetics, **a one-half credit course**, is a laboratory-based course that explores the principles of classical and molecular genetics. The structure and function relationship of DNA forms the foundation for the study of DNA inheritance, RNA and protein production, and the resulting phenotypes in organisms. Classical Mendelian genetics is explored to analyze patterns of inheritance and genetic variability within populations. Multiple applications of biotechnology are investigated to address a variety of problems in modern society.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should be actively engaged in inquiry activities, lab experiences, and scientific research (projects) for a minimum of 30% of the class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Genetics

GEN.1 Structure and Function of DNA

Conceptual Understanding: Chromosomes, the carriers of genetic information, are composed of both DNA and proteins. A significant body of evidence generated through multiple experiments by many scientists led to the conclusion that DNA is the universal genetic material. Once this was established, efforts focused on deciphering the structure of DNA and the mechanism through which DNA is passed on to cells with little to no errors. These discoveries formed the foundation of modern molecular genetics.

GEN.1A Students will demonstrate that all cells contain genetic material in the form of DNA.

GEN.1A.1 *Model the biochemical structure, either 3-D or computer-based, of DNA based on the experimental evidence available to Watson and Crick (Chargaff, 1950; Franklin, 1951).*

GEN.1A.2 *Explain the importance of the historical experiments that determined that DNA is the heritable material of the cell (Griffith, 1928; Avery, McCarty & MacLeod, 1944; Hershey & Chase, 1952).*

GEN.1A.3 *Relate the structure of DNA to its specific functions within the cell.*

GEN.1A.4 *Conduct a standard DNA extraction protocol using salt, detergent, and ethanol from various cell types (e.g., plant, animal, fungus). Compare and contrast the consistency and quantity of DNA extracted from various cell types.*

GEN.1A.5 ***Enrichment:*** *Use an engineering design process to refine the methodology to optimize the DNA-extraction process for various cell types.**

GEN.1A.6 *Investigate the structural differences between the genomes (i.e., circular/linear chromosomes and plasmids) found in prokaryotes and eukaryotes.*

Conceptual Understanding: Before a cell divides, the DNA sequence of its chromosomes is replicated, and each daughter cell receives a copy. In multicellular organisms, individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow.

GEN.1B Students will analyze how the DNA sequence is copied and transmitted to new cells.

GEN.1B.1 *Compare and contrast various proposed models of DNA replication (i.e., conservative, semi-conservative, and disruptive). Evaluate the evidence used to determine the mechanism of DNA replication.*

GEN.1B.2 *Develop and use models to illustrate the mechanics of DNA replication.*

GEN.1B.3 *Microscopically observe and analyze the stages of the cell cycle (G_1-S-G_2-M) to describe the phenomenon, and identify methods at different cell cycle checkpoints through which the integrity of the DNA code is maintained.*

Genetics

GEN.2 Transcription, Translation, and Mutations

Conceptual Understanding: The genetic information stored in the DNA molecule is expressed to produce a protein and result in the formation of an observable trait, or phenotype, in the organism. Gene expression leads to protein production through the processes of transcription in the nucleus and translation in the ribosome.

GEN.2A Students will analyze and explain the processes of transcription and translation in protein production.

GEN.2A.1. *Compare and contrast the structure of RNA to DNA and relate this structure to the different function of each molecule.*

GEN.2A.2 *Describe and model how the process of transcription produces RNA from a DNA template in both prokaryotes and eukaryotes.*

GEN.2A.3 *Develop a model to show the relationship between the components involved in the mechanics of translation at the ribosome.*

GEN.2A.4 Analyze the multiple roles of RNA in translation. Compare the structure and function of tRNA, rRNA, mRNA, and snRNA.

GEN.2A.5 ***Enrichment:*** *Evaluate Beadle and Tatum's "One Gene-One Enzyme Hypothesis" (1941) in the development of the central dogma (DNA →RNA →Protein). Explain how new discoveries, such as alternate splicing of introns, have led to the revision of the central dogma.*

Conceptual Understanding: Mutations may result in the formation of new gene alleles, alter protein structure, and produce new phenotypes.

GEN.2B Students will determine the causes and effects of mutations in DNA.

GEN.2B.1 *Identify factors that cause mutations (e.g., environmental, errors in replication, and viral infections).*

GEN.2B.2 *Explain how these mutations may result in changes in protein structure and function.*

GEN.2B.3 *Describe cellular mechanisms that can help to minimize mutations (e.g., cell cycle checkpoints, DNA polymerase proofreading, and DNA repair enzymes).*

GEN.2B.4 *Investigate the role of mutations and the loss of cell cycle regulation in the development of cancers.*

GEN.2B.5 ***Enrichment:*** *Use an engineering design process to research the current status of genetic technology and personalized medicine, then propose and test targeted medical or forensic applications.**

Genetics

GEN.3 Biotechnological Applications

Conceptual Understanding: The application of modern molecular genetics led to the development of recombinant DNA technology and the subsequent explosion of biotechnology applications. Biotechnology and the use of genetically modified organisms have altered many aspects of daily life, including forensics, agriculture, and medicine.

GEN.3 Students will investigate biotechnology applications and bioengineering practices.

GEN.3.1 *Explain and demonstrate the use of various tools and techniques of DNA manipulation and their applications in forensics (e.g., paternity and victim/suspect identification), agriculture (e.g., pesticide or herbicide resistance, improved yields, and improved nutritional value), and personalized medicine (e.g., targeted therapies, cancer treatment, production of insulin and human growth hormone, and engineering insect vectors of human parasites).*

GEN.3.2 *Experimentally demonstrate genetic transformation, protein purification, and/or gel electrophoresis.*

GEN.3.3 ***Enrichment:*** *Use an engineering design process to refine methodology and optimize the process of genetic transformation, protein purification, and/or gel electrophoresis.**

GEN.3.4 ***Enrichment:*** *Develop logical arguments based on scientific evidence for and against ethical concerns regarding biotechnology/bioengineering.*

Genetics

GEN.4 Classic Mendelian Genetics

Conceptual Understanding: Gregor Mendel is known as the "Father of Genetics" due to his work with pea plants, which established that traits are passed from parents to offspring in predictable ways. Mendel's findings formed the foundation from which geneticists can determine the mode of inheritance of various traits (e.g., dominant, recessive, and codominant).

GEN.4 Students will analyze and interpret data collected from probability calculations to explain the inheritance of traits within a population.

GEN.4.1 *Demonstrate Mendel's law of dominance and segregation using mathematics to predict phenotypic and genotypic ratios.*

GEN.4.2 *Illustrate Mendel's law of independent assortment by analyzing multi-trait cross data sets for patterns and trends.*

GEN.4.3 *Investigate traits that follow non-Mendelian inheritance patterns (e.g., incomplete dominance, codominance, multiple alleles, autosomal linkage, sex-linkage, polygenic, and epistasis).*

GEN.4.4 *Construct pedigrees from observed phenotypes. Analyze and interpret data to determine patterns of inheritance and disease risk.*

GEN.4.5 ***Enrichment:*** *Construct maps of genes on a chromosome based on data obtained from 2- and/or 3- point crosses or from recombination frequencies.*

Genetics

GEN.5 Population Genetics

Conceptual Understanding: Most species display considerable amounts of genetic variation. The variation is represented as differences in allele frequencies within the gene pool of populations of a species. Variations in the structure of gene pools form the basis of evolutionary change.

GEN.5 Students will apply population genetic concepts to explain variability of organisms within a population.

GEN.5.1 *Model the inheritance of chromosomes through meiotic cell division and demonstrate how meiosis and sexual reproduction lead to genetic variation in populations.*

GEN.5.2 *Explain how natural selection acts upon genetic variability within a population and may lead to changes in allelic frequencies over time and evolutionary changes in populations.*

GEN.5.3 *Describe processes that cause changes in allelic frequencies (e.g., nonrandom mating, small population size, immigration and emigration, genetic drift, and mutation).*

GEN.5.4 *Apply the Hardy-Weinberg formula to analyze changes in allelic frequencies due to natural selection in a population. Relate these changes to the environmental fitness of the phenotypes.*

GEN.5.5 ***Enrichment:*** *Analyze computer simulations of the effects of natural selection on allelic frequencies in a population.*

GEN.5.6 ***Enrichment:*** *Apply the concept of natural selection to analyze differences in human populations (e.g., skin color, lactose persistence, sickle cell anemia, and malaria).*

GEN.5.7 ***Enrichment:*** *Use genomic databases for sequence analysis and apply the information to species comparisons, evolutionary relationships, and/or determine the molecular basis of inherited disorders.*

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- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

HUMAN ANATOMY AND PHYSIOLOGY

Human Anatomy and Physiology, **a one-credit course**, is a laboratory-based course that investigates the structures and functions of the human body. Core content emphasizes the structure and function of cells, tissues, and organs; organization of the human body and its biochemical composition; the skeletal, muscular, nervous, endocrine, digestive, respiratory, cardiovascular, integumentary, immune, urinary, and reproductive systems; and the impact of diseases on certain systems. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. It is recommended that Human Anatomy and Physiology be taken after successful completion of Biology.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should be actively engaged in inquiry activities, lab experiences, and scientific research (projects) for a minimum of 30% of the class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

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Human Anatomy and Physiology

HAP.1 Physiological Functions/Anatomical Structure

Conceptual Understanding: Anatomists have developed a universal set of reference terms that aid in the identification of body structures with a high degree of specificity. Body organization from simple to complex levels and an introduction to the organ systems forming the body lead to a higher understanding of anatomical structures in the human body.

HAP.1 Students will demonstrate an understanding of how anatomical structures and physiological functions are organized and described using anatomical position.

HAP.1.1 *Apply appropriate anatomical terminology when explaining the orientation of regions, directions, and body planes or sections.*

HAP.1.2 *Locate organs and their applicable body cavities and systems.*

HAP.1.3 *Investigate the interdependence of the various body systems to each other and to the body as a whole.*

Human Anatomy and Physiology

HAP.2 Cells and Tissues

Conceptual Understanding: The smallest structural and functional unit of the human body is the cell. The cell is composed of organelles that perform varied but specific functions. Cells within the human body can metabolize, digest foods, dispose of waste, reproduce, grow, move, and respond to stimuli. Groups of cells that are similar in structure and function form the four types of tissues (epithelial, connective, nervous, and muscle) found in the human body.

HAP.2 Students will demonstrate an understanding of the relationship of cells and tissues that form complex structures of the body.

HAP.2.1 *Analyze the characteristics of the four main tissue types: epithelial, connective, muscle, and nervous. Examine tissues using microscopes and other various technologies.*

HAP.2.2 *Construct a model to demonstrate how the structural organization of cells in a tissue relates to the specialized function of that tissue.*

HAP.2.3 ***Enrichment:*** *Use an engineering design process to research and develop medications (i.e., targeted cancer therapy drugs) that target uncontrolled cancer cell reproduction.**

Human Anatomy and Physiology

HAP.3 Integumentary System

Conceptual Understanding: The integumentary system is composed of epithelial membranes (i.e., skin epidermis, mucosae, and serosae). The connective-tissue synovial membranes cover, insulate, protect, and cushion body organs as well as the entire body. The integumentary system is critical to maintaining homeostasis using internal and external regulators.

HAP.3 Students will investigate the structures and functions of the integumentary system, including the cause and effect of diseases and disorders.

HAP.3.1 *Identify structures and explain the functions of the integumentary system, including layers of skin, accessory structures, and types of membranes.*

HAP.3.2 *Investigate specific mechanisms (e.g., feedback and temperature regulation) through which the skin maintains homeostasis.*

HAP.3.3 *Research and analyze the causes and effects of various pathological conditions (e.g., burns, skin cancer, bacterial/viral infections, and chemical dermatitis).*

HAP.3.4 ***Enrichment:*** *Use an engineering design process to design and model/simulate effective treatments for skin disorders (e.g., tissue grafts).**

Human Anatomy and Physiology

HAP.4 Skeletal System

Conceptual Understanding: The skeletal system is composed of cartilage and bone. Together these supportive tissues form the framework for the body. The skeletal system encloses organs, attaches skeletal muscles, and connects bone, forming joints to aid in movement.

HAP.4 Students will investigate the structures and functions of the skeletal system including the cause and effect of diseases and disorders.

HAP.4.1 *Use models to compare the structure and function of the skeletal system.*

HAP.4.2 *Develop and use models to identify and classify major bones as part of the appendicular or axial skeleton.*

HAP.4.3 *Identify and classify types of joints and their movement.*

HAP.4.4 *Demonstrate an understanding of the growth and development of the skeletal system, differentiating between endochondral and intramembranous ossification.*

HAP.4.5 *Construct explanations detailing how mechanisms (e.g., Ca^{2+} regulation) are used by the skeletal system to maintain homeostasis.*

HAP.4.6 *Research and analyze various pathological conditions (e.g., bone fractures, osteoporosis, bone cancers, various types of arthritis, and carpal tunnel syndrome).*

HAP.4.7 ***Enrichment:*** *Use an engineering design process to develop, model, and test effective treatments for bone disorders (i.e., prosthetics).**

Human Anatomy and Physiology

HAP.5 Muscular System

Conceptual Understanding: The muscular system, with the aid of three types of muscle tissue (skeletal, cardiac, and smooth), provides movement, contour and shape, joint stability, heat generation, and the transportation of materials throughout the body.

HAP.5 Students will investigate the structures and functions of the muscular system, including the cause and effect of diseases and disorders.

HAP.5.1 *Develop and use models to illustrate muscle structure, muscle locations and groups, actions, origins, and insertions.*

HAP.5.2 *Describe the structure and function of the skeletal muscle fiber and the motor unit.*

HAP.5.3 *Explain the molecular mechanism of muscle contraction and relaxation.*

HAP.5.4 *Use models to locate the major muscles and investigate the movements controlled by each muscle.*

HAP.5.5 *Compare and contrast the anatomy and physiology of the three types of muscle tissue.*

HAP.5.6 *Use technology to plan and conduct an investigation that demonstrates the physiology of muscle contraction, muscle fatigue, or muscle tone. Collect and analyze data to interpret results, then explain and communicate conclusions.*

HAP.5.7 *Research and analyze the causes and effects of various pathological conditions, (e.g., fibromyalgia, muscular dystrophy, cerebral palsy, muscle cramps/strains, and tendonitis).*

HAP.5.8 ***Enrichment:*** *Use an engineering design process to develop effective ergonomic devices to prevent muscle fatigue and strain (e.g., carpal tunnel, exoskeletons for paralysis, or training plans to prevent strains/sprains/cramps).**

Human Anatomy and Physiology

HAP.6 Nervous System

Conceptual Understanding: The nervous system is composed of the central nervous system and the peripheral nervous system. These divisions work together to create every thought, action, and sensation that occurs within the body. The exploration of the special senses will provide an understanding of sight, hearing, smell, and taste.

HAP. 6 Students will investigate the structures and functions of the nervous system, including the cause and effect of diseases and disorders.

HAP.6.1 *Describe and evaluate how the nervous system functions and interconnects with all other body systems.*

HAP.6.2 *Analyze the structure and function of neurons and their supporting neuroglia cells (e.g. astrocytes, oligodendrocytes, Schwann cells, microglial).*

HAP.6.3 *Discuss the structure and function of the brain and spinal cord.*

HAP.6.4 *Compare and contrast the structures and functions of the central and peripheral nervous systems. Investigate how the systems interact to maintain homeostasis (e.g., reflex responses, sensory responses).*

HAP.6.5 ***Enrichment:*** *Plan and conduct an experiment to test reflex response rates under varying conditions. Using technology, construct graphs in order to analyze and interpret data to explain and communicate conclusions.*

HAP.6.6 *Describe the major characteristics of the autonomic nervous system. Contrast the roles of the sympathetic and parasympathetic nervous systems in maintaining homeostasis.*

HAP.6.7 *Describe the structure and function of the special senses (i.e., vision, hearing, taste, and olfaction).*

HAP.6.8 *Research and analyze the causes and effects of various pathological conditions (e.g., addiction, depression, schizophrenia, Alzheimer's, sports-related chronic traumatic encephalopathy [CTE], dementia, chronic migraine, stroke, and epilepsy).*

HAP.6.9 ***Enrichment:*** *Use an engineering design process to develop, model, and test preventative devices for neurological injuries and/or disorders (e.g., concussion-proof helmets or possible medications for addiction and depression).**

Human Anatomy and Physiology

HAP.7 Endocrine System

Conceptual Understanding: The endocrine system, using hormones, gives instructions that control growth and development, reproductive capabilities, and the physiological homeostasis of the body systems.

HAP.7 Students will demonstrate an understanding of the major organs of the endocrine system and the associated hormonal production and regulation.

HAP.7.1 *Obtain, evaluate, and communicate information to illustrate that the endocrine glands secrete hormones that help the body maintain homeostasis through feedback mechanisms.*

HAP.7.2 *Discuss the function of each endocrine gland and the various hormones secreted.*

HAP.7.3 *Model specific mechanisms through which the endocrine system maintains homeostasis (e.g., insulin/glucagon and glucose regulation; T_3 / T_4 and metabolic rates; calcitonin/parathyroid and calcium regulation; antidiuretic hormone and water balance; growth hormone; and cortisol and stress).*

HAP.7.4 *Research and analyze the effects of various pathological conditions (e.g., diabetes mellitus, pituitary dwarfism, Graves' disease, Cushing's syndrome, hypothyroidism, and obesity).*

HAP.7.5 ***Enrichment:*** *Use an engineering design process to develop effective treatments for endocrine disorders (e.g., methods to regulate hormonal imbalance).**

Human Anatomy and Physiology

HAP.8 Male and Female Reproductive Systems

Conceptual Understanding: The reproductive system's biological function is to generate offspring for the continuance of our species. Interactions of the egg and sperm, the biological clock, and fertility play critical

roles in the production of an offspring. Proper embryonic development directly depends on the health of the reproductive system.

HAP. 8 Students will investigate the structures and functions of the male and female reproductive system, including the cause and effect of diseases and disorders.

HAP.8.1 *Compare and contrast the structure and function of the male and female reproductive systems.*
HAP.8.2 *Describe the male reproductive anatomy and relate structure to sperm production and release.*
HAP.8.3 *Describe the female reproductive anatomy and relate structure to egg production and release.*
HAP.8.4 *Construct explanations detailing the role of hormones in the regulation of sperm and egg development. Analyze the role of negative feedback in regulation of the female menstrual cycle and pregnancy.*
HAP.8.5 *Evaluate and communicate information about various contraceptive methods to prevent fertilization and/or implantation.*
HAP.8.6 *Describe the changes that occur during embryonic/fetal development, birth, and the growth and development from infancy, childhood, and adolescence to adult.*
HAP.8.7 *Research and analyze the causes and effects of various pathological conditions (e.g., infertility, ovarian cysts, endometriosis, sexually transmitted diseases, and ectopic pregnancy). Research current treatments for infertility.*

Human Anatomy and Physiology

HAP.9 Blood

Conceptual Understanding: Blood is the necessary fluid that transports oxygen and other elements throughout the body and removes waste products. Blood's unique composition allows for grouping into four major blood type groups (A, B, AB, and O). Blood types are based on the presence or absence of inherited antigens on the surface of the red blood cells.

HAP.9 Students will analyze the structure and functions of blood and its role in maintaining homeostasis.

HAP.9.1 *Describe the structure, function, and origin of the cellular components and plasma components of blood.*
HAP.9.2 *Distinguish the cellular difference between the ABO blood groups and investigate blood type differences utilizing antibodies to determine compatible donors and recipients.*
HAP.9.3 *Research and analyze the causes and effects of various pathological conditions (e.g., anemia, malaria, leukemia, hemophilia, and blood doping).*
HAP.9.4 ***Enrichment:*** *Use an engineering design process to develop effective treatments for blood disorders (e.g., methods to regulate blood cell counts or blood doping tests).**

Human Anatomy and Physiology

HAP.10 Cardiovascular System

Conceptual Understanding: The cardiovascular system is composed of the heart and blood vessels. The heart is the mechanism that cycles the blood throughout the body via the blood vessels. Using blood as a carrier, the system transports nutrients, gases, wastes, antibodies, electrolytes, and many other substances to and from the cells of the body. The location, size, and orientation of the heart, blood vessels, veins, arteries, and capillaries are essential in maintaining cardiovascular health. Maintenance of this system is vital.

HAP.10 Students will investigate the structures and functions of the cardiovascular system, including the cause and effect of diseases and disorders.

HAP.10.1 *Design and use models to investigate the functions of the organs of the cardiovascular system.*
HAP.10.2 *Describe the flow of blood through the pulmonary system and systemic circulation.*
HAP.10.3 *Investigate the structure and function of different types of blood vessels (e.g., arteries, capillaries, veins). Identify the role each plays in the transport and exchange of materials.*
HAP.10.4 *Demonstrate the role of valves in regulating blood flow.*
HAP.10.5 *Plan and conduct an investigation to test the effects of various stimuli on heart rate and/or blood pressure. Construct graphs to analyze data and communicate conclusions.*
HAP.10.6 *Research and analyze the effects of various pathological conditions (e.g., hypertension, myocardial infarction, mitral valve prolapse, varicose veins, and arrhythmia).*
HAP.10.7 ***Enrichment:*** *Use an engineering design process to develop, model, and test effective treatments for cardiovascular diseases (e.g., methods to regulate heart rate, artificial replacement valves, open blood vessels, or strengthening leaky valves).**

Human Anatomy and Physiology

HAP.11 Lymphatic System

Conceptual Understanding: The lymphatic system is composed of lymphoid vessels and organs. These vessels assist the cardiovascular system by maintaining blood volume. The lymphoid organs defend the body from pathogens by providing sites for development and maturation of immune system cells. There are multiple disorders of the immune system affecting the human population.

HAP. 11 Students will investigate the structures and functions of the lymphatic system, including the cause and effect of diseases and disorders.

HAP.11.1 *Analyze the functions of leukocytes, lymph, and lymphatic organs in the immune system.*
HAP.11.2 *Compare the primary functions of the lymphatic system and its relationship to the cardiovascular system.*
HAP.11.3 *Compare and contrast the body's non-specific and specific lines of defense, including an analysis of the roles of various leukocytes: basophils, eosinophils, neutrophils, monocytes, and lymphocytes.*
HAP.11.4 *Correlate the functions of the spleen, thymus, lymph nodes, and lymphocytes to the development of immunity.*
HAP.11.5 *Differentiate the role of B-lymphocytes and T-lymphocytes in the development of humoral and cell-mediated immunity and primary and secondary immune responses.*
HAP.11.6 *Investigate various forms of acquired and passive immunity (e.g., fetal immunity, breastfed babies, vaccinations, and plasma donations).*
HAP.11.7 *Research and analyze the causes and effects of various pathological conditions (e.g., viral infections, auto-immune disorders, immunodeficiency disorders, and lymphomas).*

Human Anatomy and Physiology

HAP.12 Respiratory System

Conceptual Understanding: The respiratory system provides the body with an abundant and continuous supply of oxygen and removes carbon dioxide from the body. The organs of this system include the nose, pharynx, larynx, trachea, bronchi and their smaller branches, and the lungs. The interaction of these organs

with the cardiovascular system transports respiratory gases to the tissue cells throughout the body. Interruptions in the mechanics of this system will lead to respiratory distress.

HAP. 12 Students will investigate the structures and functions of the respiratory system, including the cause and effect of diseases and disorders.

HAP.12.1 *Design and use models to illustrate the functions of the organs of the respiratory system.*
HAP.12.2 *Describe structural adaptations of the respiratory tract and relate these structural features to the function of preparing incoming air for gas exchange at the alveolus.*
HAP.12.3 *Identify the five mechanics of gas exchange: pulmonary ventilation, external respiration, transport gases, internal respiration, and cellular respiration.*
HAP.12.4 ***Enrichment:*** *Use an engineering design process to develop a model of the mechanisms that support breathing, and illustrate the inverse relationship between volume and pressure in the thoracic cavity.**
HAP.12.5 *Research and analyze the causes and effects of various pathological conditions (e.g., asthma, bronchitis, pneumonia, and COPD).*
HAP.12.6 *Research and discuss new environmental causes of respiratory distress (e.g., e-cigarettes, environmental pollutants, and changes in inhaled gas composition).*

Human Anatomy and Physiology

HAP.13 Digestive System

Conceptual Understanding: The digestive system processes food so that it can be absorbed and used by the body's cells. The organs of the system are responsible for food ingestion, digestion, absorption, and elimination of the undigested remains from the body.

HAP.13 Students will investigate the structures and functions of the digestive system, including the cause and effect of diseases and disorders.

HAP.13.1 *Analyze the structure-function relationship in organs of the digestive system.*
HAP.13.2 *Use models to describe structural adaptations present in each organ of the tract and correlate the structures to specific processing of food at each stage (e.g., types of teeth; muscular, elastic wall and mucous lining of the stomach; villi and microvilli of the small intestine; and sphincters along the digestive tract).*
HAP.13.3 *Identify the accessory organs (i.e., salivary glands, liver, gallbladder, and pancreas) for digestion and describe their function.*
HAP.13.4 *Plan and conduct an experiment to illustrate the necessity of mechanical digestion for efficient chemical digestion.*
HAP.13.5 *Research and analyze the activity of digestive enzymes within different organs of the digestive tract, connecting enzyme function to environmental factors such as pH.*
HAP.13.6 *Evaluate the role of hormones (i.e., gastrin, leptin, and insulin) in the regulation of hunger and satiety/fullness.*
HAP.13.7 *Research and analyze the causes and effects of various pathological conditions (e.g., GERD/acid reflux, stomach ulcers, lactose intolerance, irritable bowel syndrome, gallstones, appendicitis, and hormonal imbalances and obesity).*
HAP.13.8 ***Enrichment:*** *Use an engineering design process to develop effective treatments for gastrointestinal diseases (e.g., methods to regulate stomach acids or soothe ulcers, treat food intolerance, and dietary requirements/modifications).**

Human Anatomy and Physiology

HAP.14 Urinary System

Conceptual Understanding: The urinary system regulates the body's homeostasis by removing nitrogenous wastes while maintaining water balance, electrolytes, and the blood's acid/base balance within the body. The kidney is the primary filtration and reabsorption organ of the urinary system, controlling the composition of urine and, in turn, regulating blood composition. Improper function of the kidneys could lead to death if not corrected.

HAP.14 Students will investigate the structures and functions of the urinary system, including the cause and effect of diseases and disorders.

HAP.14.1 *Understand the structure and function of the urinary system in relation to maintenance of homeostasis.*

HAP.14.2 *Describe the processes of filtration and selective reabsorption within the nephrons as it relates to the formation of urine and excretion of excess materials in the blood.*

HAP.14.3 *Investigate relationship between urine composition and the maintenance of blood sugar, blood pressure, and blood volume.*

HAP.14.4 ***Enrichment:*** *Conduct a urinalysis to compare the composition of urine from various "patients."*

HAP.14.5 *Develop and use models to illustrate the path of urine through the urinary tract.*

HAP.14.6 *Research and analyze the causes and effects of various pathological conditions and other kidney abnormalities (e.g., kidney stones, urinary tract infections, gout, dialysis, and incontinence).*

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

MARINE AND AQUATIC SCIENCE I
MARINE AND AQUATIC SCIENCE II

Marine and Aquatic Science I, **a one-half credit course**, and Marine and Aquatic Science II, **a one-half credit course,** are laboratory-based courses that investigate the biodiversity of salt water and fresh water organisms, including their interactions with the physical and chemical environment. Science and engineering practices, cross-cutting concepts, nature of science, and technology are incorporated into the standards. Special emphases relating to human impacts and career opportunities are integral components of this course. Marine and Aquatic Science I must be taken before Marine and Aquatic Science II. It is recommended that Marine and Aquatic Science I and II be taken after the successful completion of Biology.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a lab-based course, students are expected to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should be actively engaged in inquiry activities, lab experiences, and scientific research (projects) for a minimum of 30% of the class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Marine and Aquatic Science I

MAQ.1 Water Properties and Quality

Conceptual Understanding: Water is essential to all life on earth. The chemical and physical properties of water allow for all essential processes with biota. Analysis of water quality indicates ecosystem health and balance. Recycling of water throughout the biosphere allows for replenishment of fresh water, but contaminations by human activities are hindering the total amount of potable fresh water.

MAQ.1 Students will develop an understanding of the unique physical and chemical properties of water and how those properties shape life on earth.

MAQ.1.1 *Characterize the physical and chemical properties of water, including specific heat, surface temperature, universal solvent, and hydrogen bonding between water molecules (i.e., cohesion/adhesion/capillary action).*

MAQ.1.2 *Describe the role of water within biological systems (e.g., provides the medium necessary to allow for life processes such as protein synthesis, enzymatic reactions, and passive transport).*

MAQ.1.3 *Diagram, utilizing digital or physical models, the water cycle and how it relates to the total amount of fresh water available to living things at any given time.*

MAQ.1.4 *Collect, analyze, and communicate quantitative data that includes dissolved oxygen, pH, temperature, salinity, mineral content, nitrogen compounds, and turbidity from an aquatic environment (i.e., hydrometer, refractometer, Secchi disk, and chemical test kits).*

MAQ.1.5 *Research, analyze, and communicate current technology and career opportunities available to collect this data on a global scale using CTD, buoy data, or satellites.*

MAQ.1.6 ***Enrichment:*** *Use an engineering design process to reduce the effects of pollution in aquatic ecosystems (e.g., microplastics, garbage patches, oil spills, and eutrophication). Students will design a proposed solution based on current research and/or observations, and develop a model in order to test their design. Data from experimentation will be analyzed, organized graphically, and communicated to classmates to determine the effectiveness of the proposed solution.**

Marine and Aquatic Science I

MAQ.2 Fluid Dynamics

Conceptual Understanding: Fluid dynamics include properties and features of waves, currents, and tides. Each of these is vital for uniformity of temperature and chemical balance within ecosystems. Physical changes can be attributed to the movement of water, including shoreline development, erosion, and island formation. Climate change is influencing changes in our present fluid dynamic models.

MAQ.2 Students will develop an understanding of the principles of fluid dynamics as it relates to both salt and freshwater systems.

MAQ.2.1 *Characterize wave features and wave properties, including wavelength, period, wave speed, breakers, and constructive waves and their effects on shoreline communities (e.g., headlands, embayments, shoreline erosion, and deposition).*

MAQ.2.2 *Survey predictable patterns of tides (i.e., tidal period and range, diurnal, semidiurnal, mixed, spring, and neap tides) to correlate with moon phases in graphical form.*

MAQ.2.3 *Summarize principles related to currents (e.g., global wind patterns, Coriolis effect, Ekman spiral, surface, thermohaline, upwelling, downwelling, El Niño, La Niña, hurricanes, Barrier Island movement).*

MAQ.2.4 *Research, analyze, and communicate scientific arguments to support climate models that predict how global and regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, global ice volumes, and atmosphere and ocean composition).*

MAQ.2.5 *Distinguish among lentic and lotic water systems, including water flow, seasonal overturn, and watershed mapping.*

Marine and Aquatic Science I

MAQ.3 Geological Features

Conceptual Understanding: Plate tectonics explain present geological features that can be described in different aquatic ecosystems. Natural phenomena, such as sea floor spreading, are caused by plate tectonic action. The distance from shoreline and availability of light classifies different areas of the ocean.

MAQ.3 Students will understand the principles of plate tectonics, sea floor spreading, and physical features of oceanic zones.

MAQ.3.1 *Use geospatial data to analyze, explain, and communicate differences among the major geological features of specific aquatic ecosystems (e.g., plate tectonics, continental rise, continental slope, abyssal plain, trenches, sea mounts, island formation, and watersheds).*

MAQ.3.2 *Develop an understanding of plate tectonics to predict certain geological features (e.g., sea floor spreading, paleomagnetic measurements, and orogenesis).*

MAQ.3.3 *Classify zones of the ocean based on distance from shorelines (i.e., intertidal, neritic, oceanic, and benthic zones), temperature, and light availability (i.e., epipelagic, mesopelagic, bathypelagic, abyssopelagic, and hadopelagic).*

MAQ.3.4 *Classify zones of freshwater sources based on the velocity of current, depth, and temperature.*

Marine and Aquatic Science I

MAQ.4 Flora and Fauna

Conceptual Understanding: Unique flora and fauna can be found in different aquatic ecosystems. Their features and unique biochemistry may serve to further the human quality of life. However, human impacts and natural events have altered many of these ecosystems in different ways.

MAQ.4 Students will examine characteristics of specific aquatic ecosystems and the effects of human and natural phenomena on those ecosystems.

MAQ.4.1 *Compare and contrast the unique biotic and abiotic characteristics of the following selected aquatic ecosystems: intertidal zone, wetlands/estuaries, coral reef, barrier islands, continental slope/shelf, abyss, rivers/streams/watersheds, and lakes/ponds.*

MAQ.4.2 *Recognize representative examples of plants and animals that would be specifically adapted to the aquatic ecosystems, and identify adaptations necessary to survive.*

MAQ.4.3 *Determine the niches within trophic levels in the aquatic ecosystems by creating food webs and researching the symbiotic relationships that exist.*

MAQ.4.4 *Research, analyze, and communicate the effects of urbanization and continued expansion by humans on the aquatic ecosystems' biodiversity (e.g., land use changes, erosion and sedimentation, over-fishing, invasive/exotic species, and pollution).*

MAQ.4.5 *Explore the importance of species diversity to the biological resources needed by human populations, including food (e.g., aquaculture and mariculture), medicine, and natural aesthetics.*

MAQ.4.6 *Research, analyze, and communicate the effects of natural phenomena (e.g., hurricanes, floods, drought, and sea-level rise) on the aquatic ecosystems.*

MAQ.4.7 *Research, analyze, and communicate which and in what capacity local, state, and federal regulatory agencies are involved in different aquatic ecosystems, including current environmental policies already in place (e.g., the Clean Water Act and the Endangered Species Act). Research should include, but is not limited to, how humans can preserve animal diversity through the use of habitat creation and conservation, research, legislation, medical and breeding programs, and management of genetic diversity at local and global levels.*

MAQ.4.8 ***Enrichment:*** *Choose an environmental issue that currently exists in one of the aquatic ecosystems and use an engineering design process to propose and develop a possible solution using scientific knowledge and best management practices (BMPs). Create an environmental action plan to include moral, legal, societal, political, and economic decisions that impact animal diversity in both the short and long term. Results from developed plans will be communicated with classmates.**

Marine and Aquatic Science II

MAQ.5 Primary Producers

Conceptual Understanding: Primary producers are the basis of every food web in aquatic ecosystems. While many producers are photosynthetic autotrophs, chemosynthesis is also a common form of energy conversion. Surveying shared and derived characteristics of producers demonstrates evolutionary development. Various methods are currently utilized to measure primary productivity in various ecosystems.

MAQ.5 Students will explore the biodiversity and interactions among aquatic life.

MAQ.5.1 *Survey common primary producers and their roles in primary production in relation to geographical distribution within various aquatic ecosystems.*

MAQ.5.2 *List and describe common autotrophs that may be found in particular aquatic ecosystems, including prokaryotes (e.g., Cyanobacteria and Archaebacteria), protists (e.g., diatoms, dinoflagellates, green algae, kelp, sargassum, and red algae), and plants (e.g., cord grasses, reeds, seagrasses, and mangroves).*

MAQ.5.3 *Recognize characteristics that are shared and derived using graphical representations of primary-producer evolution and develop cladograms/phylogenetic trees.*

MAQ.5.4 *Use dichotomous keys to identify sample producers within an aquatic ecosystem.*

MAQ.5.5 *Paraphrase energy conversion processes (e.g., photosynthesis and chemosynthesis).*

MAQ.5.6 ***Enrichment:*** *Research, analyze, and communicate historical and current methodologies for measuring primary productivity. Use an engineering design process to design and develop improvements to measure primary productivity (e.g., the light and dark bottle method and satellite data).**

Marine and Aquatic Science II

MAQ.6 Invertebrate Consumers

Conceptual Understanding: Many consumers found within aquatic ecosystems range from single-celled protozoa to multicellular invertebrates. While many of these consumers share basic morphological characteristics, derived characters demonstrate evolutionary relationships. Varied adaptations are found among these organisms for successful niches within selected ecosystems.

MAQ.6 Students will investigate characteristics of aquatic invertebrates.

MAQ.6.1 *Characterize aquatic representatives of the following taxa: Protozoa (e.g., foraminiferians, radiolarians, amoeba, and paramecium), Porifera, Cnidaria, Platyhelminthes, Nematoda, Annelida, Rotifera, Mollusca, Arthropoda, Bryozoa, Brachiopoda, and Echinodermata.*

MAQ.6.2 *Identify characteristics that are shared and derived using graphical representations of animal evolution (i.e., cladograms and phylogenetic trees) and develop cladograms and phylogenetic trees.*

MAQ.6.3 *Develop a dichotomous classification key to be used in the identification of sample aquatic invertebrates.*

MAQ.6.4 *Compare and contrast major body plans (e.g., asymmetry, radial, bilateral symmetry, acoelomate, pseudocoelomate, and eucoelomate).*

MAQ.6.5 *Explain various life cycles found among animals (e.g., polyp and medusa in cnidarians, multiple hosts and stages in the platyhelminthic life cycle, and arthropod metamorphosis).*

MAQ.6.6 *Dissect representative taxa (e.g., clam and squid), collect data, compare their internal and external anatomy, analyze, explain, and communicate results.*

MAQ.6.7 *Using key morphological and physiological adaptations found within animal taxa, assess how animals interact with their environment to determine their ecological roles.*

MAQ.6.8 ***Enrichment:*** *Given a niche in a specific environment, use an engineering design process to design an animal, listing characteristics based on your knowledge of shared and derived characters, internal and external anatomy, and how the animal would adapt morphologically and physiologically relative to its ecological role and specific environment.**

Marine and Aquatic Science II

MAQ.7 Vertebrate Consumers

Conceptual Understanding: Other consumers that inhabit aquatic ecosystems are found within Phylum Chordata. While many of these consumers share basic morphological characteristics, derived characteristics demonstrate evolutionary relationships. Various adaptations are found among these organisms for successful niches within selected ecosystems.

MAQ.7 Students will investigate characteristics of aquatic invertebrates.

MAQ.7.1 *Characterize aquatic representatives of the following taxa: Hemichordata, Urochordata, Cephalochordata, and Vertebrata (including Agnatha, Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves, and Mammalia).*

MAQ.7.2 *Identify characteristics that are shared and derived using graphical representation of animal evolution, and develop cladograms/phylogenetic trees.*

MAQ.7.3 *Utilize a dichotomous key to identify select aquatic vertebrates.*

MAQ.7.4 *Differentiate various life cycles found among animals (e.g., egg, tadpole, and adult stages of the amphibian life cycle; leathery eggs on land in reptiles; hard-shelled eggs in Aves; placental, marsupial, or monotremes in mammals; viviparous, ovoviviparous, and oviparous animals).*

MAQ.7.5 *Dissect representative taxa (e.g., shark, fish); collect data; compare their internal and external anatomy; and analyze, explain, and communicate results.*

MAQ.7.6 *Using key morphological and physiological adaptations found within aquatic vertebrate taxa, assess how animals interact with their environment to determine their ecological roles.*

MAQ.7.7 ***Enrichment:*** *Given a niche in a specific environment, use an engineering design process to design an animal, listing characteristics based on your knowledge of shared and derived characteristics, internal and external anatomy, and how the animal would adapt morphologically and physiologically relative to its ecological role and specific environment.**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

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Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

PHYSICAL SCIENCE

Physical Science, **a one-credit course,** provides opportunities for students to develop and communicate a basic understanding of physics and chemistry through lab-based activities, integrated STEM activities, inquiry, suitable mathematical expressions, and concept exploration. The Physical Science course will prepare students for the transition to other science courses and to become informed citizens of a modern world that is constantly changing. To be successful in Physical Science, it is recommended that students have completed Algebra I (Integrated Math I) or be enrolled in this math course.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should actively engage in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

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Physical Science

PHS.1 Nature of Matter

Conceptual Understanding: To actively develop scientific investigation, reasoning, and logic skills, this standard develops basic ideas about the characteristics and structure of matter. Matter is anything that has mass and occupies space. All matter is made up of small particles called atoms. Matter can exist as a solid, liquid, gas, or plasma.

PHS.1 Students will demonstrate an understanding of the nature of matter.

PHS.1.1 *Use contextual evidence to describe particle theory of matter. Examine the particle properties of solids, liquids, and gases.*

PHS.1.2 *Use scientific research to generate models to compare physical and chemical properties of elements, compounds, and mixtures.*

PHS.1.3 *Conduct an investigation to determine the identity of unknown substances by comparing properties to known substances.*

PHS.1.4 *Design and conduct investigations to explore techniques in measurements of mass, volume, length, and temperature.*

PHS.1.5 *Design and conduct an investigation using graphical analysis (e.g., line graph) to determine the density of liquids and/or solids.*

PHS.1.6 *Use mathematical and computational analysis to solve density problems. Manipulate the density formula to determine density, volume, or mass or use dimensional analysis to solve problems.*

Physical Science

PHS.2 Atomic Theory

Conceptual Understanding: Many scientists have contributed to our understanding of atomic structure. The atom is the basic building block of matter and consists of subatomic particles (proton, neutron, electron, and quark) that differ in their location, charge, and relative mass.

PHS.2 Students will demonstrate an understanding of both modern and historical theories of atomic structure.

PHS.2.1 *Research and develop models (e.g., 3-D models, online simulations, or ball and stick) to investigate both modern and historical theories of atomic structure. Compare models and contributions of Dalton, Thomson, Rutherford, Bohr, and of modern atomic theory.*

Physical Science

PHS.3 Periodic Table

Conceptual Understanding: The organization of the periodic table allows scientists to obtain information and develop an understanding of concepts of atomic interactions. Developing scientific investigations increases logical reasoning and deduction skills to present the nature of science in the context of key scientific concepts.

PHS.3 Students will analyze the organization of the periodic table of elements to predict atomic interactions.

PHS.3.1 *Use contextual evidence to determine the organization of the periodic table, including metals, metalloids, and nonmetals; symbols; atomic number; atomic mass; chemical families/groups; and periods/series.*

PHS.3.2 *Using the periodic table and scientific methods, investigate the formation of compounds through ionic and covalent bonding.*

PHS.3.3 *Using naming conventions for binary compounds, write the compound name from the formula, and write balanced formulas from the name (e.g., carbon dioxide - CO_2, sodium chloride - NaCl, iron III oxide- Fe2O3, and calcium bromide - $CaBr_2$).*

PHS.3.4 *Use naming conventions to name common acids and common compounds used in classroom labs (e.g., sodium bicarbonate (baking soda), $NaHCO_3$; hydrochloric acid, HCl; sulfuric acid, H_2SO_4 ; acetic acid (vinegar), $HC_2H_3O_2$; and nitric acid, HNO_3).*

PHS.3.5 *Use mathematical and computational analysis to determine the atomic mass of binary compounds.*

Physical Science

PHS.4 The Law of Conservation of Matter and Energy

Conceptual Understanding: The law of conservation of matter and energy states that matter and energy can be transformed in different ways, but the total amount of mass and energy will be conserved. These concepts should be investigated and further developed in the classroom.

PHS.4 Students will analyze changes in matter and the relationship of these changes to the law of conservation of matter and energy.

PHS.4.1 *Design and conduct experiments to investigate physical and chemical changes of various household products (e.g., rusting, sour milk, crushing, grinding, tearing, boiling, and freezing) and reactions of common chemicals that produce color changes or gases.*

PHS.4.2 *Design and conduct investigations to produce evidence that mass is conserved in chemical reactions (e.g., vinegar and baking soda in a Ziploc© bag).*

PHS.4.3 *Apply the concept of conservation of matter to balancing simple chemical equations.*

PHS.4.4 *Use mathematical and computational analysis to examine evidence that mass is conserved in chemical reactions using simple stoichiometry problems (1:1 mole ratio) or atomic masses to demonstrate the conservation of mass with a balanced equation.*

PHS.4.5 *Research nuclear reactions and their uses in the modern world, exploring concepts such as fusion, fission, stars as reactors, nuclear energy, and chain reactions.*

PHS.4.6 *Analyze and debate the advantages and disadvantages of nuclear reactions as energy sources.*

Physical Science

PHS.5 Newton's Laws of Motion

Conceptual Understanding: Kinematics (contact forces) describe the motion of objects using words, diagrams, numbers, graphs, and equations. The goal of any study of kinematics is to develop scientific models to describe and explain the motion of real-world objects. Newton's laws of motion are an example of a tool that can aid in the explanation of motion.

PHS.5 Students will analyze the scientific principles of motion, force, and work.

PHS.5.1 *Research the scientific contributions of Newton, and use models to communicate Newton's principles.*

PHS.5.2 *Design and conduct an investigation to study the motion of an object using properties such as displacement, time of motion, velocity, and acceleration.*

PHS.5.3 *Collect, organize, and interpret graphical data using correct metric units to determine the average speed of an object.*

PHS.5.4 *Use mathematical and computational analyses to show the relationships among force, mass, and acceleration (i.e., Newton's second law).*

PHS.5.5 *Design and construct an investigation using probe systems and/or online simulations to observe relationships between force, mass, and acceleration (F=ma).*

PHS.5.6 *Use an engineering design process and mathematical analysis to design and construct models to demonstrate the law of conservation of momentum (e.g., roller coasters, bicycle helmets, bumper systems).*

PHS.5.7 *Use mathematical and computational representations to create graphs and formulas that describe the relationships between force, work, and energy (i.e., W=Fd, KE=½ mv^2, PE=mgh, W=KE).*

PHS.5.8 *Research the efficiency of everyday machines, and debate ways to improve their economic impact on society (e.g., electrical appliances, transportation vehicles).*

Physical Science

PHS.6 Waves

Conceptual Understanding: Waves are everywhere in nature. Understanding of the physical world is not complete until we understand the nature, properties, and behaviors of waves. Students have experienced transverse and horizontal waves in their everyday lives. The exploration of waves in greater depth will allow students to conceptualize these waves. The goal is to develop various models of waves and apply those models to understanding wave interactions.

PHS.6 Students will explore the characteristics of waves.

PHS.6.1 *Use models to analyze and describe examples of mechanical waves' properties (e.g., wavelength, frequency, speed, amplitude, rarefaction, and compression).*

PHS.6.2 *Analyze examples and evidence of transverse and longitudinal waves found in nature (e.g., earthquakes, ocean waves, and sound waves).*

PHS.6.3 *Generate wave models to explore energy transference.*

PHS.6.4 ***Enrichment:*** *Use an engineering design process to design and build a musical instrument to demonstrate the influence of resonance on music.**

PHS.6.5 *Design and conduct experiments to investigate technological applications of sound (e.g., medical uses, music, acoustics, Doppler effects, and influences of mathematical theory on music).*

PHS.6.6 *Research real-world applications to create models or visible representations of the electromagnetic spectrum, including visible light, infrared radiation, and ultraviolet radiation.*

PHS.6.7 ***Enrichment:*** *Use an engineering design process to design and construct an apparatus that forms images to project on a screen or magnify images using lenses and/or mirrors.**

PHS.6.8 ***Enrichment:*** *Debate the particle/wave behavior of light.*

Physical Science

PHS.7 Energy

Conceptual Understanding: Concepts about different energy forms and energy transformations continue to be expanded and explored in greater depth, leading to the development of more mathematical applications. Focus should be on students actively developing scientific investigations, reasoning, and logic skills.

PHS.7 Students will examine different forms of energy and energy transformations.

PHS.7.1 *Using digital resources, explore forms of energy (e.g., potential and kinetic energy, mechanical, chemical, electrical, thermal, radiant, and nuclear energy).*

PHS.7.2 *Use scientific investigations to explore the transformation of energy from one type to another (e.g., potential to kinetic energy, and mechanical, chemical, electrical, thermal, radiant, and nuclear energy interactions).*

PHS.7.3 *Using mathematical and computational analysis, calculate potential and kinetic energy based on given data. Use equations such as PE=mgh and KE=½ mv^2.*

PHS.7.4 *Conduct investigations to provide evidence of the conservation of energy as energy is converted from one form of energy to another (e.g., wind to electric, chemical to thermal, mechanical to thermal, and potential to kinetic).*

Physical Science

PHS.8 Thermal Energy

Conceptual Understanding: Thermal energy is transferred in the form of heat. Heat is always transferred from an area of high heat to low heat. More complex concepts and terminology related to phase changes are developed, including the distinction between heat and temperature.

PHS.8 Students will demonstrate an understanding of temperature scales, heat, and thermal energy transfer.

PHS.8.1 *Compare and contrast temperature scales by converting between Celsius, Fahrenheit, and Kelvin.*

PHS.8.2 *Apply particle theory to phase change and analyze freezing point, melting point, boiling point, vaporization, and condensation of different substances.*

PHS.8.3 *Relate thermal energy transfer to real world applications of conduction (e.g., quenching metals), convection (e.g., movement of air masses/weather/plate tectonics), and radiation (e.g., electromagnetic).*

PHS.8.4 ***Enrichment:*** *Use an engineering design process to construct a simulation of heat energy transfer between systems. Calculate the calories/joules of energy generated by burning food products. Communicate conclusions based on evidence from the simulation.**

Physical Science

PHS.9 Electricity

Conceptual Understanding: Electrical energy (both battery and circuit energy) is transformed into other forms of energy. Charged particles and magnetic fields are similar because they both store energy. Magnetic fields exert forces on moving charged particles. Students investigate practical uses of these concepts and develop a working understanding of the basic concepts of magnetism and electricity.

PHS.9 Students will explore basic principles of magnetism and electricity (e.g., static electricity, current electricity, and circuits).

PHS.9.1 *Use digital resources and online simulations to investigate the basic principles of electricity, including static electricity, current electricity, and circuits. Use digital resources (e.g., online simulations) to build a model showing the relationship between magnetic fields and electric currents.*

PHS.9.2 *Distinguish between magnets, motors, and generators, and evaluate modern industrial uses of each.*

PHS.9.3 ***Enrichment:*** *Use an engineering design process to construct a working electric motor to perform a task. Communicate the design process and comparisons of task performance efficiencies.**

PHS.9.4 *Use an engineering design process to construct and test conductors, semiconductors, and insulators using various materials to optimize efficiency.**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

PHYSICS

Physics, **a one-credit course,** provides opportunities for students to develop and communicate an understanding of matter and energy through lab-based activities, integrated STEM activities, mathematical expressions, and concept exploration. Concepts covered in this course include kinematics, dynamics, energy, mechanical and electromagnetic waves, and electricity. Laboratory activities, uses of technology, effective communication of results, and research of contemporary scientific theories through various methods are integral components of this course. Science as inquiry is an integral part of the framework, placing emphasis on developing the ability to ask questions, observe, experiment, measure, problem solve, gather data, and communicate findings. Inquiry is not an isolated unit of instruction and must be embedded throughout the content strands. All Physics laboratories need to be well equipped with the materials and apparatuses necessary to allow students to have meaningful experiences in the laboratory. To be successful in Physics, it is recommended that students have completed Algebra I. Geometry, and Algebra II (Integrated Math I, II, II), and be enrolled in an upper level math course.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world to increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a laboratory-based course, students are expected to utilize the science and engineering practices to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should actively engage in inquiry activities, laboratory experiences, and scientific research (projects) for a minimum of 30% of class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Physics

PHY.1 One-Dimensional Motion

Conceptual Understanding: Linear motion of objects is described by displacement, velocity, and acceleration. These concepts should be introduced as computational and investigative phenomena.

PHY.1 Students will investigate and understand how to analyze and interpret data.

PHY.1.1 *Investigate and analyze evidence gained through observation or experimental design regarding the one-dimensional (1-D) motion of objects. Design and conduct experiments to generate and interpret graphical evidence of distance, velocity, and acceleration through motion.*

PHY.1.2 *Interpret and predict 1-D motion based on displacement vs. time, velocity vs. time, or acceleration vs. time graphs (e.g., free-falling objects).*

PHY.1.3 *Use mathematical and computational analysis to solve problems using kinematic equations.*

PHY.1.4 *Use graphical analysis to derive kinematic equations.*

PHY.1.5 *Differentiate and give examples of motion concepts such as distance-displacement, speed-velocity, and acceleration.*

PHY.1.6 *Design and mathematically/graphically analyze quantitative data to explore displacement, velocity, and acceleration of various objects. Use probe systems, video analysis, graphical analysis software, digital spreadsheets, and/or online simulations.*

PHY.1.7 *Design different scenarios, and predict graph shapes for distance/time, velocity/time, and acceleration/time graphs.*

PHY.1.8 *Given a 1D motion graph students should replicate the motion predicted by the graph.*

Physics

PHY.2 Newton's Laws

Conceptual Understanding: Motion and acceleration can be explained by analyzing the contact interaction of objects. This motion and acceleration can be predicted by analyzing the forces (i.e., normal, tension, gravitational, applied, and frictional) acting on the object and applying Newton's laws of motion.

PHY.2 Students will develop an understanding of concepts related to Newtonian dynamics.

PHY.2.1 *Identify forces acting on a system by applying Newton's laws mathematically and graphically (e.g., vector and scalar quantities).*

PHY.2.2 *Use models such as free-body diagrams to explain and predict the motion of an object according to Newton's law of motion, including circular motion.*

PHY.2.3 *Use mathematical and graphical techniques to solve vector problems and find net forces acting on a body using free-body diagrams and/or online simulations.*

PHY.2.4 *Use vectors and mathematical analysis to explore the 2D motion of objects. (i.e. projectile and circular motion).*

PHY.2.5 *Use mathematical and computational analysis to derive simple equations of motion for various systems using Newton's second law (e.g. net force equations).*

PHY.2.6 *Use mathematical and computational analysis to explore forces (e.g., friction, force applied, normal, and tension).*

PHY.2.7 *Analyze real-world applications to draw conclusions about Newton's three laws of motion using online simulations, probe systems, and/or laboratory experiences.*

PHY.2.8 *Design an experiment to determine the forces acting on a stationary object on an inclined plane. Test your conclusions.*

PHY.2.9 *Draw diagrams of forces applied to an object, and predict the angle of incline that will result in unbalanced forces acting on the object.*

PHY.2.10 *Apply the effects of the universal gravitation law to generate a digital/physical graph, and interpret the forces between two masses, acceleration due to gravity, and planetary motion (e.g., situations where g is constant, as in falling bodies).*

PHY.2.11 *Explain centripetal acceleration while undergoing uniform circular motion to explore Kepler's third law using online simulations, models, and/or probe systems.*

Physics

PHY.3 Work and Energy

Conceptual Understanding: Work and energy are synonymous. When investigating mechanical energy, energy is the ability to do work. The rate at which work is done is called power. Efficiency is the ratio of power input to the output of the system. In closed systems, energy is conserved.

PHY.3 Students will develop an understanding of concepts related to work and energy.

PHY.3.1 *Use mathematical and computational analysis to qualitatively and quantitatively analyze the concept of work, energy, and power to explain and apply the conservation of energy.*

PHY.3.2 *Use mathematical and computational analysis to explore conservation of momentum and impulse.*

PHY.3.3 *Through real-world applications, draw conclusions about mechanical potential energy and kinetic energy using online simulations and/or laboratory experiences.*

PHY.3.4 *Design and conduct investigations to compare conservation of momentum and conservation of kinetic energy in perfectly inelastic and elastic collisions using probe systems, online simulations, and/or laboratory experiences.*

PHY.3.5 *Investigate, collect data, and summarize the principles of thermodynamics by exploring how heat energy is transferred from higher temperature to lower temperature until equilibrium is reached.*

PHY.3.6 ***Enrichment****: Design, conduct, and communicate investigations that explore how temperature and thermal energy relate to molecular motion and states of matter.*

PHY.3.7 ***Enrichment:*** *Use mathematical and computational analysis to analyze problems involving specific heat and heat capacity.*

PHY.3.8 ***Enrichment:*** *Research to compare the first and second laws of thermodynamics as related to heat engines, refrigerators, and thermal efficiency.*

PHY.3.9 *Explore the kinetic theory in terms of kinetic energy of ideal gases using digital resources.*

PHY.3.10 ***Enrichment:*** *Research the efficiency of everyday machines (e.g., automobiles, hair dryers, refrigerators, and washing machines).*

PHY.3.11 ***Enrichment:*** *Use an engineering design process to design and build a themed Rube Goldberg-type machine that has six or more steps and complete a desired task (e.g., pop a balloon, fill a bottle, shoot a projectile, or raise an object 35 cm) within an allotted time. Include a poster that demonstrates the calculations of the energy transformation or efficiency of the machine.**

Physics

PHY.4 Waves

Conceptual Understanding: Wave properties are the transfer of energy from one place to another. The investigation of these interactions must include simple harmonic motion, sound, and electromagnetic radiation.

PHY.4 Students will investigate and explore wave properties.

PHY.4.1 *Analyze the characteristics and properties of simple harmonic motions, sound, and light.*

PHY.4.2 *Describe and model through digital or physical means the characteristics and properties of mechanical waves by simulating and investigating properties of simple harmonic motion.*

PHY.4.3 *Use mathematical and computational analysis to explore wave characteristics (e.g., velocity, period, frequency, amplitude, phase, and wavelength).*

PHY.4.4 *Investigate and communicate the relationship between the energy of a wave in terms of amplitude and frequency using probe systems, online simulations, and/or laboratory experiences.*

PHY.4.5 *Design, investigate, and collect data on standing waves and waves in specific media (e.g., stretched string, water surface, and air) using online simulations, probe systems, and/or laboratory experiences.*

PHY.4.6 *Explore and explain the Doppler effect as it relates to a moving source and to a moving observer using online simulations, probe systems, and/or real-world experiences.*

PHY.4.7 *Explain the laws of reflection and refraction, and apply Snell's law to describe the relationship between the angles of incidence and refraction.*

PHY.4.8 *Use ray diagrams and the thin lens equations to solve real-world problems involving object distance from lenses, using a lens bench, online simulations, and/or laboratory experiences.*

PHY.4.9 *Research the different bands of electromagnetic radiation, including characteristics, properties, and similarities/differences.*

PHY.4.10 ***Enrichment:*** *Research the ways absorption and emission spectra are used to study astronomy and the formation of the universe.*

PHY.4.11 ***Enrichment:*** *Research digital nonfictional text to defend the wave-particle duality of light (i.e., wave model of light and particle model of light).*

PHY.4.12 ***Enrichment:*** *Research uses of the electromagnetic spectrum or photoelectric effect.*

Physics

PHY.5 Electricity and Magnetism

Conceptual Understanding: In electrical interactions, electrical energy (whether battery or circuit energy) is transformed into other forms of energy. Charged particles and magnetic fields are similar in that they store energy. Magnetic fields exert forces on moving charged particles. Changing magnetic fields cause electrons in wires to move and thus create a current.

PHY.5 Students will investigate the key components of electricity and magnetism.

PHY.5.1 *Analyze and explain electricity and the relationship between electricity and magnetism.*

PHY.5.2 *Explore the characteristics of static charge and how a static charge is generated using simulations.*

PHY.5.3 *Use mathematical and computational analysis to analyze problems dealing with electric field, electric potential, current, voltage, and resistance as related to Ohm's law.*

PHY.5.4 *Develop and use models (e.g., circuit drawing and mathematical representation) to explain how electric circuits work by tracing the path of electrons, including concepts of energy transformation, transfer, conservation of energy, electric charge, and resistance using online simulations, probe systems, and/or laboratory experiences.*

PHY.5.5 *Design and conduct an investigation of magnetic poles, magnetic flux and magnetic field using online simulations, probe systems, and/or laboratory experiences.*

PHY.5.6 *Use schematic diagrams to analyze the current flow in series and parallel electric circuits, given the component resistances and the imposed electric potential.*

PHY.5.7 *Analyze and communicate the relationship between magnetic fields and electrical current by induction, generators, and electric motors (e.g., microphones, speakers, generators, and motors) using Ampere's and Faraday's laws.*

PHY.5.8 ***Enrichment:*** *Design and construct a simple motor to develop an explanation of how the motor transforms electrical energy into mechanical energy and work.*

PHY.5.9 ***Enrichment:*** *Design and draw a schematic of a circuit that will turn on/off a light from two locations in a room like those found in most homes.*

Physics

PHY.6 Nuclear Energy

Conceptual Understanding: Nuclear energy is energy stored in the nucleus of the atom. The energy holding atoms together is called binding energy. The binding energy is a huge amount of energy. So, at the subatomic scale, the conservation of energy becomes the conservation of mass-energy.

PHY.6 Students will demonstrate an understanding of the basic principles of nuclear energy.

PHY.6.1 *Analyze and explain the concepts of nuclear physics.*

PHY.6.2 *Explore the mass number and atomic number of the nucleus of an isotope of a given chemical element.*

PHY.6.3 *Investigate the conservation of mass and the conservation of charge by writing and balancing nuclear decay equations for alpha and beta decay.*

PHY.6.4 *Simulate the process of nuclear decay using online simulations and/or laboratory experiences and using mathematical computations determine the half-life of radioactive isotopes.*

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

ZOOLOGY I (Invertebrate)
ZOOLOGY II (Vertebrate)

Zoology I, **a one-half credit course**, and Zoology II, **a one-half credit course**, are laboratory-based courses that survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are addressed during laboratory observations and dissections. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. It is recommended that Zoology I and/or Zoology II be taken after the successful completion of Biology.
NOTE: Students do **not** have to complete Zoology I before enrolling in Zoology II. The disciplinary core idea ZOO.1, Evolution, does not have to be repeated in Zoology II if students have successfully completed Zoology I and are continuing study with Zoology II.

The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world that increase the depth of understanding based on evidence, logic, and innovation. These concepts are expected to appear throughout the course. As a lab-based course, students are expected to design and conduct investigations using appropriate equipment, measurement (SI units), and safety procedures. Students should also design data tables and draw conclusions using mathematical computations and/or graphical analysis. It is recommended that students should be actively engaged in inquiry activities, lab experiences, and scientific research (projects) for a minimum of 30% of the class time.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

Objectives identified by "**Enrichment:**" are considered enrichment material that may be expanded upon as time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. **These performance objectives are marked with an * at the end of the statement.**

Zoology I

ZOO.1 Evolution

Conceptual Understanding: Evolution results from the interaction of four factors: (1) the potential for a species to increase in number, (2) genetic variation occurring within a species due to mutations and sexual reproduction, (3) limited supply of resources needed for survival resulting in competition, and (4) those organisms that are better adapted for an environment survive and reproduce. Genetic information provides evidence of evolution. DNA sequences vary among species, but some similarities remain. By comparing the DNA sequences of different organisms, multiple lines of descent may be inferred. The ongoing branching into multiple lines of descent may also be derived by comparing the amino acid sequences and by examining the anatomical and embryological evidence.

ZOO.1 Students will develop a model of evolutionary change over time.

ZOO.1.1 *Develop and use dichotomous keys to distinguish animals from protists, plants, and fungi.*
ZOO.1.2 *Describe how the fossil record documents the history of life on earth.*
ZOO.1.3 *Recognize that the classification of living organisms is based on their evolutionary history and/or similarities in fossils and living organisms.*

ZOO.1.4 *Construct cladograms or phylogenetic trees to show the evolutionary branches of an ancestral species and its descendants.*

ZOO.1.5 *Design models to illustrate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations.*

ZOO.1.6 ***Enrichment:*** *Use an engineering design process to develop an artificial habitat to meet the requirements of a population that has been impacted by human activity.**

Zoology I

ZOO.2 Phyla Porifera and Cnidaria

Conceptual Understanding: Phyla Porifera and Cnidaria are two of the most primitive of animal phyla. They distinguish themselves from other metazoans by their lack of bilateral symmetry. Each phylum has its own anatomy, physiology, and unique role in aquatic ecosystems.

ZOO.2 Students will understand the structure and function of phylum Porifera and phylum Cnidaria and how each adapts to their environments.

ZOO.2.1 *Differentiate among asymmetry, radial symmetry, and bilateral symmetry in an animal's body plan.*

ZOO.2.2 *Identify the anatomy and physiology of a sponge, including how specialized cells within sponges work cooperatively without forming tissues to capture and digest food.*

ZOO.2.3 *Describe the importance of phylum Porifera in aquatic habitats.*

ZOO.2.4 *Create a model, either physical or digital, illustrating the anatomy of a sponge, tracing the flow of water.*

ZOO.2.5 ***Enrichment:*** *Use an engineering design process to determine the quantity of water that may be absorbed per unit in a natural sponge versus a synthetic sponge.**

ZOO.2.6 *Contrast the polyp lifestyle of most Cnidarians with the medusa lifestyle of jellyfish, including how both utilize a single body opening.*

ZOO.2.7 *Describe how nematocysts (stinging cells) of Cnidarians are used for capturing food and for defense.*

ZOO.2.8 ***Enrichment:*** *Utilize an engineering design process to create a simulated nematocyst, including possible biomimicry use.**

ZOO.2.9 *Describe the ecological importance of and human impacts on coral reefs.*

ZOO.2.10 *Create a digital or physical model illustrating the anatomy of a cnidarian, citing similarities and differences between polyps and medusas.*

Zoology I

ZOO.3 Phylum Mollusca

Conceptual Understanding: Phylum Mollusca is one of the most diverse phyla on earth, occupying almost every type of ecosystem. Despite its diversity, mollusks share a basic body plan and are well adapted to their niches within environments.

ZOO.3 Students will understand the structure and function of phylum Mollusca, and how they adapt to their environments.

ZOO.3.1 *Considering the diversity of mollusks, explain how they all share a common body plan (i.e., mantle, visceral mass, and foot).*

ZOO.3.2 *Describe why mollusks are classified as eucoelomates.*
ZOO.3.3 *Explain how the mantle is used in forming the shell.*
ZOO.3.4 *Describe how the radula is used in feeding.*
ZOO.3.5 *Develop a dichotomous key to contrast characteristics of gastropods, bivalves, and cephalopods.*
ZOO.3.6 *Examine how the unique characteristics of cephalopods lead to survival.*
ZOO.3.7 *Create a model comparing the anatomy of gastropods, bivalves, and cephalopods.*
ZOO.3.8 ***Enrichment:*** *Use an engineering design process to model the jet propulsion utilized by cephalopods in mechanical design of fluid systems (e.g., improving hydraulic systems).**

Zoology I

ZOO.4 Phyla Platyhelminthes, Nematoda, and Annelida

Conceptual Understanding: Although the term "worms" may refer to an organism with a long, slender, soft body with bilateral symmetry, worms may be subdivided into phyla based on their unique body plan. These include phyla Platyhelminthes, Nematoda, and Annelida.

ZOO.4 Students will describe the evolution of structure and function of phylum Platyhelminthes, phylum Nematoda, and phylum Annelida.

ZOO.4.1 *Define and describe the closed circulatory system of an annelid.*
ZOO.4.2 *Differentiate between parasitic and free living.*
ZOO.4.3 *Compare and contrast the characteristics and lifestyles of flatworms, roundworms, and segmented worms.*
ZOO.4.4 *Create a model comparing acoelomate, pseudocoelomate, and eucoelomate body plans of Platyhelminthes, Nematoda, and Annelida.*
ZOO.4.5 *Describe the evolutionary importance of the segmented body plans of annelids.*
ZOO.4.6 *Dissect representative taxa, and compare their internal and external anatomy and complexity.*
ZOO.4.7 ***Enrichment:*** *Design, conduct, and communicate results of an experiment demonstrating the importance of flatworms, roundworms, and annelids for human use (e.g., the earthworm in agriculture and the leech in medicine).*
ZOO.4.8 ***Enrichment:*** *Use an engineering design process to design and construct a system to utilize flatworms, roundworms, or annelids to meet a human need.**

Zoology I

ZOO.5 Phylum Arthropoda

Conceptual Understanding: Arthropods are the most successful of animal phyla, inhabiting land, sea, and air. Despite their differences, all arthropods share some characteristics enabling them to be united as one phylum.

ZOO.5 Students will understand the basic structure and function of phylum Arthropoda, and how they demonstrate the characteristics of living things.

ZOO.5.1 *Describe the evolutionary advantages of segmented bodies, hard exoskeletons, and jointed appendages to arthropods and how they contribute to arthropods being the largest phyla in species diversity and the most geographically diverse.*
ZOO.5.2 *Explain how the exoskeleton is used in locomotion, protection, and development.*

ZOO.5.3 ***Enrichment:*** *Use an engineering design process to develop a biomimicry of an arthropod's exoskeleton to meet a human need.**
ZOO.5.4 *Identify organisms and characteristics of chelicerates, crustaceans, and insects.*
ZOO.5.5 *Describe the importance of toxins for arachnids, such as spiders and scorpions.*
ZOO.5.6 *Describe the importance of chela for decapods, such as lobsters and crabs.*
ZOO.5.7 *Differentiate between complete and incomplete metamorphosis in insects' life cycles.*
ZOO.5.8 *Explain the importance of eusociality in insects, such as ants, bees, and termites.*
ZOO.5.9 *Dissect representative taxa, and compare their internal and external anatomy and complexity.*

Zoology I

ZOO.6 Phylum Echinodermata

Conceptual Understanding: Phylum Echinodermata contains complex organisms exhibiting pentaradial symmetry and a sophisticated water vascular system.

ZOO.6 Students will understand the structure and function of phylum Echinodermata, and how they demonstrate the characteristics of living things.

ZOO.6.1 *Recognize that the echinoderms have spines on their skin that are extensions of plates that form from the endoskeleton.*
ZOO.6.2 *Explain how the starfish inverts its stomach for external digestion of food.*
ZOO.6.2 *Describe sea urchins' and sea cucumbers' defense structures and behaviors.*
ZOO.6.3 *Describe the sexual and asexual reproduction of starfish.*
ZOO.6.4 *Describe how the water vascular system is used for locomotion, feeding, and gas exchange.*
ZOO.6.5 *Research, analyze, and communicate implications of applying the regeneration of starfish to human medicine.*
ZOO.6.6 *Dissect representative taxa and compare their internal and external anatomy and complexity.*
ZOO.6.7 ***Enrichment:*** *Use an engineering design process to model the water vascular system in hydraulic systems to meet a societal need.**

Zoology II

ZOO.1 Evolution *

*** This standard does not have to be repeated if students have taken Zoology I during the first term.**

Conceptual Understanding: Evolution results from the interaction of four factors: (1) the potential for a species to increase in number, (2) genetic variation occurring within a species due to mutations and sexual reproduction, (3) limited supply of resources needed for survival resulting in competition, and (4) those organisms that are better adapted for an environment survive and reproduce. Genetic information provides evidence of evolution. DNA sequences vary among species, but some similarities remain. By comparing the DNA sequences of different organisms, multiple lines of descent may be inferred. The ongoing branching into multiple lines of descent may also be derived by comparing the amino acid sequences and by examining the anatomical and embryological evidence.

ZOO.1 Students will develop a model of evolutionary change over time.

ZOO.1.1 *Develop and use dichotomous keys to distinguish animals from protists, plants, and fungi.*
ZOO.1.2 *Describe how the fossil record documents the history of life on earth.*
ZOO.1.3 *Recognize that the classification of living organisms is based on their evolutionary history and/or similarities in fossils and living organisms.*

ZOO.1.4 *Construct cladograms or phylogenetic trees to show the evolutionary branches of an ancestral species and its descendants.*

ZOO.1.5 *Design models to illustrate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations.*

ZOO.1.6 ***Enrichment:*** *Use an engineering design process to develop an artificial habitat to meet the requirements of a population that has been impacted by human activity.**

Zoology II

ZOO.7 Phylum Chordata, Classes Chondrichthyes and Osteichthyes

Conceptual Understanding: Of the members of phylum Chordata, fish species are most numerous. These aquatic vertebrates have gills throughout their lives and either have or are descended from ancestors with scales or armor.

ZOO.7 Students will understand the structure and function of phylum Chordata, classes Chondrichthyes and Osteichthyes, and how they demonstrate the characteristics of living things.

ZOO.7.1 *Students will understand why evolutionary changes lead to the diversity of fish and how they have adapted to the different aquatic environments.*

ZOO.7.2 *Compare and contrast the characteristics of class Chondrichthyes and Osteichthyes.*

ZOO.7.3 *Identify specific fish species and characteristics that differentiate class Chondrichthyes (e.g., sharks, skates, and rays).*

ZOO.7.4 *Describe how the body and jaw design of sharks make them adept predators.*

ZOO.7.5 *Label and describe functions of the anatomical features of the bony fish, including internal organs, lateral line system, operculum, swim bladder, and external fins.*

ZOO.7.6 *Research, analyze, and communicate the effects of urbanization and continued expansion by humans on the biodiversity of fish species (e.g., overfishing and invasive species).*

ZOO.7.7 *Dissect representative taxa and compare their internal and external anatomy and complexity.*

ZOO.7.8 ***Enrichment:*** *Use an engineering design process to design a "balloon fish" that has neutral buoyancy (i.e., does not sink or float). Report which materials were used to create the "fish," and predict which materials should be added to make the "fish" sink and which materials would make the "fish" float.**

Zoology II

ZOO.8 Phylum Chordata, Classes Amphibia and Reptilia

Conceptual understanding: The two groups of ectothermic tetrapods—amphibians and reptiles—are similar in appearance, but differ drastically in development and body structure.

ZOO.8 Students will understand the structure and function of phylum Chordata, classes Amphibia and Reptilia, and how they demonstrate the characteristics of living things.

ZOO.8.1 *Understand the evolution of tetrapods and the development of the structure and function of body systems and life cycles.*

ZOO.8.2 *Describe the constraints that require amphibians to spend part of their lives in water and part on land, including the morphological and physiological changes as they pass from one stage of their life cycle to the next.*

ZOO.8.3 *Describe adaptations that have led to reptiles living on land successfully.*

ZOO.8.4 *Define what it means to be ectothermic, and identify ways in which reptiles regulate their body temperature.*
ZOO.8.5 *Describe how snakes use chemosensory to locate and track prey.*
ZOO.8.6 ***Enrichment:*** *Use an engineering design process to model biomimicry of ectothermic temperature regulation or chemosensory detection to meet a societal need.**
ZOO.8.7 *Compare and contrast living and extinct reptiles.*
ZOO.8.8 *Explain the importance of tetrapod evolution.*
ZOO.8.9 *Identify the amniotic egg as the major derived characteristic of reptiles.*
ZOO.8.10 *Dissect representative taxa and compare their internal and external anatomy and complexity.*

Zoology II

ZOO.9 Phylum Chordata, Class Aves

Conceptual understanding: Class Aves, including birds, are endothermic, egg-laying vertebrates with bodies covered in feathers. Although they are descendants of dinosaurs, they have evolved a unique physiology, making most capable of flight.

ZOO.9 Students will understand the structure and function of phylum Chordata, class Aves, and how they demonstrate the characteristics of living things.

ZOO. 9.1 *Trace the evolutionary history of modern birds beginning with the theropods. Relate how today's birds have adapted to changing environments.*
ZOO. 9.2 *Describe the fossil evidence that indicates that birds evolved from two-legged dinosaurs called theropods.*
ZOO. 9.3 *Define the term endothermic, and describe how birds regulate body temperature in extreme environments.*
ZOO. 9.4 ***Enrichment:*** *Use an engineering design process to model biomimicry of endothermic temperature regulation to meet a sustainable need.**
ZOO. 9.5 *Explain how birds of prey use their keen sense of sight to locate and attack prey.*
ZOO. 9.6 *Describe how corvids use their intellect for problem solving and locating food storage.*
ZOO. 9.7 *Explain the importance of the evolution of flight and feathers, including the morphological and physiological adaptations needed to sustain flight.*
ZOO. 9.8 ***Enrichment:*** *Use an engineering design process to utilize a bird's flight adaptations in the development of a flying aircraft (e.g., glider, plane).**
ZOO. 9.9 *Demonstrate how different adaptations of the bird beak and feet allow them to feed and survive in different environments.*
ZOO. 9.10 ***Enrichment:*** *Based on an understanding of biomimicry, use an engineering design process to develop a tool based on a bird's beak/feet to meet a human need. **
ZOO. 9.11 *Describe the parenting behavior of different birds in order to incubate their eggs and care for hatchlings.*
ZOO. 9.12 ***Enrichment:*** *Use an engineering design process to design and construct an incubator for hatching abandoned eggs.**
ZOO. 9.13 *Explain the reasons for bird migration and the innate behavior of migratory birds.*
ZOO. 9.14 *Dissect representative taxa and compare their internal and external anatomy and complexity.*

Zoology II

ZOO.10 Phylum Chordata, Class Mammalia

Conceptual Understanding: Class Mammalia consists of endothermic organisms with hair, a four-chambered heart, a diaphragm, and mammary glands. As inhabitants of every continent, they are successful in a great variety of ecosystems.

ZOO.10 Students will understand the structure and function of phylum Chordata, class Mammalia, and how they demonstrate the characteristics of living things.

ZOO 10.1 *Understand the characteristics and behaviors that distinguish mammals from other phyla, and use characteristics and behaviors to distinguish the major orders, including primates. Explain how human impact has changed the environments of other organisms.*

ZOO 10.2 *Describe the characteristics of the first true mammal.*

ZOO 10.3 *Distinguish among monotremes, marsupials, and eutherians, and describe the importance and differences in the placenta in marsupials and eutherians.*

ZOO 10.4 *Describe characteristics that make primates unique, including investigating how the center of gravity relates to the evolution of bipedalism.*

ZOO 10.5 *Dissect representative taxa and compare their internal and external anatomy and complexity.*

ZOO 10.6 *Explain how human impacts have changed the environment of aquatic and terrestrial organisms (e.g., habitat destruction, urbanization, and climate change).*

ZOO 10.7 ***Enrichment:*** *Use an engineering design process to develop a possible solution to an environmental issue that currently exists in an ecosystem.**

Overarching (start to finish) SEPs for Inquiry Extension of Labs

Ask questions to generate hypotheses for scientific investigations based on empirical evidence and observations and/or ask questions to **clarify or refine** models, explanations, or designs.

Plan and conduct controlled scientific investigations to produce data to answer questions, test hypotheses and predictions, and develop explanations or evaluate design solutions, which require the following:

- Identify dependent and independent variables and appropriate controls.
- Select and use appropriate tools or instruments to collect data, and represent data in an appropriate form.
- Analyze and interpret various types of data sets, using appropriate mathematics, in order to verify or refute the hypothesis or determine an optimal design solution.
- Construct an explanation of observed relationships between variables.
- Communicate scientific and/or technical information in various formats.

2018 Mississippi College- and Career-Readiness Standards for the Social Studies

2018 Mississippi College- and Career-Readiness Standards for the Social Studies

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TABLE OF CONTENTS

Acknowledgements.....5
Introduction.....7
Overview of MS CCRS.....8
Kindergarten.....14
First Grade.....17
Second Grade.....20
Third Grade.....23
Fourth Grade.....27
Fifth Grade.....32
Sixth Grade.....37
Seventh Grade.....42
Seventh Grade Compacted.....45
Eighth Grade.....50
Mississippi Studies.....54
Introduction to Geography.....57
World History.....60
United States History.....66
United States Government.....76
Economics.....82
Advanced World Geography.....91
Problems of American Democracy.....94
History of the Ancient Middle East.....98
African American Studies.....100
Psychology.....103
Sociology.....107
Law Related Education.....110
Minority Studies.....113
Humanities.....116
Support Documents and Resources.....119

Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi College- and Career- Readiness Standards for the Social Studies* and the supporting documents.

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Various sets of standards and standards-related documents were used in the development of the Mississippi College- and Career-Readiness Standards for the Social Studies, including:

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government,* and
- *National Standards for Geography*

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

Purpose

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2018 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around three practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of the social studies and the problem-solving process. Doing so will produce students that will become more capable, independent, and literate adults.

Implementation

The *2018 MS CCRS for the Social Studies* will be piloted during the 2018-2019 school year and implemented during the 2019-2020 school year.

THE REVISION PROCESS FOR THE MS CCR STANDARDS FOR THE SOCIAL STUDIES

The Social Studies Curriculum Revision Team was selected in June 2016 from nominations by school district superintendents and administrators. The purpose of the team was to revise the *2011 Mississippi Social Studies Framework*. The team was composed of teachers, administrators, and university professors throughout Mississippi.

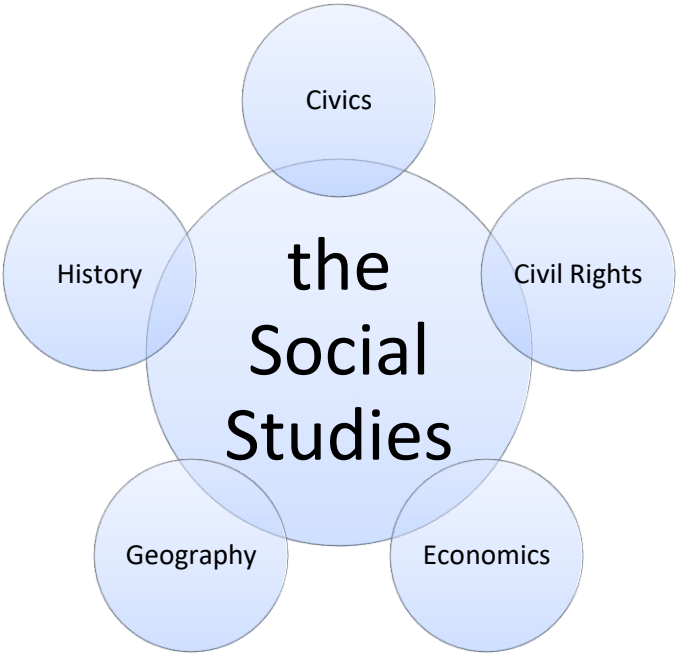
In order to gain a sufficient understanding of the direction of social studies education, the curriculum revision team reviewed the following:

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other states
- Current literature and research regarding the Social Studies

These resources served as a foundation for the development of the *2018 MS CCRS for the Social Studies*.

STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The **2018 Mississippi College- and Career-Readiness Standards for the Social Studies** is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History.



Civics Strand

The civics strand should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Civics instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. The civics strand should be expanded by related learning experiences, in both school and community, that enable students to learn how to participate in their own governance.

Civil Rights Strand

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

Economics Strand

The economic strand should help students gain an understanding of economic concepts, while demonstrating an understanding of economic and financial literacy inn order to make informed financial decisions throughout their lives. The strand is integrated throughout the K-12 curriculum emphasizing economic reasoning. Throughout the K-12 curriculum, students will grasp an understanding of markets and the U.S. economy in a global setting.

Geography Strand

The geography strand equips students with the knowledge, skills, and perspectives of world geography. Students will learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems. The geography strand will enable students to use geographic perspectives, knowledge, and skills to engage in ethical action with regard to self, other people, other species, and Earth's diverse cultures and natural environments.

History Strand

The history strand investigates events that change the way people live. History is a record of the past, of people who changed society. We learn history from 2 sources: primary and secondary sources. The strand looks into how the past shape does the present, how have people and events changed society, and how have influences of other, more powerful countries, affected countries today.

Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	Civics and the World
Seventh Grade	Early World History or Compacted
Eighth Grade	United States History from Exploration to 1877

Organization of Document

Grade Level or Course →

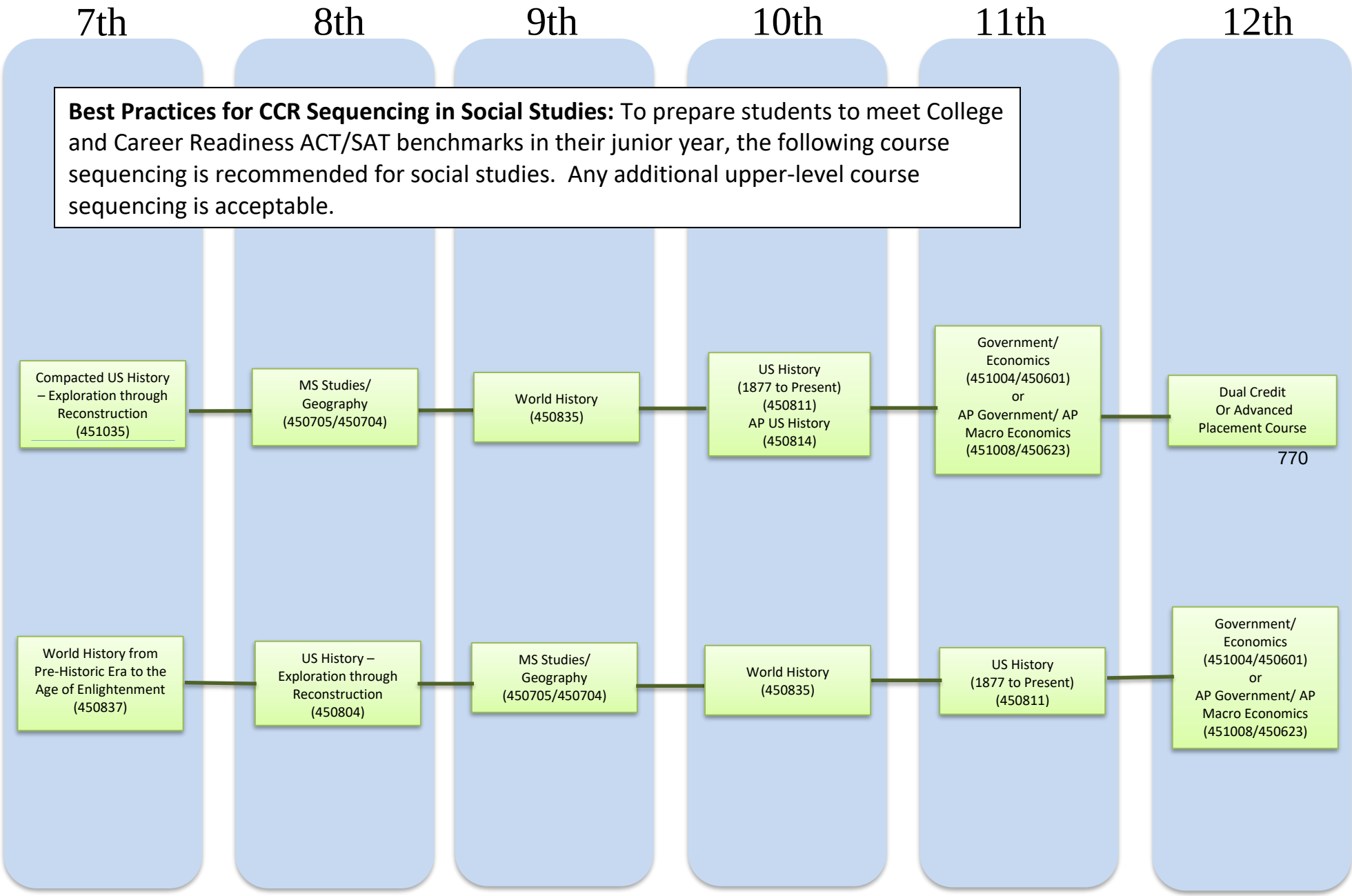
Theme or Description →

Standards →

Strand →

KINDERGARTEN	
THEME: CITIZENSHIP AT HOME AND SCHOOL	
CIVICS	
STANDARD	**OBJECTIVE(S)**
CI.K.1 Examine how individuals play different roles and exercise good citizenship.	1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom.
CI.K.2 Demonstrate knowledge of how to be a good citizen.	1. Define citizen, citizenship, rights, and responsibilities. 2. Name rights and responsibilities of individuals. 3. Distinguish the difference between rights and responsibilities. 4. Identify the role of rules. 5. Explain the role of consequences when rules are not followed.
CI.K.3 Describe the role and responsibilities of authority figures.	1. Identify authority figures. 2. Explain the role of an authority figure. 3. Determine the responsibilities of authority figures. 4. Explain how all people can play important roles in a community.
ECONOMICS	
STANDARD	**OBJECTIVE(S)**

Best Practices for CCR Sequencing in Social Studies: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following course sequencing is recommended for social studies. Any additional upper-level course sequencing is acceptable.



Suggested Course Sequence Secondary Options for 6th – 9th Social Studies

The course codes follow the course names in parentheses. For other options for social studies classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students. Beginning with school year 2015-2016, the following options are available for Social Studies course sequence for middle school:

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
6	Civics and the World	World History from Pre-Historic Era to Age of Enlightenment (450837)	Civics and the World
7	World History from Pre-Historic Era to Age of Enlightenment (450837)	*Compacted 7th Grade U.S. History from Exploration to Reconstruction and Citizenship (451035)	World History from Pre-Historic Era to Age of Enlightenment (450837)
8	U.S. History from Exploration to Reconstruction (450804)	Mississippi Studies (One semester .5 Carnegie Unit) (450705) / *Compacted Introduction to World Geography (451030) (One semester .5 Carnegie Unit)	U.S. History from Exploration to Reconstruction (450804) Option to add Mississippi Studies (450705) (One semester .5 Carnegie Unit) **and/or** World Geography (One semester .5 Carnegie Unit)
9	Mississippi Studies (450705) / Introduction to World Geography (450704)/ AP Human Geography (450715)	World History from Age of Enlightenment to Present (450835)	World History from Age of Enlightenment to Present (450835)

771

*NOTE: For Option 2, the standards for the World Geography and Citizenship course must be integrated into the U.S. History and the Introduction to World Geography courses taught in the 7th and 8th grades, as outlined in the attached documents.

**NOTE: For Option 3, U.S. History from Exploration to Reconstruction must be taught in the 8th grade. MS Studies and Geography are taught in addition to the U.S. History course as separate courses.

KINDERGARTEN

THEME: CITIZENSHIP AT HOME AND SCHOOL

CIVICS

STANDARD	OBJECTIVE(S)
CI.K.1 Examine how individuals play different roles and exercise good citizenship.	1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom.
CI.K.2 Demonstrate knowledge of how to be a good citizen.	1. Define citizen, citizenship, rights, and responsibilities. 2. Name rights and responsibilities of individuals. 3. Distinguish the difference between rights and responsibilities. 4. Identify the role of rules. 5. Explain the role of consequences when rules are not followed.
CI.K.3 Describe the role and responsibilities of authority figures.	1. Identify authority figures. 2. Explain the role of an authority figure. 3. Determine the responsibilities of authority figures. 4. Explain how all people can play important roles in a community.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.K.1 Identify and explain the function of money.	1. Recognize monetary units. 2. Distinguish between spending and saving. 3. Illustrate how money is used in daily life.

E.K.2 Distinguish between goods and services.	1. Define goods and services. 2. Describe examples of the goods and services. 3. Explain how people obtain goods and services. 4. Examine the cost of goods and services provided by the community.
E.K.3 Differentiate between needs and wants of individuals.	1. Define and identify needs and wants. 2. Classify items as wants or needs.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.K.1 Explore the similarities and differences of individuals and families.	1. Define similarities and differences. 2. Examine the benefits of similarities and differences in individuals and families.
CR.K.2 Describe and explain traditions and contributions of various cultures.	1. Define culture. 2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). 3. Analyze ways people celebrate their diverse cultural heritage.
CR.K.3 Explain the cultural diversity in the classroom.	1. Identify unity and diversity. 2. Identify different types of cultural diversity within the classroom. 3. Propose different ways to encourage unity and diversity at home and within the classroom.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.K.1 Identify a sense of place relative to an individual.	1. Create a map to identify locations of familiar places. 2. Demonstrate terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.).
G.K.2 Describe physical features of the environment.	1. Differentiate between land forms and bodies of water. 2. Identify how physical features impact communities. 3. Describe different ways physical environments may change over time (erosion, hurricanes, etc.).
G.K.3 Recognize maps, graphs, and other representations of the earth.	1. Explain representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the local community, Mississippi and the United States using maps and globes.

774

HISTORY

STANDARD	OBJECTIVE(S)
H.K.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.	1. Define symbols and customs. 2. Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). 3. State the pledge of allegiance and patriotic songs as expressions of patriotism. 4. Explain historically significant events that shaped America.
H.K.2 Describe the impact of significant historical figures and events.	1. Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.). 2. Examine historical events that are significant to American culture (4th of July, Thanksgiving, Presidents Day, etc.).

FIRST GRADE

THEME: CITIZENSHIP AT SCHOOL

CIVICS

STANDARD	OBJECTIVE(S)
CI.1.1 Examine how individuals play different roles and exercise good citizenship.	1. Identify different family members – both nuclear and extended. 2. Distinguish the difference in responsible behaviors of different individuals within the home, extended family and school that exhibit good citizenship.
CI.1.2 Demonstrate knowledge of how to be a good citizen at home and school.	1. Distinguish characteristics of good citizenship at home and school. 2. Describe individuals who have exemplified good citizenship at home and school.
CI.1.3 Demonstrate a knowledge of authority figures at home and school.	1. Identify authority figures at home and school. 2. Determine why rules are necessary and the consequences of failing to obey them at home and school.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.1.1 Differentiate between needs and wants of individuals at home and school.	1. Describe the differences between needs and wants. 2. Compare and contrast an individual's needs and wants to those of their family. 3. Compare and contrast an individual's needs and want to those of their school and community.
E.1.2 Evaluate how families use goods and services.	1. Identify the types of goods and services used by families. 2. Name the types of goods and services schools may use. 3. Compare and contrast the types of goods and services a family may use to those of a school.

775

E.1.3 Analyze the role of money within a home.	1. Explain the concept of exchange and the use of money to purchase goods and services. 2. Illustrate how work provides income to purchase goods and services for a family.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.1.1 Explore the similarities and differences of families and schools.	1. Define customs and traditions. 2. Describe customs and traditions that play roles within families. 3. Compare customs and traditions within the school and community.
CR.1.2 Describe and explain traditions and contributions of various cultures.	1. Describe celebrations held by members of the class and their families. 2. Determine the origins of customs, holidays, and celebrations within the school community.
CR.1.3 Explain the role of cooperation and compromise within families and school communities.	1. Define cooperation and compromise. 2. Identify examples of cooperation and compromise within the home and school community. 3. Discuss the benefits of cooperation and compromise among different groups.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.1.1 Identify a sense of place relative to an individual, home and school.	1. Demonstrate terms related to location, direction, size and distance. 2. Explain how seasons, weather and climate and other environmental characteristics of a place affect people and their actions. 3. Describe how the human characteristics of a place such as shelter, clothing, food, activities are based upon geographic location.
G.1.2 Describe physical features of the environment.	1. Define physical features of the environment. 2. Distinguish between landforms such as mountain, hills, lakes, oceans, rivers, etc. 3. Explain how physical features affect how humans use the environment.

G.1.3 Recognize maps, graphs, and other representations of the earth.	1. Construct a map from student's home to school applying cardinal and intermediate directions. 2. Identify on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans.

HISTORY

STANDARD	OBJECTIVE(S)
H.1.1 Evaluate how people and events have shaped the local community, state, and nation.	1. Identify contributions of historical figures, such as the Founding Fathers, etc., who have influenced the nation. 2. Name the contributions of historical events, such as the American Revolution, etc., who have influenced the nation.
H.1.2 Compare the ways individuals and groups in the local community and state lived in the past to how we live today.	1. Describe how forms of communication have changed over time. 2. Explain how types of technology and work have changed over time.

777

SECOND GRADE

THEME: CITIZENSHIP AT SCHOOL AND IN THE COMMUNITY

CIVICS

STANDARD	OBJECTIVE(S)
CI.2.1 Examine how individuals play different roles and exercise good citizenship in the local community.	1. Identify different community members and the roles they play. 2. Distinguish behaviors of different individuals in the community that exhibit good citizenship.
CI.2.2 Demonstrate knowledge of how to be a good citizen in the local community.	1. Identify rights and responsibilities of citizens in the community. 2. Compare and contrast rights and responsibilities of community members. 3. Recognize significant values such as common good, liberty, justice, equality, and individual dignity.
CI.2.3 Demonstrate a knowledge of authority figures in the local community.	1. Identify authority figures in the community. 2. Compare the rights and responsibilities of individuals and authority figures in the community. 3. Investigate the difference between rules and laws. 4. Compare the role of consequences when rules and laws are not followed.

778

ECONOMICS

STANDARD	OBJECTIVE(S)
E.2.1 Explain how individual wants and needs impact the production of goods and service.	1. Identify consumers and producers. 2. Explain how individuals' choices determine what goods and services are produced.

E.2.2 Explain the effects of supply and demand on the price of goods and services.	1. Define scarcity and how it relates to goods and services. 2. Evaluate the impact of resources availability on the price of goods.
E.2.3 Differentiate between needs and wants of individuals.	1. Define and identify needs and wants. 2. Classify items as wants or needs.
E.2.3 Identify the role of financial institutions within the community.	1. Identify various types of financial institutions and their role in the community. 2. Identify services provided by the various financial institutions in the community.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.2.1 Illustrate the role of unity and diversity within the community.	1. Define unity and diversity. 2. Describe the role that unity and diversity play within the community.
CR.2.2 Describe and explain how traditions and customs contribute to unity and diversity.	1. Evaluate the qualities that build unity among diverse populations. 2. Recognize the cultural contributions of various groups within our community.
CR.2.3 Explain the role of cooperation and compromise within the community.	1. Define tolerance. 2. Explain the role of tolerance in problem solving within the community. 3. Identify cultural diversity within the community.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.2.1 Differentiate between different types of maps.	1. Utilize vocabulary related to map skills. 2. Recognize characteristics of a local region including natural resources.
G.2.2 Investigate physical features of the local region.	1. Examine how physical features affect human settlement. 2. Distinguish between urban, rural, suburban, etc. 3. Investigate different types of landforms and their characteristics.
G.2.3 Recognize maps, graphs, and other representations of the earth.	1. Identify representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the Mississippi and the United States using maps and globes.

HISTORY

STANDARD	OBJECTIVE(S)
H.2.1 Evaluate how people and events have shaped the local community, state and nation through primary sources.	1. Identify various primary sources. 2. Use various primary sources to investigate significant people and events of the past. 3. Identify vocabulary to express measurements of time. 4. Compare and contrast historical perspectives of primary sources.
H.2.2 Utilize oral traditions that contributed to the cultural diversity of the community, state and nation.	1. Explore stories, songs, and other expressions of oral traditions. 2. Interpret how oral traditions helped to express important cultural and historical characteristics.

780

THIRD GRADE

THEME: CITIZENSHIP IN LOCAL GOVERNMENT

CIVICS

STANDARD	OBJECTIVE(S)
CI.3.1 Explain how an individual exercises rights and responsibilities within community and local government.	1. Identify core and civic virtues. 2. Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities.
CI.3.2 Demonstrate knowledge of community and local government.	1. Identify the three branches of government at local level. 2. Demonstrate how and why the local government creates and enforces laws. 3. Analyze why laws are important to a community. 4. Categorize services provided by the local community and government.
CI.3.3 Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship.	1. Categorize the way Americans feel about their rights and responsibilities, e.g. individual rights and freedoms, the common good, and respecting the law. 2. Argue the characteristics of a responsible citizen.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.3.1 Analyze the role of money within a community and local government.	1. Define tax and the purpose of paying taxes. 2. Identify taxable goods and services within the local community. 3. Interpret job sources and availability.

781

E.3.2 Evaluate the role of trade within a community and local government.	1. Define trade. 2. Distinguish between import and export. 3. Identify local products and resources involved in trade with the local community. 4. Investigate the origin of local products for sale in the local community.
E.3.3 Explain how people earn income.	1. Describe the skills and knowledge required to produce certain goods and services. 2. Evaluate the impact of skills and knowledge on an individual's income. 3. Explain how economic development determines where people can choose to live.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.3.1 Explain how a democracy relies on people's responsible participation.	1. Define democracy. 2. Explain the voting process.
CR.3.2 Examine how cultural diversity strengthens the community.	1. Analyze cultural artifacts and the representations of the community. 2. Debate how historical figures respond to cultural changes, needs and concerns of people.
CR.3.3 Examine Declaration of Independence, Constitution, and Bill of Rights in order to recognize basic principles of democracy and civil liberties.	1. Identify civil liberties within the First Amendment. 2. Cite examples of how civil liberties are exercised in the local community.

GEOGRAPHY	
STANDARD	**OBJECTIVE(S)**
G.3.1 Identify ways humans have altered the physical environment.	1. Explain how various industries, such as farming, fishing, timber, etc., have altered the physical environment. 2. Utilize vocabulary associated with human influence on the environment.
G.3.2 Identify ways natural disasters affect the physical environment.	1. Identify characteristics of a natural disaster. 2. Explain how local, state, and national governments cooperate to manage natural disasters. 3. Evaluate how natural disasters can alter settlement patterns.
G.3.3 Explain how technological advancements have influenced the environment.	1. Evaluate how different energy sources have impacted the environment. 2. Explain how communication and technological innovations have altered the environment. 3. Recognize the geographic impact of using oil and various energy sources in the twenty-first century. Ex. Oil, petroleum, nuclear power, and solar power.
G.3.4 Recognize maps, graphs, and other representations of the earth.	1. Evaluate patterns of population distributions.
G.3.5 Describe the relationship between locations of resources and patterns of population distribution.	1. Define renewable and nonrenewable resources. 2. Categorize types of energy resources as renewable and nonrenewable.

783

HISTORY	
STANDARD	**OBJECTIVE(S)**
H.3.1 Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	1. Explain who held power in each type of government. 2. Compare and contrast the different types of government related to source of authority, limits on power and examples of each. 3. Cite an example of each type of government from history.
H.3.2 Explain the role of Representative Democracy in framing the American government.	1. Explain the roles of the three branches of government. 2. Compare and contrast separation of powers and check and balances. 3. Explain the role of popular sovereignty in maintaining a democracy.
H.3.3 Trace the history of voting rights in America.	1. Define voting, suffrage and franchise. 2. Illustrate the expansion of voting rights in America.

784

FOURTH GRADE

THEME: MISSISSIPPI STUDIES AND REGIONS

CIVICS

STANDARD	OBJECTIVE(S)
CI.4.1 Describe Mississippi's entry into statehood.	1. Describe the process by which the Mississippi territory was admitted to the United States. 2. Define political and geographic reasons for changes in location of Mississippi's state capitol. 3. Examine the structure of local government and its relationship to state government.
CI.4.2 Identify people in positions of power and how they can influence people's rights and freedom.	1. Identify elected leaders of the community and state. 2. Examine the rights and freedoms guaranteed to citizens.
CI.4.3 Identify rights and responsibilities as a citizen of your community and state.	1. Examine responsibilities as citizens, such as obeying rules and laws. 2. Discuss active citizenship and adults' responsibility to vote, to understand important issues, to serve on a jury.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.4.1 Describe Mississippi's economic and military role during the Civil War. Ex: Economic- production of iron products, textiles, and ships, Military- provision of military supplies through ports.	1. Name military leaders from Mississippi during the Civil War. 2. Describe the development of slavery and opposition to slavery in Mississippi. 3. Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War. 4. Determine roles of women on the home front and battlefront during and after the Civil War.

785

E.4.2 Evaluate how geographic and economic factors influence life and work in Mississippi.	1. Compare the resources and scarcity of resources in a local region to other regions of Mississippi (e.g., Delta's rich soil vs. coastal waters). 2. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture). 3. Identify the opportunity cost of choices made within Mississippi (e.g., cotton farming vs. soy bean farming, pasture land vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). 4. Explain the benefits and challenges of global trade for Mississippi. 5. Examine the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). 6. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
E.4.3 Identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates.	1. Trace the negative impact of the Civil War and Reconstruction on Mississippi. 2. Explain the use of sharecroppers as a response to the end of slavery. 3. Explore the role of Jim Crow in disenfranchising African Americans.

786

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.4.1 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.	1. Name important people of the modern Civil Rights Movement, including Martin Luther King, Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc. 2. Identify and explain events of the modern Civil Rights Movement, including the Brown decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the Ole Miss Riots (James Meredith). 3. Describe the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Brown v. Board of Education Supreme Court case of 1954. 4. Define vocabulary associated with the modern Civil Rights Movement including discrimination, prejudice, segregation, integration, suffrage, and rights.
CR.4.2 Examine how culture influences the way people modify and adapt to their environment.	1. Define culture in Mississippi. 2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). 3. Analyze ways people celebrate their diverse cultural heritage.

787

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.4.1 Describe the physical geography of Mississippi.	1. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 2. Illustrate major natural resources and deposits throughout Mississippi on a map, ex. Oil, agricultural, etc.

G.4.2. Understand how geographic and environmental factors influence life and work.	1. Compare the resources and scarcity of resources in a local region to other regions of Mississippi (e.g., Delta's rich soil vs. coastal waters). 2. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture). 3. Describe the opportunity cost of choices made within Mississippi (e.g., cotton farming vs. soy bean farming, pasture land vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). 4. Explain the benefits and challenges of global trade for Mississippi. 5. Examine the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). 6. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
G.4.3 Recognize maps, graphs, and other representations of Mississippi.	1. Identify representations of Mississippi using technology, maps, and globes. 2. Distinguish between cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate Mississippi and the United States using maps and globes.

788

HISTORY

STANDARD	OBJECTIVE(S)
H.4.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.	1. Define symbols and customs. 2. Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). 3. Identify the Pledge of Allegiance and other patriotic songs as expressions of patriotism. 4. Explain historically significant events that shaped America.
H.4.2 Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.	1. Label on maps European settlements in early Mississippi, including Fort de Maurepas. 2. Outline on maps and globes, the routes of early explorers to the New World. 3. Describe reasons for conflicts between Europeans and Native Americans in Mississippi, including differing beliefs regarding land ownership, religion, and culture.

H.4.3 Describe Mississippi Antebellum Society.	1. Explain the rise of Mississippi cotton culture. 2. Link cotton culture to the rise of slavery.
H.4.4 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.	1. Identify Mississippians known for their artwork, music, architecture, and literature. 2. Describe how literature, the arts, architecture, and music affect tourism within the state.
H.4.5 Describe the impact of significant historical figures and events in Mississippi.	1. Identify historical figures that are used as symbols of Mississippi culture (monuments, place names, etc.). 2. Examine historical events that are significant to Mississippi culture.
H.4.6 Compare and contrast between the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez.	1. Identify the location of major tribes within Mississippi. 2. Describe the reason for Native American removal in Mississippi and the impact of the removal of Native Americans. 3. Examine how Native American tribes lived, including their homes, roles, beliefs, clothes, games, traditions, and food.

FIFTH GRADE

US HISTORY: PRE-COLUMBIAN TO AMERICAN REVOLUTION

CIVICS

STANDARD	OBJECTIVE(S)
CI.5.1 Explain how weaknesses of the Articles of Confederation led to the Constitution.	1. List the problems of the Articles of Confederation such as lack of executive branch, no taxation power, and weak central government. 2. Identify the contributions of the NorthWest Ordinance. 3. Identify the ideology of Federalists and Anti-Federalists facts. 4. Describe the plans and compromises that contributed to the creation of the Constitution. 5. Explain the features of the Bill of Rights.
CI.5.2 Demonstrate respect for the rights of others in discussion and classroom debates.	1. Participate in negotiating and compromising in the resolution of differences and conflict.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.5.1 Examine the various types of resources required to provide goods and services.	1. Identify the major resources of the U.S. to determine the major industries of those countries in relation to available resources. 2. Examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, costs, and markets.

790

E.5.2 Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy.	1. Explore the characteristics of a traditional economy. 2. Examine products that are imported into markets within the US based on demand for these products, nothing how this affects the US economy. 3. Distinguish products that are exported from the US to other markets in the Western Hemisphere, noting how this affects the US economy. 4. Examine the meaning of unemployment, inflation, income, and economic growth in the economy.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.5.1 Identify ways that people in roles of power can influence people's rights and freedom.	1. Examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethic, or racial minority in the Western Hemisphere, who have struggled for equality and civil rights.
CR.5.2 Describe and explain traditions and contributions of various cultures.	1. Define culture. 2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). 3. Analyze ways people celebrate their diverse cultural heritage.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.5.1 Locate on a map the physical features of America prior to Exploration.	1. Identify major landforms and bodies of water. 2. Locate on a map of North and South America pre-Columbian civilizations according to geography.
G.5.2 Describe physical features of the environment.	1. Differentiate between landforms and bodies of water. 2. Identify how physical features impact communities. 3. Describe different ways physical environments may change over time (erosion, hurricanes, etc.).

G.5.3 Recognize maps, graphs, and other representations of the earth.	1. Create representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the Mississippi and the United States using maps and globes.

HISTORY

STANDARD	OBJECTIVE(S)
H.5.1 Recognize symbols, customs, and celebrations representative of the United States.	1. Define symbols and customs. 2. Identify school, community, state and national symbols (e.g., United States flag, American eagle, etc.). 3. Compare and contrast the Pledge of Allegiance and other patriotic songs as expressions of patriotism. 4. Explain historically significant events that shaped America.
H.5.2 Examine the reasons and impact for exploration of the New World.	1. Locate and label on a world map the “Old World” and the “New World” along with European countries of Spain, Great Britain or England, France, etc. 2. Identify significant European explorers. 3. Determine economic motivations for European exploration and settlement in the Americas. 4. Locate and label on maps of North and South America land claimed by Spain, France, England, and Portugal. 5. Explain the development and impact of the Columbian Exchange. 6. Analyze the relationship between early European settlers in America and the Native Americans they encountered.

792

H.5.3 Describe reasons for colonization of North America.	1. Identify influential leaders and groups responsible for founding colonial settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 2. Trace the development of democratic ideas and discuss the structure of colonial governments that influenced the early colonies (e.g., Magna Carta, Mayflower Compact, representative government, town meetings, rule of law, legislative bodies). 3. Demonstrate an understanding of colonial economic life and labor systems in the Americas (Triangular Trade, indentured servitude, enslaved and free Africans).
H.5.4 Explain major events of the American Revolution and their outcomes.	1. Outline the principles contained in the Declaration of Independence. 2. Identify key battles of the American Revolution (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, and Yorktown). 3. Describe the roles and contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American cause. 4. Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution. 5. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress. 6. Cite reasons for colonial victory in the American Revolution. 7. Summarize the effect of the Treaty of Paris of 1783 on the development of the United States.
H.5.5 Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America.	1. Explain the impact of the French and Indian War on the American Revolution. 2. Describe the colonial reaction to the British Stamp Act, Intolerable Acts, Boston Massacre, and Tea Act.
H.5.6 Differentiate among pre-Columbian civilizations.	1. Name and describe the different pre-Columbian civilizations. 2. Compare and contrast the social systems of pre-Columbian civilizations.

793

H.5.7 Describe the impact of significant historical figures and events.	1. Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.). 2. Examine historical events that are significant to American culture (July 4th, Thanksgiving, Presidents Day, etc.).

794

SIXTH GRADE

CIVICS AND THE WORLD

CIVICS

STANDARD	OBJECTIVE(S)
CI.6.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation.	1. Determine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems. 2. Explore how citizenship roles vary based on the population, size, and geographic position of a state including but not limited to federal, confederate, and unitary systems. 3. Compare and contrast the many forms of citizenship including, but not limited to: responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources. 4. Examine basic human rights and liberties that are at the core of American culture and compare those rights to those listed in the Universal Declaration of Human Rights.
CI.6.2 Examine the challenges of civic engagement in the contemporary world.	1. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions. 2. Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity. 3. Assess how growing concerns about security have impacted civil liberty protections.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.6.1 Explain the concept of natural resources and how people use and value them.	1. Explain the difference between a “substance” that occurs in the natural environment and a “resource” that has value. 2. Identify and explain the characteristics of renewable and non-renewable resources. 3. Identify the locations and uses of important resources in the contemporary world.

795

E.6.2 Explain the geographic patterns of economic interactions.	1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries. 2. Distinguish between subsistence and commercial livelihoods. 3. Examine ways that economic interaction and globalization occur in the contemporary world and in the past.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.6.1 Identify physical and political factors that contribute to cooperation and conflict among people.	1. Locate and describe different types of territorial divisions. 2. Identify political boundaries that are based on physical and human factors. 3. Investigate how countries cooperate in managing and using Earth's surface. 4. Describe how conflict occurs at the local level because of disagreements over the division, control, and management of Earth's surface.

796

CR.6.2 Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors.	1. Draw maps that reflect the physical environment of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa, and evaluate how that environment impacts local culture. 2. Draw a map that reflects the current political structure of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa, including countries, major population centers, significant natural features, and capital cities. 3. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation. 4. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates. 5. Compare human rights and liberties found in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa to core American civil values.

797

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.6.1 Describe the world using the tools of geography including maps, globes, and technological representations.	1. Explain the use of map essentials. 2. Use maps and geospatial technologies to acquire and process information from a spatial perspective. 3. Discuss how experiences and cultures influence perceptions and help people create mental maps.

G.6.2 Explain the concept of place and the factors that give meaning to particular places.	1. Describe the distinguishing physical and human characteristics of different places within the U.S. and around the world. 2. Investigate how people create places as they live in a location and make meaning and build memories there that are unique. 3. Describe how personal, community, or national identities are based, in large part, on places. 4. Explain how place-based identities can sometimes result in stereotypes of people from specific place.
G.6.3 Identify geographic patterns in the environment that result from the processes of Earth's physical systems.	1. Distinguish between atmosphere, biosphere, lithosphere, and hydrosphere. 2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. 3. Explain major processes that shape the physical environment. 4. Investigate how natural phenomenon shaped the physical environment.
G.6.4 Determine how regions are used to describe the organization of the Earth's surface.	1. Define formal, functional, and perceptual regions and identify physical and human features used as the criteria for establishing them. 2. Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.
G.6.5 Describe the characteristics and causes of human population changes and migration.	1. Identify the spatial patterns of human population in terms of distribution and density. 2. Explain how physical and human factors impact the migration and population characteristics of a place. 3. Identify major migration patterns in the U.S. and the world and the push/pull factors that drive them.
G.6.6 Describe the patterns of human settlements and the factors that contribute to their formation.	1. Classify spatial patterns of settlement, including types, sizes, and models of settlement. 2. Explain why some locations are better for settlement than others. 3. Describe settlement patterns in association with the location of resources.

798

G.6.7 Compare and contrast ways that humans and the physical environment are impacted by the extraction of resources.	1. Identify and describe ways in which humans modify the physical environment. 2. Explain ways in which people use technology to access resources from the physical environment. 3. Describe examples of how the physical environment provides opportunities and constraints for human activities. 4. Identify and describe the locations of environmental hazards, proximity of human populations to them, and how people respond to natural hazards.

HISTORY

STANDARD	OBJECTIVE(S)
H.6.1 Explain the characteristics and development of culture.	1. Describe the major aspects of culture (religion/belief systems, language, ethnicity, institutions, technology, art, architecture, dress, foods, traditions, etc.). 2. Explain how culture changes as it is passed from one generation to the next. 3. Identify major culture regions of the world and explain how the characteristics of each set it apart from the others.

799

SEVENTH GRADE

EARLY WORLD HISTORY

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
7.1 Illustrate an understanding of the development of civilization in the Nile River Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Inspect how the physical features of Egypt Influenced the development of civilization. 2. Investigate how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification. 3. Describe the unique features of ancient Egyptian culture and social class structure. 4. Explain the power structure of the ancient Egyptian government. 5. Determine the significance of the discovery of the Rosetta Stone. 6. Trace the influence of trade on the development of Egypt.
7.2 Examine an understanding of the development of civilization in the river valleys of China. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize the Influence of geographical features on the development of Ancient China. 2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism. 3. Describe various aspects of culture, including language, art, architecture, and social class. 4. Explain the evolution of imperial government of China. 5. Discuss the development of the Great Wall. 6. Trace the influence of trade on the development of China.
7.3 Demonstrate an understanding of the development of civilization in Indus Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the influence of geographical features on the development of Ancient Indus River Valley. 2. Analyze the influence of Hinduism on the Indian culture and social practices. 3. Describe various aspects of culture, including language, art, architecture. 4. Analyze the power held by each class of the Indian caste system. 5. Trace the influence of trade on the development of Indus River Valley.

800

7.4 Analyze the development of civilizations in ancient Greece. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the influence of geographical features on the development of the civilizations of ancient Greece. 2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives. 3. Describe various aspects of Greek culture to include the development of language, art, architecture, social class, and philosophy. 4. Debate the various forms of government to develop in ancient Greece from monarchy, to oligarchy, to democracy. 5. Compare and contrast the civilizations of Athens and Sparta. 6. Trace the influence of trade on the development of Greece.
7.5 Inspect the development Roman Civilization. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how the geographical features of the Italian Peninsula influenced the development of Ancient Rome. 2. Compare and contrast how religion affected the daily lives of the Romans: describe various aspects of Roman culture, including art, language, social class, and recreation. 3. Compare the government structure of Rome in the Monarchy, Republic and the Empire. 4. Trace the influence of trade on the development of Rome.
7.6 Explore and evaluate the development of sub-Saharan civilizations in East, South and West Africa. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how the geographical features of sub-Saharan Africa influenced the development of civilization. 2. Inspect the origins and foundational beliefs of traditional African religions as well as the influence of Islam on the civilizations of sub-Saharan Africa. 3. Describe various aspects of culture, including art, architecture, and class structure in the civilizations that developed south of the Sahara. 4. Explain how the civilizations of sub-Saharan Africa were governed. 5. Trace the influence of trade on the development of sub-Saharan Africa.
7.7 Compare and contrast the developments of early world religions and philosophies. (Strands: Civics, Civil Rights, History)	1. Compare and contrast animism, monotheism, and polytheism. 2. Explain the origins and foundational beliefs of the spread of Christianity, Islam, and Judaism. 3. Inspect the origins and foundational beliefs of the spread of Buddhism and Hinduism.

801

7.8 Assess the Middle Ages and the emergence of nation-states in Europe. (Strands: Civics, Geography, History, Economics)	1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily life of peasants and serfs, and the manor economy. 2. Debate the effects of the Magna Carta on the feudal system and how it leads to the development of a representative government in England. 3. Summarize the events of the Crusades and explain their lasting effects on Europe. 4. Explain the role and influence of the Roman Catholic Church in medieval Europe. 5. Analyze the economic, political and social effects of the plague on Europe.
7.9 Investigate the impact of the Renaissance and the Reformation on Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the influence of the idea of humanism on the development of the Renaissance. 2. Identify key figures of the Renaissance throughout Europe to include their accomplishments in the arts, music, literature, and architecture. 3. Explain the causes, events and points of contention of both the Reformation and the Counter Reformation. 4. Trace how the Renaissance encouraged the development of trade.

802

SEVENTH GRADE COMPACTED

US HISTORY FROM EXPLORATION TO RECONSTRUCTION/ CIVICS AND THE WORLD

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
7C.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems. 2. Investigate how citizenship roles vary based on the population, size, and geographic position of a state including but not limited to federal, confederate, and unitary systems. 3. Determine that citizenship takes many forms including but not limited to responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources. 4. Develop understanding of basic human rights and liberties that are at the core of American culture and compare those rights to those listed in the Universal Declaration of Human Rights.
7C.2 Examine the challenges of civic engagement in the contemporary world. (Strands: Civics, Civil Rights, History)	1. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions. 2. Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity. 3. Assess how growing concerns about security have impacted civil liberty protections.

803

7C.3 Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Construct maps that reflect the physical environment of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa and evaluate how that environment impacts local culture. 2. Create a map that reflects the current political structure of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa including countries, major population centers, significant natural features, and capital cities. 3. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation. 4. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates. 5. Compare human rights and liberties found in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa to core American civil values.
7C.4 Interpret how regions are used to describe the organization of Earth's surface. (Strands: Civil Rights, Geography)	1. Contrast formal, functional, and perceptual regions and identify physical and human features used as the criteria for establishing them. 2. Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.
7C.5 Describe the characteristics and causes of human population changes and migration. (Strands: Geography, History, Economics)	1. Distinguish between the spatial patterns of human population in terms of distribution and density. 2. Explain how physical and human factors impact the migration and population characteristics of a place. 3. Trace major migration patterns in the U.S. and the world and the push/pull factors that drive them.

804

7C.6 Differentiate major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Create explorers' routes to the New World. 2. Formulate items involved in the Columbian Exchange. 3. Construct the beginning of the Atlantic slave trade with Spaniards in South/Central America. 4. Examine the diversity that emerged with the establishment of colonial America. 5. Contrast how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. Describe the social structures that formed in the various colonies. 6. Describe the relationships between the various Native American and colonial groups.
7C.7 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain colonists' roles in the French and Indian War. 2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.) 3. Identify key figures in the early Revolutionary Era and their contributions (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.)
7C.8 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic. (Strands: Civics, History)	1. Describe the powers given to the Continental Congress by the Articles of Confederation. 2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution. 3. Contrast the major compromises at the Constitutional Convention. 4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches. 5. Trace the process of a bill becoming a law. 6. Debate the compromises between Federalists and Anti-Federalists that led to the Bill of Rights.
7C.9 Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, History)	1. Evaluate the differences in political opinions of the new federal government that led to the formation of political parties. 2. Assess the importance of George Washington's Presidency and his Farewell Address on the American presidency. 3. Analyze the significance of early Supreme Court cases and explain impacts on the United States (e.g., *Marbury v. Madison, McCulloch v. Maryland, Dartmouth College v. Woodward, Worcester v. Georgia*).

805

7C.10 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (Strands: Civics, Geography, History, Economics)	1. Identify the reasons that the United States purchased Louisiana from France. 2. Evaluate the significance of the Lewis and Clark Expedition. 3. Analyze the purpose, challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny.
7C.11 Interpret the causes, challenges, and effects of the Industrial Revolution. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize how the Industrial Revolution began in the United States. 2. Identify key people and their contributions in the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution.
7C.12 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom. 2. Evaluate abolitionists' roles in bringing the reality of slavery to the nation (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.). 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments (e.g., phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
7C.13 Examine the social and economic conflicts between the North and South that would eventually led to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North. 2. Trace the origins and development of slavery and its impact on the nation's political, social, religious, economic, and cultural development. 3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi. 4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers' influence, etc.

806

7C.14 Identify and evaluate the key events and people involved in the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the reasons that the North and the South waged war against one another,including: slavery, states' rights. 2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc. 3. Identify key Northern and Southern political and military leaders. 4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans. 5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages. 6. Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.
7C.15 Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare congressional and presidential reconstruction plans. 2. Trace the economic changes in the post-Civil War South, including: Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction. 3. Distinguish the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty. 4. Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim Crow Laws, Ku Klux Klan, etc.

807

EIGHTH GRADE

US HISTORY: EXPLORATION TO 1877

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
8.1 Examine major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace explorers' routes to the New World. 2. Give examples of items involved in the Columbian Exchange. 3. Identify the beginning of the Atlantic slave trade with Spaniards in South/Central America. 4. Examine the diversity that emerged with the establishment of colonial America. 5. Describe how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. Describe the social structures that formed in the various colonies. 6. Describe the relationships between the various Native American and colonial groups.
8.2 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain colonists' roles in the French and Indian War. 2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.). 3. Identify key figures in the early Revolutionary Era (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.). 4. Compare and contrast the decisions that the First Continental Congress and Second Continental Congress made. 5. Examine the immediate events that led to the first shot of the Revolutionary War and the significance of major battles and places (Bunker Hill/Breeds Hill, Long Island, Trenton/Princeton, Saratoga, Valley Forge, Monmouth, Cowpens, Yorktown, Morristown, etc.). 6. Recognize key people's roles during the Revolutionary War (George Washington, Benedict Arnold, Horatio Gates, Nathanael Greene, Henry Knox, Charles Cornwallis, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Loyalists, Patriots, etc.). 7. Summarize the terms of the Treaty of Paris, 1783.

808

8.3 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic. (Strands: Civics, Civil Rights, History)	1. Describe the powers given to the Continental Congress by the Articles of Confederation. 2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution. 3. Identify the major compromises at the Constitutional Convention. 4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches. 5. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that led to the Bill of Rights.
8.4 Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the differences in political opinions of the new federal government that led to the formation of political parties. 2. Distinguish the importance of George Washington's Presidency and his Farewell Address on the American Presidency. 3. Analyze the significance of early Supreme Court cases and explain impacts on the United States, including: *Marbury v. Madison, McCulloch v. Maryland, Dartmouth College v. Woodward, Worcester v. Georgia*. 4. Assess the United States' development and impact of foreign policy, including: response to the French Revolution, Neutrality Proclamation, Alien and Sedition Acts, XYZ Affair, Embargo Act, impressment, War of 1812, Era of Good Feelings, etc.
8.5 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the reasons that the United States purchased Louisiana from France. 2. Discuss the significant of the Lewis and Clark Expedition. 3. Analyze the purpose, challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny. 4. Summarize Andrew Jackson's roles in the growing United States, including: Jacksonian Era, "Corrupt Bargain," Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc. 5. Trace Indian Removal including the Cherokees' "Trail of Tears." 6. Explain the causes and effects of Texas Independence and Mexican-American War.

8.6 Interpret the causes, challenges, and effects of the Industrial Revolution. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize how the Industrial Revolution began in the United States. 2. Identify key people and their contributions in the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious and social impact in American life that resulted from the Industrial Revolution. 5. Assess how geography led to the location of factories, including: rivers, urban areas, etc.
8.7 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (Strands: Civics, Civil Rights, History)	1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom. 2. Evaluate abolitionists' roles in bringing the reality of slavery to the nation, including, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc. 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments, including: phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights." 4. Examine leaders in the women suffrage movement, including: biographies, writings, and speeches of Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and their influence on women's rights.
8.8 Interpret the social and economic conflicts between the North and South that would eventually led to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North. 2. Trace the origins and development of slavery and its impact on the nation's political, social, religious, economic, and cultural development. 3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi. 4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers' influence, etc.

810

8.9 Identify and evaluate the key events and people involved in the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the reasons that the North and the South waged war against one another, including: slavery, states' rights. 2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc. 3. Identify key Northern and Southern political and military leaders and their contributions. 4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans. 5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages. 6. Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.
8.10 Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare congressional and presidential reconstruction plans. 2. Trace the economic changes in the post- Civil War South, including: Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction. 3. Distinguish the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty. 4. Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim Crow Laws, Ku Klux Klan, etc.

811

MISSISSIPPI STUDIES

½ CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
MS.1 Examine the geographic features of Mississippi. (Strands: Geography, History, Economics)	1. Identify the physical features of Mississippi, including landforms and soil regions. 2. Differentiate between various geographic regions. 3. Identify and assess the geographic and physical features that set Mississippi apart from other states. 4. Explain how the features of Mississippi contribute to the social and economic development of the state. 5. Evaluate the effects of geographic features (Mississippi River, Gulf Coast) on technological and economic development in Mississippi. 6. Assess the political, economic, and social effects of geographic processes (Great Flood of 1927, Hurricanes Camille and Katrina) on technological and economic development in Mississippi.
MS.2 Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on its history and traditions. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the impact of Mississippi's geography on the cultural development of its First Nations. 2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory. 3. Evaluate the impact of native cultures on Mississippi, past and present.
MS.3 Examine the motivations and the effects of European settlement in Mississippi. (Strands: Civics, Geography, History, Economics)	1. Compare and contrast the first French, Spanish and English settlements in Mississippi. 2. Assess the results of European exploration and settlement on the cultural development of Mississippi (e.g. Code Noir). 3. Evaluate the impact of European cultures on modern Mississippi.

812

MS.4 Explain the development of the Mississippi Territory and its evolution to statehood. (Strands: Civics, Geography, History, Economics)	1. Investigate Mississippi in the colonial and revolutionary periods. 2. Examine the conflicts, treaties, and subsequent removal of indigenous Mississippians. 3. Trace the events and legislative processes necessary for Mississippi to gain statehood. 4. Analyze government and political influences throughout the state of Mississippi. 5. Analyze the constitutions of Mississippi and make comparisons to the United States Constitution.
MS.5 Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the evolution of slavery in Mississippi. 2. Discuss the conditions that drove the plantation economy in antebellum Mississippi. 3. Contrast the culture and social structure that developed in Mississippi during the antebellum period.
MS.6 Recognize the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine the roles and contributions of women and minorities in the Civil War. 2. Analyze the military actions that took place in Mississippi during the Civil War. 3. Detail the effects of the Civil War on Mississippi's economy. 4. Trace the various attempts at reconstruction in Mississippi and the responses to them. 5. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.
MS.7 Examine the economic, political and social changes in post Reconstruction Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the impact of Reconstruction on Mississippi's social structure. 2. Trace the changes in Mississippi's economy and technology in the decades following Reconstruction. 3. Analyze Reconstruction reforms that contributed to the social and economic realities for African Americans during the Jim Crow Era in Mississippi. 4. Examine the changes of the Mississippi Constitution from Reconstruction to 1890.
MS.8 Evaluate the role of Mississippi in the Civil Rights Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the significant figures, groups, events, and strategies of the Civil Rights Movement in Mississippi. 2. Examine the conflict between the Federal and State governments during the Civil Rights Era. 3. Evaluate the lasting impact of the Civil Rights movement on Mississippi.

MS.9 Evaluate the economic characteristics of modern Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe Mississippi's modern economy. 2. Analyze the economic development of major industries in Mississippi. 3. Trace Mississippi's global economic relationships. 4. Analyze the current trends and historic record of poverty and wealth distribution in Mississippi.
MS.10 Analyze the structure and function of local and state government in Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the rights and responsibilities of Mississippi citizenship. 2. Identify and describe the duties of three branches of state government. 3. Examine the various forms of local governments and evaluate how they meet the needs of local communities. 4. Compare types of services offered by local and state government to meet the needs of Mississippians.
MS.11 Examine the cultural impact of Mississippi artists, musicians, and writers on the state, nation, and world. (Strands: Civil Rights, Geography, History, Economics)	1. Describe the accomplishments of important Mississippi artists. 2. Analyze how Mississippi's history has impacted artists, musicians, and writers. 3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi. 4. Analyze the impact of religious traditions on artistic expressions of Mississippians. 5. Identify locations in Mississippi that have artistic significance.
MS.12 Examine the contributions of various ethnic groups in Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Identify the various ethnic groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations. 3. Analyze the push and pull factors of migrating to Mississippi. 4. Describe the contributions of various ethnic groups to Mississippi.

814

INTRODUCTION TO GEOGRAPHY

½ CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
ITG.1 Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Strands: Geography, History, Economics)	1. Evaluate the advantages and disadvantages of using different maps and geospatial technologies for analyzing spatial distributions and patterns on Earth. 2. Utilize maps and geospatial technologies to explain relationships among peoples, places, and environments. 3. Categorize the geographic organization of people, places, and environments using spatial models.
ITG.2 Assess the nature, genesis, evolution, and meaning of places. (Strands: Geography, History, Economics)	1. Distinguish how the physical and human characteristics of different places contribute to different personal, community, and national identities. 2. Contrast the ways that places change as a result of physical and human processes. 3. Investigate how culture and experience influence people's perceptions of places.
ITG.3 Contrast how regions are used to describe the organization of Earth's surface. (Strands: Geography, History, Economics)	1. Utilize formal, functional, and perceptual delineations of regions to highlight the different understandings they produce. 2. Interpret processes and reasons for regional change. 3. Analyze interactions among regions to show transnational relationships, including the flow of commodities and internet connectivity. 4. Trace how globalization processes produce variable impact on peoples, places, and environments in different regions of the world. 5. Contrast how perceptions of places and regions are based on direct and indirect experiences and that those perceptions can change.

815

ITG.4 Compare and contrast geographic patterns in the environment that result from the processes of Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere). (Strands: Geography, History, Economics)	1. Formulate how the Inter Tropical Convergence Zone migrates seasonally because of Earth-Sun relationships and the effects produced by this on places around the Earth. 2. Illustrate how processes that shape the physical environment produce different conditions in different places on Earth. 3. Compare how ecosystems vary from place to place and over time as a result of physical processes.
ITG.5 Identify and describe the characteristics and processes of human population and migration on Earth. (Strands: Civil Rights, Geography, History, Economics)	1. Analyze the demographic structure of human populations on Earth and the implications of different demographic structures. 2. Trace the changes in human populations that result from changes in the rate of natural increase. 3. Create the major migration streams in the U.S. and the world at present and in the past in terms of time, distance, and cause. 4. Contrast the consequences of migration for people as well as on the origin and destination places.
ITG.6 Apply the complex, multifaceted concept of culture to places on Earth. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate contact between differing cultures. 2. Compose the diffusion of ideas and technologies that causes change in the characteristics and distributions of cultures. 3. Justify how cultural landscapes exist and vary across space and time.
ITG.7 Trace the patterns and networks of economic interdependence on Earth's surface. (Strands: Civics, Geography, History, Economics)	1. Investigate how and why the ratio of primary, secondary, and tertiary livelihoods differs from country to country around the world and has changed over time. 2. Compare and contrast the advantages and disadvantages of subsistence and commercial livelihoods and how people move from one to the other and what the changes have been over time. 3. Analyze the impact of economic interdependence and globalization on places and their populations and environments. 4. Illustrate how integrated transportation and communication networks provide the infrastructure essential to economic interdependence at local to global scales.

816

ITG.8 Analyze boundaries and territorially delimited entities and the cooperation and conflicts that occur among them. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze how different types of territories manage and control Earth's surface in different ways. 2. Compare the advantages and disadvantages of political and other boundaries that are based on physical and human factors. 3. Debate how countries and organizations make agreements to cooperate in managing and using Earth's surface. 4. Estimate how conflict occurs at the international level because of disagreements over the division, control, and management of Earth's surface.
ITG.9 Interpret how human actions modify the physical environment. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Interpret how human-induced changes in one place can affect the physical environment in other places. 2. Measure how the use of technology has changed the scale at which people can modify the physical environment. 3. Debate how the physical environment can accommodate and be endangered by human activities.
ITG.10 Analyze the patterns of human settlements and explain their processes of development and operation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Diagram the different types of urban land uses and analyze how they are systematically arranged. 2. Compare how human activities have contributed to the development of settlements at particular locations. 3. Contrast how the number and types of services differ for settlements of various sizes (small to large).
ITG.11 Illustrate how human systems develop in response to physical environment conditions. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare how characteristics of the physical environment can be both opportunities and constraints depending on people's knowledge, technology, and choices. 2. Explain the processes that produce various environmental hazards. 3. Formulate how people perceive, prepare, and cope with environmental hazards in different ways, or fail to do so.
ITG.12 Examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Categorize how cultures differ in their definition and use of resources. 2. Analyze the current use of renewable, nonrenewable, and flow resources with respect to suitability, viability, and sustainability. 3. Inspect the processes by which the main resources needed in the contemporary world are formed, extracted, refined, and transported.

817

WORLD HISTORY: AGE OF ENLIGHTENMENT TO PRESENT

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
WH.1 Investigate the important ideas and achievements of scientists and philosophers in the Scientific Revolution and the Age of Enlightenment. (Strands: Geography, History, Economics)	1. Identify the new theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton. 2. Compare and contrast the new methods of reasoning as demonstrated by Francis Bacon (inductive reasoning and the scientific method) and Rene Descartes (deductive reasoning). 3. Contrast the opposing views of the Thomas Hobbes and John Locke concerning the domination of absolute governments. 4. Differentiate the influences of developing democratic ideals as perceived by Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau.
WH.2 Analyze the causes of the French Revolution and its impact on Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine various opinions concerning the development of democratic ideals amidst the economic troubles of the French social classes. 2. Explain the impact of the successful American Revolution on the French call for social equality as expressed in the "Declaration of the Rights of Man and the Citizen" (1789). 3. Examine the geographic and political influence of Napoleon on the concepts of liberalism and nationalism that spread across Europe. 4. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the emancipation of Spanish America, and the issuance of the Monroe Doctrine by the United States. 5. Evaluate the attempt to return Europe to the rule of absolutism as prescribed by the Congress of Vienna and the creation of the Concert of Europe.

818

WH.3 Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions. (Strands: Civics, Geography, History, Economics)	1. Contrast the important factors that contributed to the beginnings of the Industrial Revolution in England, including a supportive government, inventive people, access to raw materials, and investment wealth. 2. Examine important concepts and inventors during the Agricultural Revolution including Charles Townshend (crop rotation), John Deere (steel plow), Cyrus McCormick (mechanical reaper), and the Enclosure Movement. 3. Evaluate important concepts and inventors during the Industrial Revolution including James Hargreaves (spinning jenny), Eli Whitney (cotton gin), and James Watt (steam engine), Thomas Edison (electrical innovations), and the Bessemer Process. 4. Contrast factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East.
WH.4 Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and Marxism. (Strands: Civics, Geography, History, Economics)	1. Compare and contrast the principles of capitalism as developed by economists Adam Smith, Thomas Malthus, and David Ricardo. 2. Examine socialist responses to the Industrial Revolution and the dominance of capitalism including the ideas of Henri Saint-Simon, Charles Fourier, Robert Owen, and the influence of unionism. 3. Compare the development of "scientific socialism" by Karl Marx and Frederick Engels to utopian socialism and capitalism.
WH.5 Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Debate the failure of European monarchs to reestablish absolutism in the wake of the French Revolution during of the revolutionary period of 1848. 2. Examine the shift in the European balance of power that emerged due to Italy's unification, led by Count Camillo Cavour, and Germany's unification, led by Otto von Bismarck. 3. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires. 4. Illustrate events in Russian history that propelled it into the twentieth century including the reign of the Romanov dynasty, Russian expansionism, and emancipation of the serfs. 5. Examine the creation of the dual-monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the European Balkan Peninsula. 6. Compare the impact of modern societal changes that improved urban development during the nineteenth century.

WH.6 Investigate the mass movement of rural-to-urban migration as a result of industrialization. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Appraise government reactions to social problems including Britain's and Germany's passage of labor laws, early welfare, and insurance programs. 2. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control, including the contributions of Baron Haussmann (city redesign), Edwin Chadwick (sanitary conditions), Louis Pasteur, and Joseph Lister (germ theory). 3. Inspect modern intellectual movements and contributions that had international impact, including the ideas Charles Darwin (natural selection), Emmeline Pankhurst (women's suffrage), Marie Curie (radium), Sigmund Freud (psychoanalysis), and Albert Einstein (Atomic Theory of Relativity).
WH.7 Evaluate western imperialism as a force of global change, emphasizing its positive and negative impact on colonized peoples and lands. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Appraise various social justifications for imperialism including the spread of Christianity, democratic ideals, education, and medical advances. 2. Formulate various economics factors for imperialism including raw material / markets, employment for governing countries, and the concept of Social Darwinism as a justification for subjugation over imperial claims. 3. Trace important events in Asian imperialism including the establishment of Chinese spheres of influence by western powers, British colonization of India, Opium War, Hawaiian annexation by the United States, U.S.-Filipino War, Boxer Rebellion, U. S. Open Door Policy, and Russo-Japanese War. 4. Compare important events in the partition of Africa by European powers such as the French occupation of Algeria, Belgium's claim to the Congo, construction of the Suez Canal, defeat of Italy by Ethiopia, Anglo-Boer Wars, and development of "apartheid" in South Africa. 5. Inspect important events in Latin American imperialism by the United States including the Spanish-American War, issuance of the Roosevelt Corollary, and construction of the Panama Canal.

820

WH.8 Examine the causes, effects, and significant events of World War I. (Strands: Civics, Geography, History, Economics)	1. Contrast the primary causes of World War I, including the rise of militarism, alliance systems, nationalism, imperialism, and assassination of Archduke Franz Ferdinand. 2. Examine the role of propaganda as a means to mobilize civilian populations during World War I, particularly evaluating the effect of prolonged trench-warfare (of attrition). 3. Analyze the major geopolitical shift of United States' foreign policy during World War I in order to "make the world safe for democracy," marking the transition from a policy of isolation to an increased role in international affairs. 4. Investigate the issues created by the Treaty of Versailles (1919), including its punitive stance toward Germany, the creation of the League of Nations, the mandate system, and the geopolitical changes that occurred following World War I. 5. Evaluate the physical and economic destruction caused by World War I.
WH.9 Contrast the challenges of the interwar period, emphasizing the rise of totalitarian states. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the Treaty of Versailles as an agent for unrest. 2. Identify how the economic crisis of the Great Depression led to the rise of totalitarian dictators in Italy, Germany, and the U.S.S.R. 3. Justify how the effects of the Great Depression impacted the relationships between the United States and foreign nations, including: the Dawes Plan in Germany and soured relations in Latin America. 4. Evaluate the world-wide decolonization movement, addressing nationalism, democracy, and religious influences pertaining to international conflicts, including: the independence movements within the British Empire, the French Algerian War, and Arab-Israeli conflicts. 5. Examine how civil wars in Russia and China led to the growth and spread of Communism, including: the rise of Vladimir Lenin and the Bolsheviks in Russia and Mao Zedong in China. 6. Analyze Japanese militarism and territorial expansion, including: Manchuria and the Rape of Nanjing.

821

WH.10 Compare and contrast the causes, effects, and significant events of World War II. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war. 2. Illustrate the major turning points of World War II in both the European and Pacific theatres, including: the German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, and Battle of the Bulge. 3. Trace the geopolitical shifts following World War II, including the bi-polarization of Europe, the creation of Israel, and anti-Semitic responses. 4. Explain how ongoing political and geographic disputes necessitated the creation of the United Nations to successfully maintain global order during periods of international unrest, including: the Atomic Era and the prevention of war crimes and "crimes against humanity."
WH.11 Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Investigate the international development of the post-World War II world by analyzing various economic, political, and military shifts of the Cold War era, including: effects of the Truman Doctrine and the Marshall Plan in Europe and Southeast Asia, nationalism in Africa and the Middle East, détente in China, and the fall of Communism in the Soviet Union. 2. Formulate the development of the two Cold War superpowers--the United States and the Soviet Union; trace the origin of the Cold War through the Yalta and Potsdam Conferences, Marshall Plan, Truman Doctrine, "Iron Curtain," NATO (North Atlantic Treaty Organization), and Warsaw Pact. 3. Analyze how American democracy and Soviet communism differed in their methods of ideological expansion, including: expansionist efforts of the Soviet Union versus America's policy of containment in Greece and Turkey, Eastern Europe, Germany, South Korea, Vietnam, etc. 4. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa, including: Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc. 5. Illustrate the collapse of the Soviet Union; identify Russia's struggle for democracy, including the impact of liberalism, perestroika (free markets), glasnost (openness), and economic recovery brought on by Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.

822

WH.12 Debate the changing role of globalization in the contemporary world. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine issues that helped advance civil and human rights, including the role of Nelson Mandela in South Africa and Martin Luther King Jr. in the United States; also address the impact of humanitarian military engagements such as the Balkan Wars in Kosovo and Bosnia. 2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations, including: oil embargos, the Iranian Hostage Crisis, and the Gulf Wars. 3. Analyze the aspects of modern domestic and global terrorism including the September 11th attack, the War in Afghanistan, and the rise of ISIS. 4. Assess the impact of global reactions to immigration, national deficits, and anti-austerity movements, including the Arab Spring, British Brexit Movement, and the election of Donald Trump as President of the United States. 5. Debate the impact of modern technology as a prompter of immediate reactions to government policies and discuss the influence of social media on various facets of society and culture.

823

US HISTORY: 1877 TO PRESENT

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
US.1 Westward Expansion: Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including: mining, the cattle industry, and the transcontinental railroad. 2. Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues. 3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians. 4. Explain the impact of the Populist movement on the role of the federal government in American society.

824

US.2 Industrialization: Analyze industrialization and its impact on the United States in the late 19th and early 20th century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Interpret the impact of change from workshop to factory on workers' lives, including: The New Industrial Age from 1870 to 1900, the American Federation of Labor of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison. 2. Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including: Chinese Exclusion Act regarding immigration quotas. 3. Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams and the Social Gospel. 4. Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including: John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Anti-trust Act. 5. Trace the evolution from the power of the political machines to Civil Service reform, including: Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act.
US.3 Progressive Movement: Evaluate causes, goals and outcomes of the Progressive Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the impact of media on public opinion during the Progressive Movement, including: Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell, women's suffrage and Temperance Movement. 2. Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey. 3. Compare and contrast presidential domestic policies, including: Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug Act, Meat Inspection Act, Federal Reserve, Conservation, the Hepburn Act, and the Federal Trade Commission. 4. Trace national legislation resulting from and affecting the Progressive Movement, including: the Sherman Antitrust Act and the Clayton Antitrust Act.

825

US.4 Imperialism/WWI: Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Investigate causes of the Spanish-American War, including: yellow journalism, the sinking of the Battleship *USS Maine*, and economic interest in Cuba. 2. Evaluate the role of the Rough Riders on the iconic status of President Theodore Roosevelt. 3. Analyze consequences of the Spanish-American War, including: The Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and the Caribbean. 4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests. 5. Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests. 6. Compare the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy. 7. Evaluate the factors that led to US involvement in World War I. 8. Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, and the League of Nations.

826

US.5 1920s: Debate the impact of social changes and the conflict between traditionalism and modernism in the 1920s. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Debate radio, cinema, and print media for their impact on the creation of mass culture. 2. Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mecken, to characterize the era of the 1920s. 3. Determine the relationship between technological innovations and the creation of increased leisure time. 4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. 5. Compare and contrast the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression. 6. Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance. 7. Debate the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including: the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial. 8. Examine notable authors of the 1920s, including: John Steinbeck, William Faulkner, and Zora Neale Hurston. 9. Analyze the Great Depression for its impact on the American family, including: Bonus Army, Hoovervilles, Dust Bowl, Dorthea Lange. 10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.
US.6 Great Depression/New Deal: Analyze the causes and effects of the Great Depression and New Deal. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare the causes of the Great Depression, including: the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact of the Smoot-Hawley Tariff Act. 2. Investigate how President Hoover's initial conservative response to the Great Depression failed. 3. Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor. 4. Evaluate the impact of Franklin D. Roosevelt on the presidency and the New Deal's impact on the expansion of federal power.

827

US.7 WWII at home: Examine the nation's role in World War II and the impacts on domestic affairs. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy. 2. Examine roles of significant World War II leaders, including: Franklin D. Roosevelt, Harry S Truman, Dwight D. Eisenhower, and George S Patton. 3. Describe military strategies of World War II, including: blitzkrieg, island-hopping, and amphibious landings. 4. Analyze war crimes committed during World War II, including: The Holocaust, the Bataan Death March, the Nuremberg Trials, including: the post-war Universal Declaration of Human Rights, and the Genocide Convention. 5. Analyze the reasons for and results of dropping atomic bombs on Japan. 6. Describe the mobilization of various industries to meet war needs. 7. Explain how the US expanded the US military through the use of selective service. 8. Trace the way in which the US government took control of the economy through rationing, price controls, limitations on labor unions, the sale of bonds and wage controls. 9. Identify ways in which the roles of women and minorities changed during the war. 10. Summarize the discrimination the Japanese Americans faced during WWII. Include the *Korematsu v. US* supreme court case.

828

US.8 Post WWII to 1960s: Assess changes in the United States including the domestic impact on national security, individual freedoms, and changing culture. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Distinguish between cold war and a conventional war. 2. Locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China. 3. Analyze the breakdown of relations between the US and USSR after WWII. 4. Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administration. 5. Describe how the Truman doctrine and the Marshall plan deepened the tensions between the US and USSR. 6. Identify the importance of the following on cold war tensions, including: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain. 7. Evaluate the role, function, and purpose of the United Nations (UN). 8. Examine United States reaction to Communist takeover in China. 9. Summarize the Korean War and its impact on the Cold War. 10. Describe US government efforts to control the spread of communism within the United States and its impact on individual freedoms. 11. Discuss the role of the space race in the cold war taking into account Sputnik, the U-2 incident, and NASA.

829

US.9 Kennedy, Johnson, Nixon: Demonstrate an understanding of domestic and international issues each administration. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the domestic policies and events during the presidencies of Presidents Kennedy, Johnson, and Nixon, including: The New Frontier, Great Society, "the silent majority," the anti-war and counter-cultural movements, the Watergate scandal, including the Supreme Court case, U.S. v. Nixon. 2. Debate the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society. 3. Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act. 4. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure, including Equal Pay Act. 5. Analyze the impact of the environmental movement and the development of environmental protection laws. 6. Explain how the federal, state, and local governments have responded to demographic and social changes, including: population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.
US.10 Explain the reaction to Carter's Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974 to 1992. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Appraise the influence of the conservative movement on social, economic and environmental issues from 1974 to 1992, including: Moral Majority, Roe vs. Wade, Bakke Case, Love Canal, Three Mile Island, Reaganomics, PACTO, etc. 2. Analyze Reagan's and Bush's pro-active international policies, including: Invasion of Granada, Iran-Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War.

830

US.11 Civil Rights Movement: Evaluate the impact of the Civil Rights Movement on social and political change in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the importance of President Truman's order to integrate the U.S. military and the federal government. 2. Trace the federal government's involvement in the modern Civil Rights Movement, including: the abolition of the poll tax, the nationalization of state militias, *Brown versus Board of Education* in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965. 3. Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers. 4. Describe the development of a Black Power movement, including: the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement. 5. Describe the significance of Martin Luther King, Jr.'s *Letter from a Birmingham Jail* and his *I Have a Dream* speech. 6. Describe the accomplishments of the modern civil rights movement, including: the growth of the African American middle class, increased political power, and declining rates of African American poverty.

831

US.12 1992 to Present: Explain key domestic issues as well as America's role in the changing world from 1992 to present. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine the Contract with America, Impeachment Trial of William "Bill" Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010. 2. Describe global trade agreements, terrorist attack of September 11, 2001, Operation Iraqi Freedom and the War in Afghanistan, and the Patriot Act, global terrorism, global climate concerns, immigration, national debt and technological trends. 3. Discuss the Election and 2008 and Barack Obama as the first African-American President and the unconventional Election of 2016 and the advent of Donald Trump. 4. Describe global trade agreements, Contract with America, impeachment trial of William "Bill" Clinton, terrorist attack of September 11, 2001, Operation Iraqi Freedom, war in Afghanistan, Patriot Act, election of the first African-American President Barack Obama, Affordable Care Act of 2010, domestic and global terrorism, global climate concerns, immigration, election of Donald Trump, national debt and technological trends.

832

US Government

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
USG.1 Compare and contrast knowledge and application of the basic concepts of democracy. (Strands: Civics, Civil Rights, History, Economics)	1. Evaluate the fundamental worth and dignity of the individual. 2. Examine the equality of all citizens under the law. 3. Compare and contrast majority rule and minority rights. 4. Debate the necessity of compromise. 5. Contrast the meaning of the freedom of the individual. 6. Compare and contrast the difference between private and civic life. 7. Evaluate the relationship between politics and government.

833

USG.2 Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States. (Strands: Civics, Civil Rights, History, Economics)	1. Trace the development of Athenian democracy and the Roman republic. 2. Compare and contrast the influence of the Magna Carta, the English Petition of Right, and the English Bill of Rights. 3. Compare the writings of Hobbes, Locke, and Montesquieu. 4. Describe the guarantee of the "rights of Englishmen" that had been violated by the British government through statutory regulation. 5. Analyze the natural rights philosophies expressed in the Declaration of Independence. 6. Evaluate the Articles of Confederation as a ruling document. 7. Examine the importance of Shay's Rebellion in the formation of the Constitution. 8. Compare the backgrounds of the Founding Fathers at the Constitutional Convention. 9. Debate how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths." 10. Trace how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers. 11. Investigate the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military. 12. Contrast that the Bill of Rights limits the powers of the federal government and state governments. 13. Critique James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress and its evolution from that time. 14. Debate how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices. 15. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems. 16. Compare the advantages and disadvantages of federal, confederal, and unitary systems of government.

834

USG.3 Differentiate the basic organization of the US government and explain the function of each branch of the US government. (Strands: Civics, Civil Rights, History, Economics)	1. Differentiate the functions of the legislative, executive, and judicial branches. 2. Analyze the relationships among the three branches in a system of checks and balances. 3. Investigate different perspectives on the role of government. 4. Examine how the national government influences the public agenda and shapes public policy, including the setting of the public agenda and implementation of it through regulations and executive orders. 5. Debate how public policy is formed: compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. 6. Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. 7. Assess the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia. 8. Trace the process by which policy is implemented by the bureaucracy at each level. 9. Contrast the organization, jurisdiction, and proceedings of federal courts. 10. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*. 11. Analyze how the Supreme Court decides cases by comparing the philosophies of judicial activism and judicial restraint. 12. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

835

USG.4 Analyze of the role of federalism in addressing the distribution of power between the national, state and local governments. (Strands: Civics, Civil Rights, History, Economics)	1. Explain the relationship of the state governments to the national government. 2. Trace the extent to which power is shared. 3. Identify the powers denied state and national governments. 4. Evaluate the ongoing debate that focuses on the balance of power between state and national governments, especially in terms of funding. 5. Investigate how the amendment process protects both the national and state government. 6. Explain how conflicts between levels of government and branches of government are resolved. 7. Compare the major responsibilities and sources of revenue for state and local governments. 8. Contrast reserved powers and concurrent powers of state governments. 9. Compare and contrast the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
USG.5 Compare and contrast civil rights and civil liberties and explain how each have been interpreted and amended throughout American history. (Strands: Civics, Civil Rights, History, Economics).	1. Investigate the Bill of Rights, with emphasis on First Amendment freedoms. 2. Analyze the concept of due process of law as expressed in the 5th and 14th Amendments. 3. Trace selective incorporation of the Bill of Rights. 4. Evaluate the balance between individual liberties and the public interest of order. 5. Assess the statement "It is every citizen's right to be treated equally under the law." 6. Trace the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms, including: religion, speech, press, petition, and assembly, articulated in the First Amendment and the due process and equal-protection-of-the law clauses of the Fourteenth Amendment. 7. Analyze judicial activism and judicial restraint and the effects of each policy over the decades, including: the Warren and Rehnquist courts. 8. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, McCulloch v. Maryland, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases. 9. Investigate the controversies that have resulted over changing interpretations of civil rights, including: *Plessy v. Ferguson*, *Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia (VMI).*

836

USG.6 Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committees, on the citizens and federal government. (Strands: Civics, Civil Rights, History, Economics)	1. Compare and contrast the role and function of the media, interest groups, political parties, political action committees in a democracy. 2. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties. 3. Trace the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. 4. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. 5. Examine how linkage groups impact primary and general elections, and citizen involvement in campaigns. 6. Identify major interest groups, including: AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, and Sierra Club, in terms of their major agenda messages. 7. Evaluate the responsibility of the citizens to thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions. 8. Evaluate the role of journalism including internet vs. traditional media on the political process. 9. Debate the history and role of Political Action Committees and interest groups on the electoral process. 10. Evaluate the decision *Citizens United v. Federal Election Commission* on campaign financing.

837

USG.7 Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy. (Strands: Civics, Civil Rights, History, Economics)	1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events. 2. Analyze how individuals, interest groups, and the media influence public policy. 3. Compare the means that citizens use to participate in the political process, including: voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office. 4. Develop and practice a course of action to address local and/or state issues. 5. Analyze trends in voter turnout, the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities, and the function of the Electoral College. 6. Contrast the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured, including: freedom of religion, speech, press, assembly, petition, privacy. 7. Debate how economic rights are secured and their importance to the individual and to society, including: the right to acquire, use, transfer, and dispose of property, the right to choose one's work, the right to join or not join labor unions, copyright and patent. 8. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. 9. Trace the obligations of civic-mindedness, including: voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. 10. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others. 11. Explain how one becomes a citizen of the United States, including the process of naturalization, including: literacy, language, and other requirements.

838

Economics

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
E.1 Explain the concepts of scarcity, choice, decision making, and opportunity cost. (Strands: Civics, History, Economics)	1. Identify that scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources. 2. Explain that scarcity is experienced by individuals, governments, and societies. 3. Illustrate that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative. 4. Explain the choices people make have both present and future consequences and differ across individuals and societies. 5. Identify that choices made by individuals, firms, or government officials are constrained by the resources to which they have access. 6. Discuss ways that decisions made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset or supplement the initial effects of the decision. 7. Explain the concept of marginal benefit and marginal cost in relationship to choice. 8. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.

839

E.2 Describe different economic systems and how people work individually or collectively to allocate goods and services. (Strands: Civics, History, Economics)	1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not. 2. Describe the differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority. 3. Identify the three major economic questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them? 4. Compare and contrast how various economics system vary in the extent to which they rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources. 5. Compare the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem which can result in more effective allocations and a more effective overall allocation system.

840

E.3 Illustrate how voluntary exchanges and trade are reflections of negative and positive incentives resulting in gain for both parties and that specialization in trade can lead to lower costs of production and increased production and consumption. (Strands: Civics, History, Economics)	1. Describe how consumers, producers, workers, savers, investors, and citizens respond to incentives in order to allocate their scarce resources in ways that provide them the highest possible net benefits. 2. Explain how free trade increases worldwide material standards of living. 3. Evaluate gains from free trade and recognize that they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced. 4. Explain why even though there are mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or because some companies and workers are hurt by free trade. 5. Explain why import restrictions by public policies result in consumers paying higher prices and job opportunities and profits in exporting firms may decrease. 6. Explain that labor productivity is output per worker. 7. Evaluate how growing international economic interdependence causes economic conditions and policies in one nation to be increasingly affected by economic conditions and policies in other nations. 8. Describe how individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations. 9. Demonstrate that international trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices. 10. Explain that transaction costs are costs (not to be confused with the price of the good or service) that are associated with the purchase of a good or service, such as the cost of locating buyers or sellers, negotiating the terms of an exchange, and ensuring that the exchange occurs on the agreed upon terms. When transaction costs decrease, trade increases. 11. Illustrate that an individual, region, or nation can produce at lowest opportunity cost depending on many factors (which may vary over time), including available resources, technology, and political and economic institutions.

841

E.4 Analyze the role of price on the market, the buyer and the seller. (Strands: Civics, History, Economics)	1. Demonstrate that market prices are determined through the buying and selling decisions made by buyers and sellers. 2. Explain that the term 'relative price' refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when prices are set by market forces (supply and demand). 3. Demonstrate that the market clearing or equilibrium price for a good or service is the price at which quantity supplied equals quantity demanded. 4. Explain that if a price is above the market clearing price, it will eventually fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will eventually rise, causing sellers to produce more and buyers to purchase less. 5. Explain that market outcomes depend on the resources available to buyers and sellers, and on government policies. 6. Demonstrate that a shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price and that a surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price. 7. Explain that shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases. 8. Relate the concept of market price to exchange rates which are set in the foreign exchange market. When the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change; as a result, some groups gain, and others lose. 9. Recognize that demand for a product changes when there is a change in consumers' incomes, preferences, the prices of related products, or in the number of consumers in a market. 10. Recognize that the supply of a product changes when there are changes in either the prices of the productive resources used to make the product, the technology used to make the product, the profit opportunities available to producers from selling other products, or the number of sellers in a market. 11. Illustrate that changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions. 12. Illustrate how government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. Price ceilings can cause persistent shortages, while price floors can cause persistent surpluses.

842

E.5 Analyze and evaluate the impact the market structures, entrepreneurship and institutions have on the market economy, competition and income. (Strands: Civics, History, Economics)	1. Describe how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promote the national level of well-being. 2. Evaluate how the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services. 3. Evaluate how market structures which are dominated by large firms, often competing against only a few other firms, cause prices to be higher than they would be in more competitive markets. 4. Explain how collusion among buyers or sellers reduces the level of competition in a market and that collusion is more difficult in markets with large numbers of buyers and sellers. 5. Identify the household as a major institution in which consumption and production take place. Recognize that banks and other financial institutions channel funds from savers to borrowers and investors. 6. Describe how labor unions have influenced laws created in market economies and, through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules. 7. Identify the role that not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes. 8. Evaluate the roles that property rights, contract enforcement, standards for weights and measures, incorporation and liability rules that affect incentives for people to produce and exchange goods and services have in regulating price and market security. 9. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits. 10. Demonstrate that entrepreneurs (as well as other sellers) earn profits when the revenues they receive from selling the products they sell are greater than the costs of production. 11. Demonstrate that entrepreneurs (as well as other sellers) incur losses when the revenues they receive from selling the products they sell do not cover the costs of production. 12. Compare and contrast positive and negative aspects of entrepreneurship. 13. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.

843

	14. Explain and define the different forms of getting income: labor, capital, natural resources, and entrepreneurial talents. 15. Analyze how peoples' incomes, in part, reflect choices they have made about education, training, skill development, and careers. 16. Demonstrate how changes in the structure of the economy, including technology, government policies, the extent of collective bargaining and discrimination, can influence personal income. 17. Illustrate how in a labor market, in the absence of other changes, a higher wage increases the reward for work and reduces the willingness of employers to hire workers.

844

E.6 Evaluate the role of money and its relationship to inflation, unemployment and interest rates in the market economy. (Strands: Civics, History, Economics)	1. Describe the three functions of money: a store of value, a unit of account, and a medium of exchange. 2. Explain how money encourages specialization by decreasing the costs of exchange. 3. Identify inflation and its impact on the value of money. 4. Compare and contrast M-1 and M-2 money in the United States. 5. Explain why deposits in checking accounts are considered money but assets such as stocks and bonds are not. Explain why a credit card should not be considered money. 6. Given a chart, the student will determine in which years inflation occurred given the prices of a market basket of goods and services for three different years. 7. The consumer price index (CPI) is the most commonly used measure of price-level changes. It can be used to compare the price level in one year with price levels in earlier or later periods. 8. The annual inflation rate is the percentage change in the average prices of goods and services over a twelve-month period. 9. Explain how in the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services. 10. Define an interest rate as the price of money that is borrowed or saved which are determined by the forces of supply and demand. 11. Distinguish between real and nominal interest rates. 12. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on housing, cars, and other major purchases. 13. Describe how expectations of increased inflation may lead to higher interest rates. 14. Examine the types of unemployment. 15. Evaluate why unemployment statistics are imperfect methods of measuring unemployment. 16. Compare and contrast how unexpected inflation imposes costs on many people and benefits others.

845

E.7 Describe economic growth and the causes and effects of economic fluctuations. (Strands: Civics, History, Economics)	1. Describe the characteristics of economic growth in the long and short term. Trace and illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living. 2. Explain the importance of investing in new physical or human capital on future productivity and consumption, but such investments require the sacrifice of current consumption and entail economic risks. 3. Investigate how lower interest rates encourage investment. 4. Trace how the rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments (in research and development, and in physical and human capital). 5. Define and explain GDP, its components, and how it can be calculated. 6. Compare and contrast GDP and GDP per capita. 7. Compare and contrast real and nominal GDP. 8. Evaluate the business cycle in terms of fluctuations in real GDP around its potential level.
E.8 Evaluate the role of the government in correcting market failures. (Strands: Civics, History, Economics)	1. Describe the reasons for a market failure. 2. Explain the role for government in the economy is to define, establish, and enforce property rights. 3. Compare and contrast positive and negative externalities on the market. 4. Identify methods the United States government can use to help correct for insufficient output of a positive and excess production of negative externalities, including: such as subsidies, laws, government ownership, income redistribution through tax laws, and price controls. 5. Evaluate the pros and cons of market intervention by the government to correct market failures.

846

E.9 Compare and contrast fiscal and monetary policy. (Strands: Civics, History, Economics)	1. Discuss how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices. 2. Describe the short-term and long-term benefits and costs of fiscal policy. 3. Discuss how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices. 4. Distinguish between a budget deficit, a budget surplus and a balanced budget. 5. Describe why a government debt is created. 6. Evaluate how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit. 7. Describe the Federal Reserve System's three major monetary policy tools. 8. Distinguish between the federal funds rate, the discount rate, and the prime rate. 9. Describe the reasons the Federal Reserve would increase interest rate targets.

847

Advanced World Geography

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
AWG.1 Describe and explain the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies. 2. Evaluate how different types of geographic tools express the relationships among people, places, and environments. 3. Utilize spatial models to explain the geographic organization of people, places, and environments.
AWG.2 Appraise the nature, origins, evolution, and meaning of places. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Determine how the physical and human characteristics of a place contribute to personal, community, and national identities. 2. Examine the ways that places change as a result of physical and human processes. 3. Distinguish the relative impact of culture and experience in influencing people's perceptions of places.
AWG.3 Determine how regions are used to describe the organization of the Earth's surface. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Distinguish formal, functional, and perceptual designations of regions. 2. Explain the factors that impact the characteristics of a region. 3. Examine the characteristics and role of globalization on regions of the world in terms of economics, culture, and technology. 4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences.
AWG.4 Compare and contrast geographic patterns in the environment that result from the processes of Earth's physical systems. (Strands: Civics, History, Economics)	1. Explain how processes that shape the physical environment produce different conditions in different places on Earth. 2. Distinguish the impact of physical processes on different types of ecosystems over time.

848

AWG.5 Evaluate the characteristics and processes of human population and migration on Earth. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Utilize concepts including the crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition model to explain the characteristics of a population over time. 2. Explain the relationship between the status of women and population patterns in a society. 3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time. 4. Examine the various ways that nations manage intraregional, interregional, and international population flows. 5. Assess the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.
AWG.6 Examine the characteristics and development of culture. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the characteristics that come to define a culture over time. 2. Explain the impact of religion on the development and values of a culture. 3. Distinguish characteristics of folk culture and pop culture and examine the role of each in societies. 4. Examine the economic and political factors that affect how and where cultures spread.
AWG.7 Explain the patterns and networks of economic interdependence on Earth's surface. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Categorize economic activities as primary, secondary, or tertiary. 2. Distinguish subsistence and commercial livelihoods and trace how people groups move from one to the other over time. 3. Identify economic globalization and explain its impact on places, populations, and environments. 4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.
AWG.8 Analyze the patterns of human settlements and explain their development and operation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how human activities have contributed to the development of settlements at particular locations. 2. Distinguish the various types of settlements and explain differences in the number and types of services they provide. 3. Examine patterns of urban land use and development including organizational models and drivers of expansion, decline, and rejuvenation.

849

AWG.9 Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors. 2. Explain how countries and organizations make agreements to cooperate in managing natural resources. 3. Describe how conflict occurs at the international level because of disagreements over the division, control, and management of natural resources.
AWG.10 Explain how human actions modify the physical environment. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe how human-induced changes in one place can affect the physical environment in other places. 2. Explain how the use of technology has changed the scale at which people can modify the physical environment. 3. Describe how the physical environment can accommodate and be endangered by human activities.
AWG.11 Explain how human systems develop in response to physical environmental conditions. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how characteristics of the physical environment can both hinder and advance development. 2. Explain how processes carried out by humans threaten environmental sustainability. 3. Describe how people perceive, prepare, and cope with environmental hazards and disasters
AWG.12 Evaluate the concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and location. (Strands: Civics, Geography, History, Economics)	1. Describe the role of culture in perceptions and uses of resources. 2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability. 3. Assess how the most common resources of the contemporary world are extracted, refined, and transported.

850

Problems in American Democracy

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
PAD.1 Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution. (Strands: Civics, Geography, History, Economics)	1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution. 2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences. 3. Connect the enumerated powers given to the federal government under the Constitution to the national problems that emerged in the 1780s they were meant to address. 4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.
PAD.2 Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the major interactions between early American settlers and indigenous tribes during the colonial period that impacted the relationships between the U.S. and native groups following the revolution. 2. Explain the various treaties between the United States and native groups under the Articles of Confederation and the U.S. Constitution and the political and practical limitations to their enforcement. 3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century. 4. Assess the impact of westward expansion on Native American populations.

851

PAD.3 Trace the historical factors and institutions that gave rise to the current financial policies, practices, and systems of the U.S. government. (Strands: Civics, Geography, History, Economics)	1. Compare the arguments of Alexander Hamilton, James Madison, and Thomas Jefferson in the debate over the establish of the Bank of the United States in 1791. 2. Outline the key economic processes and events that shaped the emerging banking systems in the United States in the early 1800s including the Second Bank of the United States and the Panic of 1837. 3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913. 4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result. 5. Compare and contrast the mechanisms of governance and response of the Federal Reserve to periods of financial instability in the late 1900s and early 2000s.
PAD.4 Assess the development of a system of public education in the United States and its role in facilitating civic, political, and economic engagement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s. 2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849. 3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s. 4. Examine the impact of contemporary policies on public education in the U.S., including the No Child Left Behind Act and the emergence of charter schools.
PAD.5 Examine the political, economic, and cultural conditions that led to the U.S. Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict. 2. Trace measures taken during the early 1800s to maintain the balance of power between free and slave states including policies related to the admittance of states into the Union and the management of the western territories. 3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.

852

PAD.6 Analyze the effectiveness of Reconstruction policies in the United States following the Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction. 2. Identify and describe the significance of the 13th, 14th, and 15th amendments to the U.S. Constitution. 3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests. 4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.
PAD.7 Evaluate the impact of industrialization of the living conditions of U.S. citizens. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s. 2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century. 3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization. 4. Identify and explain federal policies created in the early 1900s and then again in the mid-twentieth century to regulate domestic food and drug safety.
PAD.8 Examine how and under what circumstances state governments and the federal government have expanded or constrained the civil and political rights of African-Americans and other groups since the Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace accomplishments and setbacks related to the enfranchisement of African-Americans during Reconstruction. 2. Describe the social, economic, and political disenfranchisement of African-Americans under the Jim Crow laws. 3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.

853

PAD.9 Describe the major events in U.S. history related to the rights and status of women. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Survey the rights of women in the United States during the Revolutionary Period and the role of women in the war effort. 2. Trace the major accomplishments of the Women's Rights Movement in the mid-nineteenth century and identify the contributions of the movement's leaders including Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth. 3. Trace the events and conditions that led to the ratification of the 19th amendment to the Constitution in 1920 and the efforts of the Women's Rights Movement to address other social and economic inequalities in the years that followed. 4. Describe the rationale for the Equal Rights Amendment (ERA) and trace the efforts to pass the ERA throughout the 1900s.
PAD.10 Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze how developments in communication technologies including radio, television, and the internet offer challenges in American democracy and how American society and government have responded to those challenges. 2. Trace the development of campaign finance laws from 1907 to present and explain the significance of the Citizens United decision in 2010. 3. Survey problems in American society related to socioeconomic stratification, immigration, and ethnic and religious strife, and evaluate competing perspectives on those problems. 4. Assess the historic impact of journalism and the media on the development of American democracy and describe the role of citizens in determining the reliability and utility of various forms of journalism in civil discourse.

854

HISTORY OF THE ANCIENT MIDDLE EAST, 2000 B.C. TO 1000 A.D.

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
HAME.1 Contrast how geography, economics, and politics have influenced the development of the ancient Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East. 2. Describe major events in the development and decline of regional empires, including: Egyptian, Assyrian, Babylonian, Medo-Persian, Greek and Roman. 3. Examine the development of Israel as a civilization.
HAME.2 Trace the relationship of people, places, and environments throughout time. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D. 2. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D. 3. Analyze the movements and interactions of various groups of people in the ancient Middle East. 4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.
HAME.3 Examine the contributions made by archaeological work in the Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define the science of archaeology. 2. Review archaeological finds in the Middle East. 3. Critique the impact of archaeology related to various documents, including: Hammurabi's Code, the Bible, Dead Sea scrolls, etc.
HAME.4 Describe the impact of science and technology on the historical development of the Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how technological development transformed agriculture and customs of the ancient Middle East. 2. Describe the transition from the barter system to monetary system, including: coinage, etc.

855

HAME.5 Demonstrate the ability to apply and interpret social studies tools, including: timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc. (Strands: Geography, History, Economics)	1. Locate and label selected physical features of the Middle East. 2. Compare and contrast ancient political boundaries with those of modern independent nations.
HAME.6 Debate the similarities and differences of ancient Middle Eastern cultures. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures. 2. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East. 3. Examine the roles, status, and interaction of diverse groups of people, including: parents, children, men, women, slaves, etc.within various ancient Middle Eastern societies. 4. Analyze selected examples of ancient Middle Eastern literature, including: legends, poetry, prophecy, and wisdom literature, etc.
HAME.7 Analyze the development of social and political systems in the ancient Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare/contrast political systems of the ancient Middle East. 2. Discuss major political movements from 2000 B.C. to 100 A.D. 3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East. 4. Analyze the development and expansion of various legal systems, including: Hebrew, Roman, Sumerian, Egyptian, etc. 5. Show the impact of various empires on developing social structures of the ancient Middle East. 6. Summarize the effects of early religious teachings on ancient and modern social structures, including: Hebrew, Christian, Roman, Persian, and Egyptian.

856

African American Studies

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
AAS.1 Examine the influence of geography on the economic, political, and social development of slavery in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the role of Africans, Europeans, and colonists. 2. Assess the role of geography on the growth and development of slavery. 3. Analyze the impact of the slave trade on Africa and the colonies. 4. Identify and explain the Middle Passage as one of the largest forced migrations in human history.
AAS.2 Analyze the justifications and ramifications of slavery between 1619 and 1860. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. 2. Identify and evaluate the various ways Africans in America resisted slavery. 3. Analyze the role slavery played in the development of nationalism and sectionalism. 4. Assess the development of the abolitionist movement and its impact on slavery and the nation.
AAS.3 Differentiate between African American life and cultural contributions through 1860. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast African American urban and rural communities in the North and the South. 2. Analyze the African American family in antebellum America. 3. Trace the development of African American institutions, including: religion, education, and benevolent organizations. 4. Identify and explain the contributions of African Americans in science and the arts.
AAS.4 Evaluate the roles of African Americans during the Civil War and Reconstruction. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze President Lincoln's views on slavery and the status of freed slaves in the United States. 2. Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South, including the 13th U.S. Colored Troops. 3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. 4. Assess the successes and failures of Reconstruction as they relate to African Americans.

857

AAS.5 Analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the economic and social impact of Jim Crow laws on African Americans. 2. Analyze the legal ramifications of segregation laws and court decisions on American society. 3. Compare and contrast the political movements that developed in response to Jim Crow laws, including the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers' Union Movement, Brotherhood of Sleeping Car Porters, and the Anti-Lynching Crusade. 4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society, including Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier. 5. Describe the development of African American institutions such as religion, education, and benevolent organizations. 6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South, including the Exodusters, Benjamin Pap Singleton, and 2nd Great Migration. 7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I, including Buffalo Soldiers and George Jordan.
AAS.6 Trace the cultural contributions made by African Americans during the Harlem Renaissance. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the literary contributions made by African Americans. 2. Describe the contributions of African Americans to the performing arts, including Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey. 3. Describe the contributions of African Americans to the visual arts, including Edmondson Williams. 4. Evaluate the impact of the African American media on American life. 5. Analyze reactions of Americans to the Harlem Renaissance.
AAS.7 Analyze the conditions and contributions of African Americans during the Great Depression and World War II. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. 2. Evaluate the continued quest for civil rights in America. 3. Describe the effects of African American "pop" culture of the 1930s and 1940s. 4. Analyze the impact of racism in America during World War II. 5. Evaluate the contributions of African Americans during World War II. 6. Explain how World War II laid the groundwork for the modern Civil Rights Movement.

858

AAS.8 Analyze the successes and failures of the Civil Rights Movement in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. 2. Describe the impact of Brown v. Board of Education of Topeka, Kansas and evaluate the resistance and reaction to it. 3. Define various methods used to obtain civil rights. 4. Identify various organizations and their role in the Civil Rights Movement, including the Highlander Folk School. 5. Assess the extent to which the Civil Rights Movement transformed American politics and society. 6. Determine the impact of the Vietnam War on the Civil Rights Movement.
AAS.9 Debate the issues confronting contemporary African Americans in the continuing struggle for equality. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Identify and analyze how the changing political environment has impacted civil rights. 2. Describe how African Americans have responded to or engaged in political conservatism. 3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America. 4. Identify and evaluate major contemporary African American issues confronting society, including affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime. 5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America. 6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner, and Oprah Winfrey.

859

Psychology

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
PSY.1 Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of psychological inquiry. (Strands: Civics, Civil Rights, History)	1. Identify the major historical traditions in psychology including structuralism, functionalism, behaviorism, Gestalt psychology, psychodynamics, and humanistic psychology. 2. Explain the influence of various perspectives, including: biological, social, behavioral, cognitive, etc. on approaches to empirical investigation in psychology. 3. Distinguish modern psychological science from historical perspectives on the mind and contemporary and historical examples of pseudo psychology.
PSY.2 Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes. (Strands: Civics, Civil Rights, History)	1. Explain the scientific method and the role of experimental research in determining cause and effect relationships. 2. Describe and distinguish experimental and non-experimental methods of inquiry in psychological research including controlled experiments, surveys, naturalistic observations, correlational studies, longitudinal studies, and case studies.
PSY.3 Appraise the biological structures and processes that give rise to and influence human behavior and cognitive experiences. (Strands: Civics, Civil Rights, History)	1. Illustrate the structures of a neuron and the process of neural transmission. 2. Identify the role of neurotransmitters on human behavior and cognitive experiences. 3. Sketch the major structures of the brain including the cerebellum, brain stem, limbic system, and cortex, and describe their functions.
PSY.4 Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment. (Strands: Civics, Civil Rights, History)	1. Explain the concept of transduction and outline the ways in which stimuli in the environment are translated into sensory experiences. 2. Demonstrate absolute and difference thresholds as they relate to vision, hearing, smell, taste, and touch. 3. Differentiate between sensation and perception. 4. Examine the factors that influence perception including top-down and bottom-up processing, priming forces, expectancy bias, environmental factors, perceptual sets, and change blindness.

860

PSY.5 Describe the various states of consciousness including sleeping and dreaming and the impact on consciousness of both internal and external factors. (Strands: Civics, Civil Rights, History)	1. Diagram the stages of the sleep cycle and the characteristics and brain wave patterns of each. 2. Examine the major disorders associated with sleep including insomnia, night terrors, sleep apnea, and narcolepsy. 3. Distinguish the impacts of various drugs, including: depressants, stimulants, opiates, and hallucinogens, on consciousness and mental and physical health.
PSY.6 Describe the processes through which humans learn, including behavioral and cognitive learning processes. (Strands: Civics, Civil Rights, History)	1. Interpret the major elements of classical conditioning including conditioned and unconditioned stimuli, conditioned and unconditioned responses, neutral stimuli, acquisition, and stimulus generalization. 2. Explain the development of operant conditioning and evaluate the usefulness of reward versus punishment as it relates to learning. 3. Examine cognitive and observational learning processes.
PSY.7 Combine the elements of memory and concept formation to examine how those cognitive processes contribute to perception and judgment. (Strands: Civics, Civil Rights, History)	1. Diagram the stages of memory formation including the processes of sensory memory, working memory, and long-term memory. 2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.
PSY.8 Distinguish the elements that give rise to emotional experience, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness. (Strands: Civics, Civil Rights, History)	1. Explain the universal nature of emotions and emotional expression including the work of Paul Ekman and Robert Plutchik and the concept of display rules. 2. Compare and contrast theories of emotion, including: James-Lange, Canon-Bard, Shachter-Singer (Two Factor), Cognitive Appraisal, and Opponent Process theories. 3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.
PSY.9 Discuss the role of biological drives and motivations on human behavior and cognitive processes. (Strands: Civics, Civil Rights, History)	1. Distinguish between intrinsic and extrinsic sources of motivation. 2. Describe the concept of need for achievement and its significance in understanding motivational differences among people. 3. Employ Maslow's Hierarchy of Needs to understand human behavioral priorities.

PSY.10 Breakdown the various theories of human cognitive and social development. (Strands: Civics, Civil Rights, History)	1. Recall biological concepts related to human development including genetic structure, prenatal development, and infancy. 2. Trace the physical development and the development of motor skills through early childhood. 3. Diagram Piaget's Stages of Cognitive Development and describe the characteristics of each stage. 4. Compare and contrast cognitive and social perspectives of an individual through Erikson's Psychosocial Stages of Development. 5. Examine theories of moral development including Kohlberg's Stages of Moral Reasoning.
PSY.11 Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work. (Strands: Civics, Civil Rights, History)	1. Compare and contrast Freudian and Neo-Freudian perspectives on personality, including: the Freudian model of the mind, the unconscious mind, psychosexual development, archetypes, neuroticism, basic anxiety, and the inferiority complex. 2. Explain behavioral, social-cognitive, and humanistic concepts related to personality including reciprocal determinism, locus of control, unconditional positive regard, and the fully functioning person. 3. Describe the five-factor model of personality. 4. Explain methods used by researchers to assess personality, including: projective tests and personality inventories.
PSY.12 Outline the historical progression of intelligence research and explain the major theories of intelligence including the work of Charles Spearman, Robert Sternberg, and Howard Gardner. (Strands: Civics, Civil Rights, History)	1. Appraise theories of intelligence including Spearman's g factor, Sternberg's triarchic theory, and Gardner's theory of multiple intelligences. 2. Describe historical and contemporary tools for measuring intelligence, including: the intelligence quotient and the roles they play in categorizing intellectual ability (normal range, intellectual disability, giftedness). 3. Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.

862

PSY.13 Formulate the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships. (Strands: Civics, Civil Rights, History)	1. Examine the role of the stress response and its contribution to physical and psychological health. 2. Describe the field of positive psychology and its application of psychological concepts to improve mental well-being. 3. Appraise the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.
PSY.14 Describe major psychological disorders, their symptoms, and classifications. (Strands: Civics, Civil Rights, History)	1. Differentiate the different types of mental illness including mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, and schizophrenia. 2. Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.
PSY.15 Explain the methods used by mental health professionals to treat people living with mental illness. (Strands: Civics, Civil Rights, History)	1. Distinguish between the work of a psychiatrist and psychologist in treating mental illness. 2. Examine the role of stigma in preventing people from accessing adequate mental healthcare. 3. Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders. 4. Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.

PSY.16 Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization. (Strands: Civics, Civil Rights, History)	1. Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies. 2. Explain the findings of research into obedience and conformity as illustrated in the work of Stanley Milgram and Solomon Asch. 3. Examine the concepts of bias, polarization, and the bystander effect. 4. Identify the major elements of behavioral economics as evidenced by the research of Amos Tversky, Daniel Kahneman, and Dan Ariely.

SOCIOLOGY

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
SOC.1 Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems. (Strands: Civics, Civil Rights, History)	1. Explore the sociological perspective and the methods used by sociologists to explore that perspective. 2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures. 3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time. 4. Collect and display various tools used by sociologists to examine aspects of social systems and explain their usefulness in offering insights into social institutions.
SOC.2 Evaluate the role of culture throughout the world. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define culture. 2. Distinguish the components of symbolic culture. 3. Differentiate between subcultures and countercultures. 4. Identify elements that are culturally universal. 5. Describe the impact of modern technology on cultures throughout the world.

865

SOC.3 Apply theories on life cycle development to explain differences in social interactions and relationships at different points in the life cycle of a human being based on cultural socialization in response to those developmental changes. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define human nature. 2. Identify major patterns of life cycle change, including: Erikson's Stages of Psychosocial Development, Paget's' Stages of Cognitive Development, and Kohlberg's Stages of Moral Reasoning. 3. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns. 4. Differentiate the role of women in a variety of cultural and historical contexts, specifically noting the impact of those roles on the greater culture and the historical movements to reduce gender inequality. 5. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning. 6. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families. 7. Interpret the ways in which cultural and social forces impact an individual's values, behaviors, self-concept, and temperament. 8. Compare how various cultures deal with death and dying.
SOC.4 Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness. (Strands: Civics, Civil Rights, History, Economics)	1. Define deviance and conformity. 2. Compare various perspectives on deviance including Symbolic Interactionist, Functionalist, and Conflict Perspectives. 3. Examine society's reaction to deviance.
SOC.5 Appraise the role of group dynamics on the behavior of an individual and the impact of group dynamics on the effectiveness and efficiency of work groups in commercial, governmental, and non-profit organizations. (Strands: Civics, Civil Rights, History)	1. Define bureaucracy. 2. Compare the views of Marx and Weber on bureaucracies. 3. Identify the characteristics of a bureaucracy. 4. Explore the problems that exist within bureaucracies that are universal.

866

SOC.6 Describe theories and processes related to human social networks. (Strands: Civics, Civil Rights, History)	1. Trace the development of various types of social groups from hunter-gathering cultures to modern day. 2. Identify various groups within society and their functions including family, secondary groups, reference groups, and social networks. 3. Explain the various dynamics that exist within a group.
SOC.7 Breakdown the economic and social factors that play a role in socioeconomic stratification. (Strands: Civics, Civil Rights, History)	1. Explore the levels of socioeconomic stratification that exist within the United States and globally and compare. 2. Explain how the institutions of society perpetuate social status and hinder social mobility. 3. Identify the consequences of social class on social mobility and access to healthcare, education, and other resources.
SOC.8 Describe the methods by which individuals and groups establish and maintain a sense of identity and their impacts. (Strands: Civics, Civil Rights, History)	1. Examine the role of race in creating an individual's sense of identity. 2. Distinguish between race and ethnicity as defining characteristics. 3. Compare the role of age in various cultures as a measurement of social value.
SOC.9 Describe the roles of various social institutions on maintaining societal norms. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explore the role of the economic systems in various cultures. 2. Explain the role of education systems in perpetuating societal norms or promoting social mobility. 3. Explain the role of marital and family structures as the basic units of culture. 4. Explore the types and roles of religious institutions and beliefs in various cultures. 5. Distinguish the challenges faced by modern society in providing access to quality healthcare.
SOC.10 Analyze the impacts of various forms of significant social change on society. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast significant social movements, their methods, and their impacts. 2. Explain the historical and modern development of urban spaces and the challenges posed by those spaces including environmental concerns, crime, poverty, and social justice issues. 3. Formulate and explain the values associated with global citizenship in regard to environmental, civic, social, economic, and political action.

LAW RELATED EDUCATION

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
LRE.1 Assess the changes in the legal system and recognize the dynamic natures of the law in the United States over time. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define justice and law and trace its development in the United States. 2. Discuss the functions of the law, including lawmaking, advocacy, and settling disputes. 3. Describe how court decisions have dynamically altered the American political landscape.
LRE.2 Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness. (Strands: Civics, Civil Rights, History, Economics)	1. Compare and contrast criminal law and civil law. 2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses. 3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections. 4. Identify juvenile justice concerns and differences in the due process procedures. 5. Define civil law and the procedure for a civil case. 6. Identify the differences of various types of civil cases, including: civil wrongs, intentional torts, negligence, strict liability, torts and public policy. 7. Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of each system in resolving these problems.
LRE.3 Compare and contrast the state and federal judicial systems and analyze the relationships between them. (Strands: Civics, Civil Rights, History, Economics)	1. Illustrate the court system on the federal level. 2. Describe the Mississippi judicial system. 3. Contrast the various functions of lawyers in both systems. 4. Compare and contrast the two systems and the role of the citizen and lawyer in each. Analyze the state's right position (e.g. 10th amendment) v. the federal position (e.g. Elastic Clause, etc.).

868

LRE.4 Describe the roles and responsibilities of local, state and federal law enforcement agencies. (Strands: Civics, Civil Rights, History, Economics)	1. Understand the traditional democratic assumptions as they apply to law and law enforcement. 2. Compare and contrast the functions, responsibilities, and jurisdiction of local, state and federal law enforcement agencies. 3. Describe the obligations of the law enforcement communities and the courts in the pre-trial process, including: booking and initial appearance, bail and pretrial release, preliminary hearing, grand jury, felony arraignment and pleas, pretrial motions, and plea bargaining. 4. Describe the obligations of the law enforcement communities and the courts in the trial phase of a case.
LRE.5 Assess the effectiveness of correctional systems in deterring criminal behavior. (Strands: Civics, Civil Rights, History, Economics)	1. Demonstrate an understanding of sentencing and corrections on the state and federal level. 2. Describe the sentencing options available to the courts. 3. Compare and contrast punishment and rehabilitation as functions of the correctional system. 4. Evaluate the function of parole. 5. Discuss the arguments for and against capital punishment. 6. Evaluate data on recidivism to determine the effectiveness of the correctional system on deterring criminal behaviors.
LRE.6 Explain the various ways that the legal system insures civil rights and liberties. (Strands: Civics, Civil Rights, History, Economics)	1 . Distinguish between statutory and Constitutional law. 2 . Explain the ways that the state and federal courts have protected freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law. 3. Identify major Supreme Court cases that protected the following rights: freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law.

869

LRE.7 Summarize and evaluate the conflicts resulting from competing interests, conflicting laws and conflicting interpretations of the Constitution. (Strands: Civics, Civil Rights, History, Economics)	1. Investigate conflicts that arose because of differing opinions on civil rights. 2. Trace conflicts that arose because of differing opinions on property rights. 3. Debate conflicts that arose because of differing opinions on issues of liberty v. order such as Red Scare, Patriot Act, rights of labor unions to strike. 4. Evaluate conflicts that arose because of differing opinions on family values, housing and business v. consumer rights.	870

Minority Studies

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
MIN.1 Evaluate the characteristics that may come to define a minority group including distinguishing physical or cultural traits, unequal treatment, involuntary group membership, awareness of subordination, and a strong sense of group solidarity. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Investigate minority groups and determine the underlying factors that result in their marginalization. 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. 3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups including the National Association for the Advancement of Colored People, Southern Poverty Law Center and the American Civil Liberties Union. 4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century. 5. Appraise the concept of minority group as it relates to ethnic minorities, religious minorities, and women.
MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups. (Strands: Civics, Civil Rights, History, Economics)	1. Describe the various causes of prejudice including social distance, economic competition, scapegoating, conflicting social and religious norms, and stereotypes. 2. Describe political and cultural factors that may serve to maintain inequalities experienced by minority groups.
MIN.3 Examine the experiences of Native American populations from the age of exploration to present day. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion. 2. Describe the status of Native Americans during the early history of the United States, westward expansion, and through the twentieth century. 3. Analyze the lasting impact of the historical treatment of Native American populations on their cultures.

871

MIN.4 Examine the Women's Rights Movement from 1848 to present day. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Identify and describe the origins and early leaders of the Women's Rights Movement in the mid-nineteenth century. 2. Trace the major events, achievements, and leaders of the women's suffrage movement leading to the 19th amendment in 1920. 3. Survey the accomplishments of women in the United States during the twentieth century who took on roles and offices that had been traditionally held by men. 4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.
MIN.5 Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the migration of ethnic Chinese to the United States in the 19th century and the economic, social, legal, and political factors that contributed to discrimination against them. 2. Investigate the internment of Japanese-Americans during World War II.
MIN.6 Examine the major events, methods, and leaders of the Civil Rights Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the conditions during the mid-twentieth century that led to the Civil Rights Movement including Jim Crow laws and systemic inequality throughout the United States. 2. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964. 3. Analyze the impact of the Civil Rights Movement on the status of African-Americans and on the American social and political culture in the late twentieth and early twenty-first centuries.
MIN.7 Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. 2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. 3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century.

872

MIN.8 Examine contemporary issues related to the treatment of minority groups. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the lasting impact of slavery and historic discrimination on economic opportunities and social conditions of African-Americans in the United States in the twenty-first century. 2. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation. 3. Explain significant events during the early twenty-first century that have resulted in rising tensions between minority populations and law enforcement in some areas of the United States and the significance of technology in the impact of those events.
MIN.9 Assess modern movements to broaden protections for minority groups. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century. 2. Describe significant events of the early twenty-first century related to the expansion and protection of civil liberties for members of the LGBTQ community.

873

HUMANITIES

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
HUM.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the development of social, political, citizen responsibility, and economic patterns of early Mesopotamia, Egypt, China and Indus River Valley in their emergence of power. 2. Explain the development of language, writing, technology, and arts of early civilizations, including: Neolithic pottery, Epic of Gilgamesh, Book of Songs, etc. 3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.
HUM.2 Examine the location of Greece, its political structure, arts and religious traditions that influenced Greek society. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and recognize the importance of climate and geography on the emergence of civilization in Greece. 2. Trace the development and legacy of social, political, citizen responsibility, and economic patterns of Greece while examining the rise of city-states. 3. Explain the development of language, writing, technology, and arts of Greece through the work of Homer, philosophers, poetry of Sappho, Athenian pottery, Hellenistic culture, and Greek architectural traditions. 4. Explain the role of religious traditions of the Greek gods, origin of mythology, and customs of Greece through the Golden Age.
HUM.3 Analyze ancient Rome by assessing the influence of geography, mythology and development of the Roman Republic. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and recognize the importance of climate and geography on the emergence of civilization in Rome. 2. Trace the development and legacy of social, political, and citizen responsibility of Roman citizens while analyzing Roman Republic, Roman imperialism, Cicero and the politics of rhetoric. 3. Explain the development of language, writing, and arts of Greece through Virgil, Horace and Ovid while observing various Roman architecture and sculptures during that time period. 4. Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.

874

HUM.4 Students will analyze the social, economic, military conquest and cultural achievements during the medieval time period. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and describe the evolution of nation-states England, France, Spain, and Russia. 2. Discuss the political and social impact of the Crusades, the Mongo conquests, and the fall of Constantinople. 3. Identify the role of Greek, Roman, and Arabic philosophy, medicine, and science during the medieval time period. 4. Trace the emergence of pagan and Christian traditions through the discussion of medieval monastery.
HUM.5 Students will analyze the social, economic, and political changes and cultural achievements during the Renaissance in Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the economic infrastructure of the Italian Renaissance. 2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society. 3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period including Shakespeare, Leonardo da Vinci, Michelangelo and Petrich. 4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VII, and their impact on the Reformation.
HUM.6 Students will understand the impact of the Age of Discovery and exploration into Africa, Asia and the Americas. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate the triangle trade, migration patterns, and cultural diffusion in colonized areas. 2. Identify the development of social, political, and economic motivation of explorers and conquistadors while analyzing their impact on indigenous peoples. 3. Describe the impact that religion had on the Age of Exploration and the effect that it had on colonized areas.
HUM.7 Students will examine the impact of global trade on various civilizations of the world. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and explain the development of the Ottoman Empire. 2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.

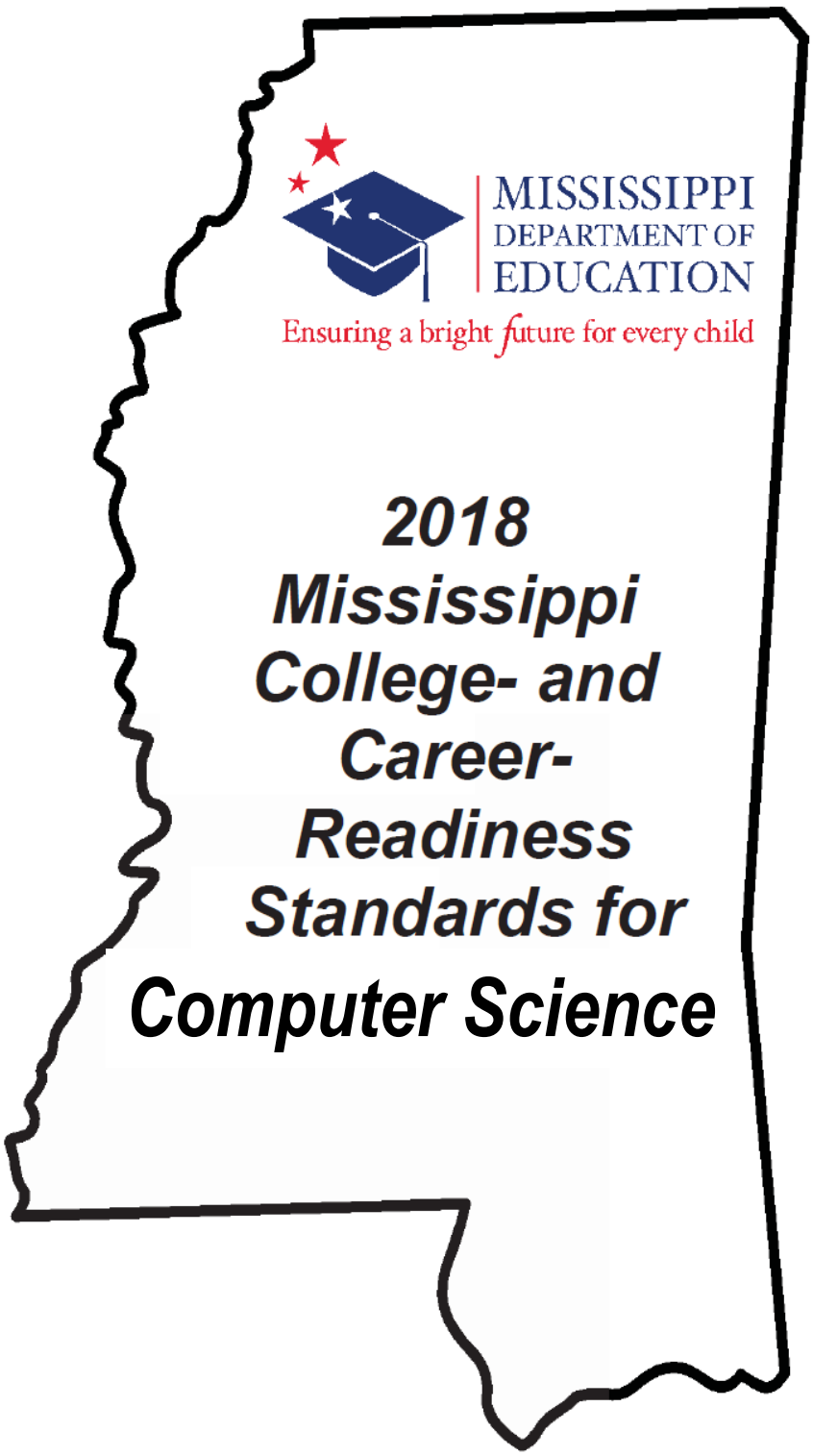
875

876

Support Documents and Resources

The MDE will develop support documents for the MSCCRS for the Social Studies. Local districts, schools, and teachers may use these documents to construct standards-based social studies curriculum, allowing them to customize content to fit their students' needs and match available instructional materials. The support documents will include suggested resources, instructional strategies, and essential knowledge.

Professional development efforts will be aligned with the standards and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons. For more information, please contact the Office of Secondary Education at 601-359-3461, or visit the MDE website at www.mdek12.org.



2018 Mississippi College- and Career-Readiness Standards for Computer Science

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Important notes about Computer Science Standards

- The 2018 Computer Science Standards are in place to serve as guidance for districts moving forward with incorporating computer science content and courses into their schools.
- While these standards are not required to be taught in all schools at this time, they do provide the standards for implementation of computer science curricula and resources.
- All Computer Science courses currently in place, will be aligned to the new 2018 Computer Science Standards.
- Carnegie units earned in Computer Science meet the technology credit needed for graduation and admission to postsecondary schools in MS.

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Contents

Acknowledgements 6

Introduction 8

2018 Mississippi College- and Career-Readiness Standards for Computer Science Overview 9

Research and Background Information 10

Connection to the K-12 Computer Science Framework 11

- Concepts 11
- Practices 15
- Understanding the Computer Science Standards Format 20

Level 1A: GRADES K-2 21

- Computing Systems (CS.1A) 21
- Networks and the Internet (NI.1A) 21
- Data and Analysis (DA.1A) 22
- Algorithms and Programming (AP.1A) 23
- Impacts of Computing (IC.1A) 24

Level 1B: GRADES 3-5 26

- Computing Systems (CS.1B) 26
- Networks and the Internet (NI.1B) 26
- Data and Analysis (DA.1B) 27
- Algorithms and Programming (AP.1B) 28
- Impacts of Computing (IC.1B) 31

Level 2: GRADES 6-8 32

- Computing Systems (CS.2) 32
- Networks and the Internet (NI.2) 32
- Data and Analysis (DA.2) 33
- Algorithms and Programming (AP.2) 34
- Impacts of Computing (IC.2) 36

Level 3A: GRADES 9-10 38

- Computing Systems (CS.3A) 38
- Networks and the Internet (NI.3A) 39
- Data and Analysis (DA.3A) 40
- Algorithms and Programming (AP.3A) 41
- Impacts of Computing (IC.3A) 44

Level 3B: GRADES 11-12 46

Computing Systems (CS.3B) 46
Networks and the Internet (NI.3B) 46
Data and Analysis (DA.3B) 46
Algorithms and Programming (AP.3B) 47
Impacts of Computing (IC.3B) 49
Support Documents and Resources 50
References 51

Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi College- and Career-Readiness Standards for Computer Science* and the supporting documents.

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COMPUTER SCIENCE STEERING COMMITTEE (2016), Continued

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Maureen Whann	BancorpSouth

Various sets of standards and standards-related documents were used in the development of the Mississippi Computer Science Standards including:

- CSTA K-12 Computer Science Standards: http://www.csteachers.org/page/standards
- The K-12 Computer Science Framework: https://k12cs.org/
- Approved standards from the following states:
  - Massachusetts: http://www.doe.mass.edu/frameworks/dlcs.pdf
  - Wisconsin: https://dpi.wi.gov/sites/default/files/imce/computer-science/ComputerScienceStandardsFINALADOPTED.pdf

Attribution

The K-12 Computer Science Framework, led by the Association for Computing Machinery, Code.org, Computer Science Teachers Association, Cyber Innovation Center, and National Math and Science Initiative in partnership with states and districts, informed the development of this work.

The CSTA Standards Revision Task Force crafted standards by combining concept statements and practices from the Framework. The Task Force also used descriptive material from the Framework when writing examples and clarifying statements to accompany the standards.

For more information about the Framework, please visit k12cs.org.

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in science, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

Purpose

In an effort to closely align instruction for students who are progressing toward postsecondary study and the workforce, the *2018 Mississippi College- and Career-Readiness Standards (MS CCRS) for Computer Science* includes grade- and course-specific standards for K-12 computer science. Mississippi has adapted these standards from the nationally developed *Computer Science Teachers Association K-12 Computer Science Standards, Revised 2017*. (CSTA, 2017)

This document is designed to provide K-12 computer science teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2018 MS CCRS for Computer Science* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around seven practices: fostering an inclusive computing culture, collaborating around computing, recognizing and defining computational problems, developing and using abstractions, creating computational artifacts, testing and refining computational artifacts, and communicating about computing. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of computer science and the problem-solving process. Doing so will produce students that will become more capable, independent, and scientifically literate adults.

Implementation

The *2018 MS CCRS for Computer Science* will be implemented during the 2018-2019 school year.

2018 Mississippi College- and Career-Readiness Standards for Computer Science Overview

Research and Background Information

The MDE sponsored research into the state of computer science education in the US beginning in late fall of 2015. Over the course of eight months, this research revealed an enormous shortage in computer scientists across the country and an almost nonexistent K-12 computer science pathway. The Bureau of Labor Statistics predicts a shortage of approximately 1 million computer science workers by 2024, and very few states offered any computer science courses or instruction at the K-12 level in 2015. A Google/Gallup report showed that while 9 out of 10 parents believed that it was important for their child to learn about computer science in school, only 1 in 4 schools across the nation offered any computer science courses (Google/Gallup, 2015). As of June 1, 2016, only five states had computer science standards. (Tilley-Coulson, 2016).

In response to this information, a steering committee was formed to design a plan of action to incorporate computer science education in Mississippi's K-12 schools. This committee was comprised of K-12 administrators, technology directors, and teachers, as well as postsecondary instructors and industry leaders. The committee began meeting in October 2015 and, over the course of the next several months, developed a recommendation to conduct a three-year pilot program during which time the state would explore curricula, teacher licensure, and standards development. Members of the steering committee and other Mississippi educators took part in the review of the national Computer Science Framework development in 2016 and submitted feedback to the writers. Once the framework was completed and the national Computer Science Teacher's Association's Computer Science Standards were revised, members of the steering committee and other Mississippi educators reviewed the standards and, with only minor editorial changes, recommended adopting these standards as a starting place for Mississippi Computer Science Standards. The document that follows is a result of those recommendations.

Computer science and the technologies it enables rest at the heart of our economy and the way we live our lives. To be well-educated citizens in a computing-intensive world and to be prepared for careers in the 21st century, our students must have a clear understanding of the principles and practices of computer science. The Mississippi Computer Science Standards delineate a core set of learning objectives designed to provide the foundation for a complete computer science curriculum and its implementation at the K-12 level. To this end, the Mississippi standards:

- Introduce the fundamental concepts of computer science to all students, beginning at the elementary school level
- Present computer science at the secondary school level in a way that can fulfill a computer science graduation credit
- Encourage additional secondary-level computer science courses that will allow interested students to study facets of computer science in more depth and prepare them for entry into the work force or college
- Increase the availability of rigorous computer science for all students, especially those who are members of underrepresented groups

The standards have been written by educators to be coherent and comprehensible to teachers, administrators, and policy makers. Levels 1A, 1B, 2, and 3A are the computer science standards for **ALL students**. The Level 3B standards are intended for students who wish to pursue the study of computer science in high school beyond what is required for all students (specialty or elective courses).

Connection to the K-12 Computer Science Framework

The *K-12 Computer Science Framework* (k12cs.org) provides overarching, high-level guidance per grade bands, while the standards provide detailed, measurable student performance expectations. The framework was considered as a primary input for the standards development process.

These standards were crafted by combining concept statements and practices from the framework. Descriptive material from the framework was also used when writing examples and clarifying statements to accompany the standards.

Concepts

The core concepts of the K-12 Computer Science Framework represent major content areas in the field of computer science. The core concepts are delineated by multiple subconcepts that represent specific ideas within each concept. The learning progressions for each subconcept provide a thread connecting student learning from kindergarten to 12th grade.

Core concepts of the framework:

- Computing systems
- Networks and the Internet
- Data and analysis
- Algorithms and programming
- Impacts of computing

Each core concept is described in an overview and delineated by multiple subconcepts that represent the specific ideas within that core concept. For example, the data and analysis core concept contains four subconcepts: collection, storage, visualization and transformation, and inference and models. Subconcept overviews are provided to describe the subconcepts and summarize how learning progresses across multiple grade bands.

Crosscutting concepts are themes that illustrate connections among different concept statements. They are integrated into concept statements, instead of existing as an independent dimension of the framework. The crosscutting concepts that are represented in each concept statement are noted in the statement's descriptive material.

Crosscutting concepts of the framework:

- Abstraction
- System relationships
- Human-computer interaction
- Privacy and security
- Communication and coordination

Abstraction: An abstraction is the result of reducing a process or set of information to a set of important characteristics for computational use. Abstractions establish interactions at a level of reduced complexity by managing the more complex details below the level of interaction. An abstraction can be created to generalize a range of situations by picking out common properties minus specific implementations details.

System relationships: The parts of a system are interdependent and organized for a common purpose. A systems perspective provides the opportunity to decompose complex problems into parts that are easier

to understand, develop, fix, and maintain. General systems principles include feedback, control, efficiency, modularity synthesis, emergence, and hierarchy.

Human-computer interaction: Humans interact directly with computers, including as laptops and smartphones, but also other devices, such as cars and home appliances, which have embedded computers. Developing effective and accessible user interfaces involves the integration of technical knowledge and social science and encompasses both designer and user perspectives.

Privacy and security: Privacy is the ability to seclude information and express it selectively. It includes controls for the collection, access, use, storage, sharing, and alteration of information. Security refers to the safeguards surrounding information systems and includes protection from theft or damage to hardware, software, and the information in the systems. Security supports privacy.

Communication and coordination: Processes in computing are characterized by the reliable exchange of information between autonomous agents (communication) that cooperate toward common outcomes that no agent could produce alone (coordination). Communication and coordination are distinct but not independent processes. What is special about computing is the scale at which communication and coordination work.

Core Concepts and Subconcepts Overview

Computing systems

People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

Devices	Many everyday objects contain computational components that sense and act on the world. In early grades, students learn features and applications of common computing devices. As they progress, students learn about connected systems and how the interaction between humans and devices influences design decisions.
Hardware and software	Computing systems use hardware and software to communicate and process information in digital form. In early grades, students learn how systems use both hardware and software to represent and process information. As they progress, students gain a deeper understanding of the interaction between hardware and software at multiple levels within computing systems.
Troubleshooting	When computing systems do not work as intended, troubleshooting strategies help people solve the problem. In early grades, students learn that identifying the problem is the first step to fixing it. As they progress, students learn systematic problem-solving processes and how to develop their own troubleshooting strategies based on a deeper understanding of how computing systems work.

Networks and the Internet

Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world by providing fast, secure communication and facilitating innovation.

Network communication and organization	Computing devices communicate with each other across networks to share information. In early grades, students learn that computers connect them to other people, places, and things around the world. As they progress, students gain a deeper understanding of how information is sent and received across different types of networks.
Cybersecurity	Transmitting information securely across networks requires appropriate protection. In early grades, students learn how to protect their personal information. As they progress, students learn increasingly complex ways to protect information sent across networks.

Data and analysis

Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

Collection	Data is collected with both computational and noncomputational tools and processes. In early grades, students learn how data about themselves and their world is collected and used. As they progress, students learn the effects of collecting data with computational and automated tools.
Storage	Core functions of computers are storing, representing, and retrieving data. In early grades, students learn how data is stored on computers. As they progress, students learn how to evaluate different storage methods, including the tradeoffs associated with those methods.
Visualization and transformation	Data is transformed throughout the process of collection, digital representation, and analysis. In early grades, students learn how transformations can be used to simplify data. As they progress, students learn about more complex operations to discover patterns and trends and communicate them to others.
Inference and models	Data science is one example where computer science serves many fields. Computer science and science use data to make inferences, theories, or predictions based upon the data collected from users or simulations. In early grades, students learn about the use of data to make simple predictions. As they progress, students learn how models and simulations can be used to examine theories and

understand systems and how predictions and inferences are affected by more complex and larger data sets.

Algorithms and programming

An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

Algorithms	Algorithms are designed to be carried out by both humans and computers. In early grades, students learn about age-appropriate algorithms from the real world. As they progress, students learn about the development, combination, and decomposition of algorithms, as well as the evaluation of competing algorithms.
Variables	Computer programs store and manipulate data using variables. In early grades, students learn that different types of data, such as words, numbers, or pictures, can be used in different ways. As they progress, students learn about variables and ways to organize large collections of data into data structures of increasing complexity.
Control	Control structures specify the order in which instructions are executed within an algorithm or program. In early grades, students learn about sequential execution and simple control structures. As they progress, students expand their understanding to combinations of structures that support complex execution.
Modularity	Modularity involves breaking down tasks into simpler tasks and combining simple tasks to create something more complex. In early grades, students learn that algorithms and programs can be designed by breaking tasks into smaller parts and recombining existing solutions. As they progress, students learn about recognizing patterns to make use of general, reusable solutions for commonly occurring scenarios and clearly describing tasks in ways that are widely usable.
Program development	Programs are developed through a design process that is often repeated until the programmer is satisfied with the solution. In early grades, students learn how and why people develop programs. As they progress, students learn about the tradeoffs in program design associated with complex decisions involving user constraints, efficiency, ethics, and testing.

Impacts of computing

Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

Culture	Computing influences culture—including belief systems, language, relationships, technology, and institutions—and culture shapes how people engage with and access computing. In early grades, students learn how computing can be helpful and harmful. As they progress, students learn about tradeoffs associated with computing and potential future impacts of computing on global societies.
Social interactions	Computing can support new ways of connecting people, communicating information, and expressing ideas. In early grades, students learn that computing can connect people and support interpersonal communication. As they progress, students learn how the social nature of computing affects institutions and careers in various sectors.
Safety, law, and ethics	Legal and ethical considerations of using computing devices influence behaviors that can affect the safety and security of individuals. In early grades, students learn the fundamentals of digital citizenship and appropriate use of digital media. As they progress, students learn about the legal and ethical issues that shape computing practices.

Practices

The *K-12 Computer Science Framework's* practices are the behaviors that computationally literate students use to fully engage with the core concepts of computer science. Concepts and practices are integrated to provide complete experiences for students engaging in computer science. While the practices naturally integrate and overlap with one another, they are displayed in an order that suggests a process for developing computational artifacts. Four of the practices are also called out as aspects of computational thinking. There are seven core practices:

1. Fostering an inclusive computing culture
2. Collaborating around computing
3. Recognizing and defining computational problems
4. Developing and using abstractions
5. Creating computational artifacts
6. Testing and refining computational artifacts
7. Communicating about computing

The practices use a narrative to describe how students should exhibit each practice with increasing sophistication from kindergarten to grade 12. In addition to describing the progression, these narratives also provide some examples of the interrelatedness of the practice statements and the ways in which these statements build upon one another.

Computational thinking

Computational thinking is at the heart of the computer science practices and is delineated by practices 3-6. Practices 1, 2, and 7 are independent, general practices in computer science that complement computational thinking.

Computational thinking refers to the thought processes involved in expressing solutions as computational steps or algorithms that can be carried out by a computer (Cuny, Snyder, & Wing, 2010; Aho, 2011; Lee, 2016). This definition draws on the idea of formulating problems and solutions in a form that can be carried out by an information-processing agent (Cuny, Snyder, & Wing, 2010) and the idea that the solutions should take the specified form of computational steps and algorithms to be executed by a computer (Aho, 2011; Lee, 2016). Computational thinking requires understanding the capabilities of computers, formulating problems to be addressed by a computer, and designing algorithms that a computer can execute. The most effective context and approach for developing computational thinking is learning computer science; they are intrinsically connected.

Computational thinking is essentially a problem-solving process that involves designing solutions that capitalize on the power of computers; this process begins before a single line of code is written. Computers provide benefit in terms of memory, speed, and accuracy of execution. Computers also require people to express their thinking in a formal structure, such as a programming language. Similar to writing notes on a piece of paper to "get your thoughts down," creating a program allows people to externalize their thoughts in a form that can be manipulated and scrutinized. Programming allows students to think about their thinking; by debugging a program, students debug their own thinking (Papert, 1980).

Despite what the name implies, computational thinking is fundamentally a human ability. In other words, "humans process information; humans compute" (Wing, 2008, p. 3718). This nuance is the basis for "unplugged" approaches to computer science (i.e., teaching computer science without computers) and explains how computational thinking can apply beyond the borders of computer science to a variety of disciplines, such as science, technology, engineering, and mathematics (STEM), and also the arts and humanities (Bundy, 2007).

The description of computational thinking in the *K-12 Computer Science Framework* extends beyond the general use of computers or technology in education to include specific skills, such as designing algorithms, decomposing problems, and modeling phenomena. If computational thinking can take place without a computer, conversely, using a computer in class does not necessarily constitute computational thinking. For example, a student is not necessarily using computational thinking when he or she enters data into a spreadsheet and creates a chart. However, this action can include computational thinking if the student creates algorithms to automate the transformation of the data or to power an interactive data visualization.

A computational artifact must be distinguished by evaluating the process used to create it (i.e., computational thinking), in addition to the characteristics of the product itself. For example, the same digital animation may be the result of carefully constructing algorithms that control when characters move and how they interact or simply selecting characters and actions from a predesignated template. In this example, it is the process used to create the animation that defines whether it can be considered a computational artifact. The assessment of computational thinking can be improved by having students explain their decisions and development process (Brennan & Resnick, 2012).

Practice 1: Fostering an inclusive computing culture

Building an inclusive and diverse computing culture requires strategies for incorporating perspectives from people of different genders, ethnicities, and abilities. Incorporating these perspectives involves understanding the personal, ethical, social, economic, and cultural contexts in which people operate. Considering the needs of diverse users during the design process is essential to producing inclusive computational products.

By the end of grade 12, students should be able to:

1.1 Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products
1.2 Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability
1.3 Employ self- and peer-advocacy to address bias in interactions, product design, and development methods

Practice 2: Collaborating around computing

Collaborative computing is the process of performing a computational task by working in pairs and on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts.

By the end of grade 12, students should be able to:

2.1 Identify complex, interdisciplinary, real-world problems that can be solved computationally
2.2 Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness
2.3 Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders
2.4 Evaluate and select technological tools that can be used to collaborate on a project

Practice 3: Recognizing and defining computational problems

The ability to recognize appropriate and worthwhile opportunities to apply computation is a skill that develops over time and is central to computing. Solving a problem with a computational approach requires defining the problem, breaking it down into parts, and evaluating each part to determine whether a computational solution is appropriate.

By the end of grade 12, students should be able to:

3.1 Identify complex, interdisciplinary, real-world problems that can be solved computationally
3.2 Decompose complex real-world problems into manageable subproblems that could integrate existing solutions or procedures
3.3 Evaluate whether it is appropriate and feasible to solve a problem computationally

Practice 4: Developing and using abstractions

Abstractions are formed by identifying patterns and extracting common features from specific examples to create generalizations. Using generalized solutions and parts of solutions designed for broad reuse simplifies the development process by managing complexity.

By the end of grade 12, students should be able to:

- 4.1 Extract common features from a set of interrelated processes or complex phenomena
- 4.2 Evaluate existing technological functionalities and incorporate them into new designs
- 4.3 Create modules and develop points of interaction that can apply to multiple situations and reduce complexity
- 4.4 Model phenomena and processes and simulate systems to understand and evaluate potential outcomes

Practice 5: Creating computational artifacts

The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps.

By the end of grade 12, students should be able to:

- 5.1 Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations
- 5.2 Create a computational artifact for practical intent, personal expression, or to address a societal issue
- 5.3 Modify an existing artifact to improve or customize it

Practice 6: Testing and refining computational artifacts

Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students also respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts.

By the end of grade 12, students should be able to:

- 6.1 Systematically test computational artifacts by considering all scenarios and using test cases
- 6.2 Identify and fix errors using a systematic process
- 6.3 Evaluate and refine a computational artifact multiple times to enhance its performance, reliability, usability, and accessibility

Practice 7: Communicating about computing

Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences.

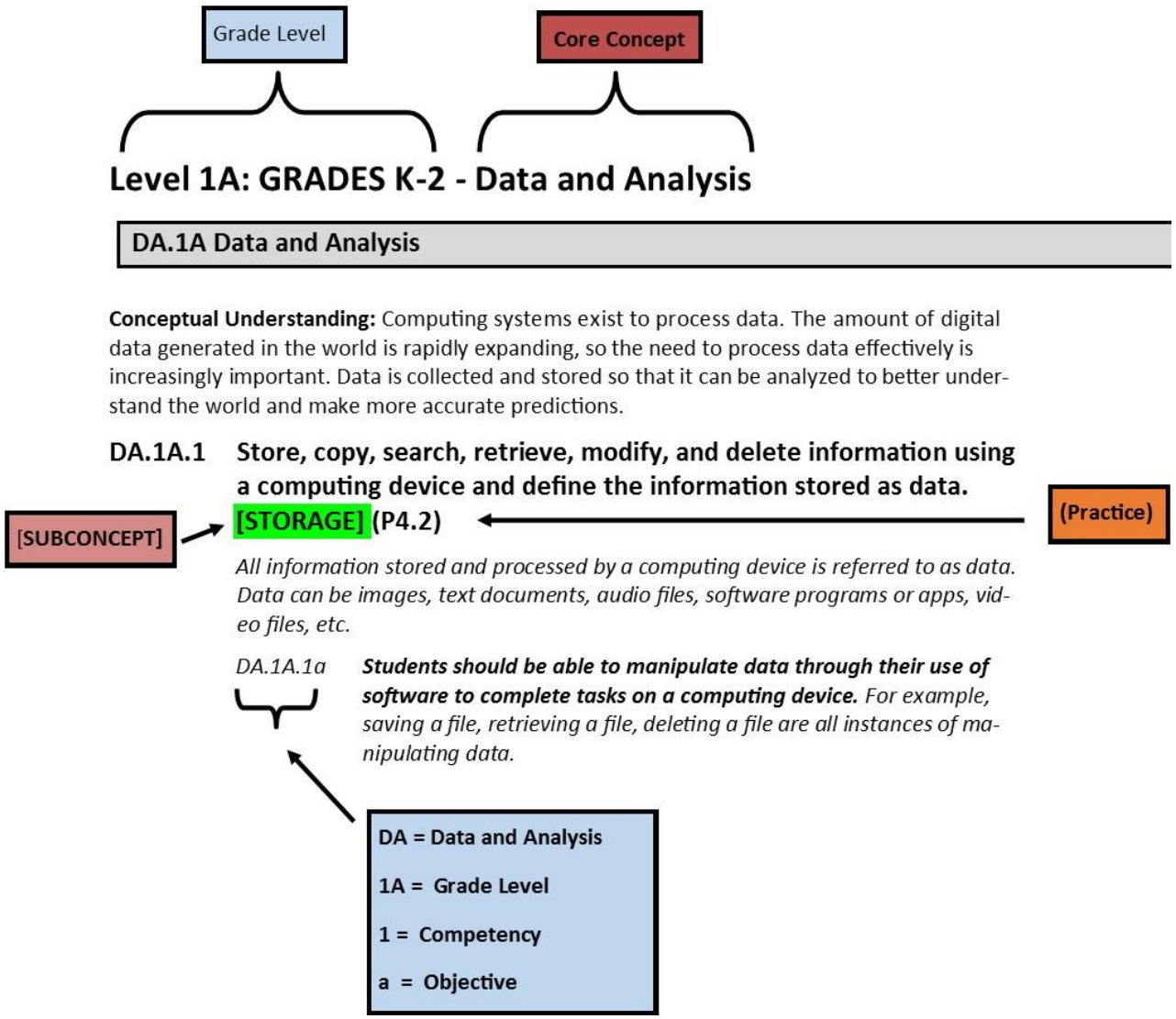
By the end of grade 12, students should be able to:

7.1 Select, organize, and interpret large data sets from multiple sources to support a claim

7.2 Describe, justify, and document computational processes and solutions using appropriate terminology consistent with the intended audience and purpose

7.3 Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution

Understanding the Computer Science Standards Format



Core concepts	Practices
1. Computing systems 2. Networks and the Internet 3. Data and analysis 4. Algorithms and programming 5. Impacts of computing	1. Fostering an inclusive computing culture 2. Collaborating around computing 3. Recognizing and defining computational problems 4. Developing and using abstractions 5. Creating computational artifacts 6. Testing and refining computational artifacts 7. Communicating about computing

Level 1A: GRADES K-2

Level 1A: GRADES K-2 - Computing Systems

Computing Systems (CS.1A)

Conceptual understanding: People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

CS.1A.1 **Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. [DEVICES] (P1.1)**

CS.1A.1a ***Students should be able to select the appropriate app/program to use for tasks they are required to complete.*** *For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task, or if they are asked to create a presentation, they should be able to open and use presentation software.*

CS.1A.1b ***With teacher guidance, students should compare and discuss preferences for software with the same primary functionality.*** *Students could compare different web browsers or word processing, presentation, or drawing programs*

CS.1A.2 **Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). [HARDWARE & SOFTWARE] (P7.2)**

A computing system is composed of hardware and software. Hardware consists of physical components.

CS.1A.2a ***Students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.***

CS.1A.3 **Describe basic hardware and software problems using accurate terminology. [TROUBLESHOOTING] (P6.2, P7.2)**

CS.1A.3a ***Students should be able to communicate a problem with accurate terminology (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.).*** *Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.*

Level 1A: GRADES K-2 - Networks and the Internet

Networks and the Internet (NI.1A)

Conceptual understanding: Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world by providing fast, secure communication and facilitating innovation.

NI.1A.1 **Explain what passwords are and why we use them. [CYBERSECURITY] (P7.3)**
Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. They should appropriately use and protect the passwords they are required to use.

NI.1A.2 **Students should understand that computers connect them to people, places, and things around the world. [NETWORK COMMUNICATION & ORGANIZATION] (P7.3)**

Level 1A: GRADES K-2 - Data and Analysis

Data and Analysis (DA.1A)

Conceptual understanding: Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

DA.1A.1 **Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data. [STORAGE] (P4.2)**
All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc.

DA.1A.1a ***Students should be able to manipulate data through their use of software to complete tasks on a computing device.*** *For example, saving a file, retrieving a file, deleting a file are all instances of manipulating data.*

DA.1A.2 **Collect and present the same data in various visual formats. [COLLECTION, VISUALIZATION, & TRANSFORMATION] (P7.1, P4.4)**
The collection and use of data about the world around them is a routine part of life and influences how people live.

DA.1A.2a ***Students should be able to collect data.*** *For example, students could collect data on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm. Students could count the number of pieces of each color of candy in a bag of candy, such as Skittles or M&Ms. Students could create surveys of things that interest them, such as favorite foods, pets, or TV shows, and collect answers to their surveys from their peers and others.*

DA.1A.2b ***Students should be able to present data in various visual formats.*** *For example, the data collected could be organized into two or more visualizations, such as a bar graph, pie chart, or pictograph.*

DA.1A.3 **Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions. [INFERENCEE & MODELS] (P4.1)**
All data can be used to make inferences or predictions about the world.

DA.1A.3a ***Students should be able to analyze data in visual formats.*** *For example, students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy. Students could analyze graphs of temperatures taken at the beginning of the school day and end of the school day.*

DA.1A.3b ***Students should be able to identify patterns and make predictions based on the patterns.*** *For example, students could identify the patterns for which colors are most and least represented in bags of candy, and then make a prediction as to which colors will have most and least in a new bag of candy. Students could*

identify the patterns of when temperatures rise and fall, and predict if they think the temperature will rise or fall at a particular time of the day, based on the pattern observed.

Level 1A: GRADES K-2 - Algorithms and Programming

Algorithms and Programming (AP.1A)

Conceptual understanding: An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

AP.1A.1 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks. [ALGORITHMS] (P4.4)

Composition is the combination of smaller tasks into more complex tasks.

AP.1A.1a ***Students should be able to create and follow algorithms****. For example, students could create and follow algorithms for making simple foods, brushing their teeth, getting ready for school, participating in cleanup time. Students may demonstrate understanding visually, orally, or in writing.*

AP.1A.2 Model the way programs store and manipulate data by using numbers or other symbols to represent information. [VARIABLES] (P4.4)

Information in the real world can be represented in computer programs.

AP.1A.2a ***Students should be able to model data storage and manipulation by using representative symbols.*** *For example, students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words.*

AP.1A.3 Develop programs with sequences and simple loops to express ideas or address a problem. [CONTROL] (P5.2)

Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Sequences are the order of instructions in a program. For example, if dialogue is not sequenced correctly when programming a simple animated story, the story will not make sense. If the commands to program a robot are not in the correct order, the robot will not complete the task desired. Loops allow for the repetition of a sequence of code multiple times. For example, in a program to show the life cycle of a butterfly, a loop could be combined with move commands to allow continual but controlled movement of the character.

AP.1A.3a ***Students should be able to express ideas or address problems by developing programs with sequences and simple loops.***

AP.1A.4 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. [MODULARITY] (P3.2)

Decomposition is the act of breaking down tasks into simpler tasks.

AP.1A.4a ***Students should be able to break down the steps needed to solve a problem into a precise sequence of instructions.*** *For example, students could break down the steps needed to make a peanut butter and jelly sandwich, to brush their teeth, to draw a shape, to move a character across the screen, or to solve a level of a coding app. Students may demonstrate understanding visually, orally, or in*

writing.

AP.1A.5 Develop plans that describe a program's sequence of events, goals, and expected outcomes. [PROGRAM DEVELOPMENT] (P5.1, P7.2)

Creating a plan for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct.

AP.1A.5a ***Students should be able to develop and visually illustrate the plan for what a program will do.*** *For example, students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage may complete the planning process with help from their teachers.*

AP.1A.6 Give attribution when using the ideas and creations of others while developing programs. [PROGRAM DEVELOPMENT] (P7.3)

Using computers comes with a level of responsibility.

AP.1A.6a ***Students should credit artifacts that were created by others, such as pictures, music, and code.*** *Credit could be given orally, if presenting their work to the class, or in writing, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.*

AP.1A.7 Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops. [PROGRAM DEVELOPMENT] (P6.2)

Algorithms or programs may not always work correctly.

AP.1A.7a ***Students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.***

AP.1A.8 Using correct terminology, describe steps taken and choices made during the iterative process of program development. [PROGRAM DEVELOPMENT] (P7.2)

AP.1A.8a ***Students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices that they made when creating programs.*** *This could be done using coding journals, discussions with a teacher, class presentations, or blogs.*

Level 1A: GRADES K-2 - Impacts of Computing

Impacts of Computing (IC.1A)

Conceptual understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

IC.1A.1 Compare how people live and work before and after the implementation or adoption of new computing technology. [CULTURE] (P7.0)

Computing technology has positively and negatively changed the way people live and work. In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students can view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility.

IC.1A.1a ***Students should be able to compare how people live and work before and after the implementation or adoption of new computing technology.***

IC.1A.2 Work respectfully and responsibly with others online. [SOCIAL INTERACTIONS] (P2.1)

Online communication facilitates positive interactions, such as sharing ideas with many people, but the public and anonymous nature of online communication also allows intimidating and inappropriate behavior in the form of cyberbullying.

IC.1A.2a ***Students should demonstrate understanding of how to work with others online in a respectful and responsibly way.*** *Students could share their work on blogs or in other collaborative spaces online, taking care to avoid sharing information that is inappropriate or that could personally identify them to others.*

IC.1A.2a ***Students should be able to identify cyberbullying.*** *Students could provide feedback to others on their work in a kind and respectful manner and could tell an adult if others are sharing things they should not share or are treating others in an unkind or disrespectful manner on online collaborative spaces.*

IC.1A.3 Keep login information private and log off of devices appropriately. [SAFETY, LAW, & ETHICS] (P7.3)

People use computing technology in ways that can help or hurt themselves or others. Harmful behaviors, such as sharing private information and leaving public devices logged in, should be recognized and avoided.

IC.1A.3a ***Students should understand that some things like login details, their address, and other personally identifying information is private (secret).***

IC.1A.3b ***Students should know to always log off properly on any device used.***

Level 1B: GRADES 3-5

Level 1B: GRADES 3-5 - Computing Systems

Computing Systems (CS.1B)

Conceptual understanding: People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

CS.1B.1 Describe how internal and external parts of computing devices function to form a system. [DEVICES] (P7.2)

Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot for power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses.

CS.1B.1a ***Students should describe how devices and components interact using correct terminology.***

CS.1B.2 Model how computer hardware and software work together as a system to accomplish tasks. [HARDWARE & SOFTWARE] (P4.4)

In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include the basic elements of a computer system, such as input, output, processor, sensors, and storage.

CS.1B.2a ***Students should model how computer hardware and software work together to accomplish tasks.*** *Students could draw a model on paper or in a drawing program, program an animation to demonstrate it, or demonstrate it by acting this out in some way.*

CS.1B.3 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. [TROUBLESHOOTING] (P6.2)

Although computing systems may vary, common troubleshooting strategies can be used on all of them.

CS.1B.3a ***Students should be able to identify common hardware and software problems.*** *Types of problems students might encounter include the device not responding, no power, no network, app crashing, no sound, or password entry not working.*

CS.1B.3b ***Students should identify and implement various troubleshooting strategies.*** *Such strategies may include rebooting the device, checking for power, checking network availability, closing and reopening an app, making sure speakers are turned on or headphones are plugged in, and making sure that the caps lock key is not on, to solve these problems, when possible.*

Level 1B: GRADES 3-5 - Networks and the Internet

Networks and the Internet (NI.1B)

Conceptual understanding: Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing.

Networks and communication systems provide greater connectivity in the computing world by providing fast, secure communication and facilitating innovation.

NI.1B.1 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination. [NETWORK COMMUNICATION & ORGANIZATION] (P4.4)

Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination.

NI.1B.1a ***Students should demonstrate their understanding of how information flows over networks and the Internet.*** *This could be accomplished, for instance, by drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating this through an unplugged activity which has them act it out in some way.*

NI.1B.2 Discuss real-world cybersecurity problems and how personal information can be protected. [CYBERSECURITY] (P3.1, 7.3)

Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital.

NI.1B.2a **Students should be able to explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access.**

Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are not required to use multiple strong passwords. They should appropriately use and protect the passwords they are required to use.

NI.1B.2b ***Students should be able to list several real-world cybersecurity issues and discuss how personal information can be protected.*** *Students could discuss or use a journaling or blogging activity to explain, orally or in writing, topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as the necessity of backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep antivirus software updated to protect data and systems.*

Level 1B: GRADES 3-5 - Data and Analysis

Data and Analysis (DA.1B)

Conceptual understanding: Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

DA.1B.1 Organize and present collected data visually to highlight relationships and support a claim. [COLLECTION, VISUALIZATION, & TRANSFORMATION] (P7.1)

Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set. For example, a data set

of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.

DA.1B.1a ***Students should be able to collect data and present the information in an organized way to highlight relationships and support a claim.***

DA.1B.2 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea. [INFERENCE & MODELS] (P7.1)

The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way.

DA.1B.2a ***Students should be able to refer to data to highlight or propose cause-and-effect relationships and predict outcomes when communicating an idea.*** *For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on nonschool days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.*

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data. [STORAGE] (P4.2)

All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc.

DA.1B.3a ***Students should be able to manipulate data through their use of software to complete tasks on a computing device.*** *For example, saving, retrieving, and deleting files are all instances of manipulating data.*

Level 1B: GRADES 3-5 - Algorithms and Programming

Algorithms and Programming (AP.1B)

Conceptual Understanding: An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

AP.1B.1 Compare and refine multiple algorithms for the same task and determine which is the most appropriate. [ALGORITHMS] (P6.3, P3.3)

Different algorithms can achieve the same result, though sometimes one algorithm might be

most appropriate for a specific situation.

AP.1B.1a ***Students should be able to look at different ways to solve the same task and decide which would be the best solution.*** *For example, students could use a map and plan multiple algorithms to get from one point to another. They could look at routes suggested by mapping software and change the route to something that would be better based on which route is shortest or fastest or would avoid a problem. Students might compare algorithms that describe how to get ready for school. Another example might be to write different algorithms to draw a regular polygon and determine which algorithm would be the easiest to modify or repurpose to draw a different polygon.*

AP.1B.2 Create programs that use variables to store and modify data. [VARIABLES] (P5.2)

Variables are used to store and modify data.

AP.1B.2a ***Students should understand how to use variables to store and modify data.*** *For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable as a countdown timer is another example.*

AP.1B.3 Create programs that include sequences, events, loops, and conditionals. [CONTROL] (P5.2)

Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Events allow portions of a program to run based on a specific action.

AP.1B.3a ***Students should be able to create programs that include sequences, events, loops, and conditionals.*** *For example, students could write a program to explain the water cycle. When a specific component is clicked (event), the program would show information about that part of the water cycle. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves.*

AP.1B.4 Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process. [MODULARITY] (P3.2)

Decomposition is the act of breaking down tasks into simpler tasks.

AP.1B.4a ***Students should be able to break down problems into smaller, simpler tasks.*** *For example, students could create an animation by separating a story into different scenes. For each scene, they would select a background, place characters, and program actions.*

AP.1B.5 Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. [MODULARITY] (P5.3)

Programs can be broken down into smaller parts, which can be incorporated into new or existing programs.

AP.1B.5a ***Students should be able to modify and/or reuse portions of an existing program into their own work to create something new.*** *For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.*

AP.1B.6 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. [PROGRAM DEVELOPMENT] (P1.1, P5.1)

Planning is an important part of the iterative process of program development.

AP.1B.6a ***Students outline key features, time and resource constraints, and user expectations.***

AP.1B.6b ***Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.***

AP.1B.7 Observe intellectual property rights and give appropriate attribution when creating or remixing programs. [PROGRAM DEVELOPMENT] (P7.3)

Intellectual property rights can vary by country, but copyright laws give the creator of a work a set of rights that prevents others from copying the work and using it in ways that they may not like.

AP.1B.7a ***Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator.***

AP.1B.7b ***Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet.*** *At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online.*

AP.1B.8 Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended. [PROGRAM DEVELOPMENT] (P6.1, P6.2)

As students develop programs, they should continuously test those programs to see that they do what was expected and fix (debug), any errors.

AP.1B.8a ***Students should be able to identify and debug simple errors in programs they create and in programs created by others.***

AP.1B.9 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development. [PROGRAM DEVELOPMENT] (P2.2)

Collaborative computing is the process of performing a computational task by working in pairs or on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently.

AP.1B.9a ***Students should take turns in different roles during program development, such as note taker, facilitator, program tester, or "driver" of the computer.***

AP.1B.10 Describe choices made during program development using code comments, presentations, and demonstrations. [PROGRAM DEVELOPMENT] (P7.2)

People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work.

AP.1B.10a ***Students should explain code choices using comments within the code, presentations, and demonstrations.*** *These explanations could manifest themselves as in-line code comments for collaborators and assessors or as part of a summative presentation, such as a code walk-through or coding journal.*

Level 1B: GRADES 3-5 - Impacts of Computing

Impacts of Computing (IC.1B)

Conceptual Understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

IC.1B.1 **Discuss computing technologies that have changed the world and express how those technologies influence and are influenced by cultural practices. [CULTURE] (P7.1)**

New computing technology is created and existing technologies are modified for many reasons, including to increase their benefits, decrease their risks, and meet societal needs.

IC.1B.1a ***Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to technology.*** *Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and political changes.*

IC.1B.2 **Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users. [CULTURE] (P1.2)**

The development and modification of computing technology are driven by people's needs and wants and can affect groups differently. Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities.

IC.1B.2a ***Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.*** *For example, students may consider using both speech and text when they wish to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes.*

IC.1B.3 **Seek diverse perspectives for the purpose of improving computational artifacts. [SOCIAL INTERACTIONS] (P1.1)**

Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives.

IC.1B.3a ***Students will collaborate and receive feedback from others.*** *For example, students could seek feedback from other groups in their class or students at another grade level. Or, with guidance from their teacher, they could use video conferencing tools or other online collaborative spaces, such as blogs, wikis, forums, or website comments, to gather feedback from individuals and groups about programming projects.*

IC.1B.4 **Use public domain or creative commons media and refrain from copying or using material created by others without permission. [SAFETY, LAW, & ETHICS] (P7.3)**

Ethical complications arise from the opportunities provided by computing. The ease of sending and receiving copies of media on the Internet, such as video, photos, and music, creates the opportunity for unauthorized use, such as online piracy, and disregard of copyrights.

IC.1B.4a ***Students should consider the licenses on computational artifacts that they wish to use.*** *For example, the license on a downloaded image or audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely.*

Level 2: GRADES 6-8

Level 2: GRADES 6-8 - Computing Systems

Computing Systems (CS.2)

Conceptual understanding: People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

CS.2.1 **Recommend improvements to the design of computing devices based on an analysis of how users interact with the devices. [DEVICES] (P3.3)**

The study of human-computer interaction (HCI) can improve the design of devices, including both hardware and software.

CS.2.1a ***Students should make recommendations for existing devices (e.g., a laptop, phone, or tablet) or design their own components or interface (e.g., create their own controllers).*** *Teachers can guide students to consider usability through several lenses, including accessibility, ergonomics, and learnability. For example, assistive devices provide capabilities such as scanning written information and converting it to speech.*

CS.2.2 **Design projects that combine hardware and software components to collect and exchange data. [HARDWARE & SOFTWARE] (P5.1)**

Collecting and exchanging data involves input, output, storage, and processing. When possible, students should select the hardware and software components for their project designs by considering factors such as functionality, cost, size, speed, accessibility, and aesthetics.

CS.2.2a ***Students will design projects that use both hardware and software to collect and exchange data.*** *For example, components for a mobile app could include accelerometer, GPS, and speech recognition. The choice of a device that connects wirelessly through a Bluetooth connection versus a physical USB connection involves a tradeoff between mobility and the need for an additional power source for the wireless device.*

CS.2.3 **Systematically identify and fix problems with computing devices and their components. [TROUBLESHOOTING] (P6.2)**

Since a computing device may interact with interconnected devices within a system, problems may not be due to the specific computing device itself but to devices connected to it.

CS.2.3a ***Students will use a structured process to troubleshoot problems with computing systems and ensure that potential solutions are not overlooked.*** *Examples of troubleshooting strategies include following a troubleshooting flow diagram, making changes to software to see if hardware will work, checking connections and settings, and swapping in working components.*

Level 2: GRADES 6-8 - Networks and the Internet

Networks and the Internet (NI.2)

Conceptual Understanding: Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world by providing

fast, secure communication and facilitating innovation.

NI.2.1 **Model the role of protocols in transmitting data across networks and the Internet. [NETWORK COMMUNICATION & ORGANIZATION] (P4.4)**

Protocols are rules that define how messages between computers are sent. They determine how quickly and securely information is transmitted across networks and the Internet, as well as how to handle errors in transmission.

NI.2.1a ***Students should model how data is sent using protocols to choose the fastest path, to deal with missing information, and to deliver sensitive data securely.*** *For example, students could devise a plan for resending lost information or for interpreting a picture that has missing pieces. The priority at this grade level is understanding the purpose of protocols and how they enable secure and errorless communication. Knowledge of the details of how specific protocols work is not expected.*

NI.2.2 **Explain how physical and digital security measures protect electronic information. [CYBERSECURITY] (P7.2)**

Information that is stored online is vulnerable to unwanted access. Examples of physical security measures to protect data include keeping passwords hidden, locking doors, making backup copies on external storage devices, and erasing a storage device before it is reused. Examples of digital security measures include secure router admin passwords, firewalls that limit access to private networks, and the use of a protocol, such as HTTPS, to ensure secure data transmission.

NI.2.2a ***Students will explain how physical and digital security measures protect electronic information.***

NI.2.3 **Apply multiple methods of encryption to model the secure transmission of information. [CYBERSECURITY] (P4.4)**

Encryption can be as simple as letter substitution or as complicated as modern methods used to secure networks and the Internet.

NI.2.3a ***Students should encode and decode messages using a variety of encryption methods, and they should understand the different levels of complexity used to hide or secure information.*** *For example, students could secure messages using methods like Caesar cyphers or steganography (i.e., hiding messages inside a picture or other data). They can also model more complicated methods, such as public key encryption, through unplugged activities.*

Level 2: GRADES 6-8 - Data and Analysis

Data and Analysis (DA.2)

Conceptual Understanding: Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

DA.2.1 **Represent data using multiple encoding schemes. [STORAGE] (P4.0)**

Data representations occur at multiple levels of abstraction, from the physical storage of bits to the arrangement of information into organized formats (e.g., tables).

DA.2.1a ***Students should represent the same data in multiple ways.*** *For example, students could represent the same color using binary, RGB values, hex codes (low-level representations), as well as forms understandable by people, including words, symbols, and digital displays of the color (high-level representations).*

DA.2.2 **Collect data using computational tools and transform the data to make it more useful and reliable. [COLLECTION, VISUALIZATION, & TRANSFORMATION] (P6.3)**

As students continue to build on their ability to organize and present data visually to support a claim, they will need to understand when and how to transform data for this purpose.

DA.2.2a ***Students should transform data to remove errors, highlight or expose relationships, and/or make it easier for computers to process.*** *The cleaning of data is an important transformation for ensuring consistent format and reducing noise and errors (e.g., removing irrelevant responses in a survey). An example of a transformation that highlights a relationship is representing males and females as percentages of a whole instead of as individual counts.*

DA.2.3 **Refine computational models based on the data they have generated. [INFERENCE & MODELS] (P5.3, P4.4)**

A model may be a programmed simulation of events or a representation of how various data is related.

DA.2.3a ***Students will refine computational models by considering which data points are relevant, how data points relate to each other, and if the data is accurate.*** *For example, students may make a prediction about how far a ball will travel based on a table of data related to the height and angle of a track. The students could then test and refine their model by comparing predicted versus actual results and considering whether other factors are relevant (e.g., size and mass of the ball). Additionally, students could refine game mechanics based on test outcomes in order to make the game more balanced or fair.*

Level 2: GRADES 6-8 - Algorithms and Programming

Algorithms and Programming (AP.2)

Conceptual understanding: An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

AP.2.1 **Use flowcharts and/or pseudocode to address complex problems as algorithms. [ALGORITHMS] (P4.4, P4.1)**

Complex problems are problems that would be difficult for students to solve computationally.

AP.2.1a ***Students will use pseudocode and/or flowcharts to organize and sequence an algorithm that addresses a complex problem, even though they may not actually program the solutions.*** *For example, students might express an algorithm that produces a recommendation for purchasing sneakers based on inputs such as size, colors, brand, comfort, and cost. Testing the algorithm with a wide range of inputs and users allows students to refine their recommendation algorithm and to identify other inputs they may have initially excluded.*

AP.2.2 **Create clearly named variables that represent different data types and perform operations on their values. [VARIABLES] (P5.1, P5.2)**

A variable is like a container with a name, in which the contents may change, but the name (identifier) does not.

AP.2.2a ***When planning and developing programs, students should decide when and how to declare and name new variables.*** *Examples of operations include adding*

points to the score, combining user input with words to make a sentence, changing the size of a picture, or adding a name to a list of people.

AP.2.2b ***Students should use naming conventions to improve program readability.***

AP.2.3 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. [CONTROL] (P5.1, P5.2)

Control structures can be combined in many ways. Nested loops are loops placed within loops. Compound conditionals combine two or more conditions in a logical relationship (e.g., using AND, OR, and NOT), and nesting conditionals within one another allows the result of one conditional to lead to another.

AP.2.3a ***Students will design and develop programs that combine control structures.*** *For example, when programming an interactive story, students could use a compound conditional within a loop to unlock a door only if a character has a key AND is touching the door.*

AP.2.4 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs. [MODULARITY] (P3.2)

Decomposition facilitates aspects of program development by allowing students to focus on one piece at a time (e.g., getting input from the user, processing the data, and displaying the result to the user). Decomposition also enables different students to work on different parts at the same time.

AP.2.4a ***Students should break down problems into subproblems, which can be further broken down to smaller parts.*** *For example, animations can be decomposed into multiple scenes, which can be developed independently.*

AP.2.5 Create procedures with parameters to organize code and make it easier to reuse. [MODULARITY] (P4.1, P4.3)

AP.2.5a ***Students will create procedures and/or functions that are used multiple times within a program to repeat groups of instructions.*** *These procedures can be generalized by defining parameters that create different outputs for a wide range of inputs. For example, a procedure to draw a circle involves many instructions, but all of them can be invoked with one instruction, such as "drawCircle." By adding a radius parameter, the user can easily draw circles of different sizes.*

AP.2.6 Seek and incorporate feedback from team members and users to refine a solution that meets user needs. [PROGRAM DEVELOPMENT] (P2.3, P1.1)

Development teams that employ user-centered design create solutions (e.g., programs and devices) that can have a large societal impact, such as an app that allows people with speech difficulties to translate hard-to-understand pronunciation into understandable language.

AP.2.6a ***Students should begin to seek diverse perspectives throughout the design process to improve their computational artifacts.*** *Considerations of the end user may include usability, accessibility, age-appropriate content, respectful language, user perspective, pronoun use, color contrast, and ease of use.*

AP.2.7 Incorporate existing code, media, and libraries into original programs and give attribution. [PROGRAM DEVELOPMENT] (P4.2, P5.2, P7.3)

Building on the work of others enables students to produce more interesting and powerful creations.

AP.2.7a ***Students should use portions of code, algorithms, and/or digital media in their own programs and websites.*** *At this level, they may also import libraries and connect to web application program interfaces (APIs). For example, when creating a side-scrolling games, students may incorporate portions of code that create a realistic jump movement from another person's game, and they may*

also import Creative Commons-lessened images to use in the background.

AP.2.7b ***Students should give attribution to the original creator's contributions.***

AP.2.8 Systematically test and refine programs using a range of test cases. [PROGRAM DEVELOPMENT] (P6.1)

Test cases are created and analyzed to better meet the needs of users and to evaluate whether programs function as intended. At this level, testing should become a deliberate process that is more iterative, systematic, and proactive than at lower levels.

AP.2.8a ***Students will test programs by considering potential errors, such as what will happen if a user enters invalid input (e.g., negative numbers and zero instead of positive numbers).***

AP.2.9 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. [PROGRAM DEVELOPMENT] (P2.2)

Collaboration is a common and crucial practice in programming development. Often, many individuals and groups work on the interdependent parts of a project together.

AP.2.9a ***Students will work collaboratively in groups.***

AP.2.9b ***Students should assume predefined roles within their teams and manage the project workflow using structured timelines.*** *With teacher guidance, they will begin to create collective goals, expectations, and equitable workloads. For example, students may divide the design stage of a game into planning the storyboard, flowchart, and different parts of the game mechanics. They can then distribute tasks and roles among members of the team and assign deadlines.*

AP.2.9c ***Students should give attribution to the original creators to acknowledge their contributions.***

AP.2.10 Document programs in order to make them easier to follow, test, and debug. [PROGRAM DEVELOPMENT] (P7.2)

Documentation allows creators and others to more easily use and understand a program.

AP.2.10a ***Students should provide documentation for end users that explains their artifacts and how they function.*** *For example, students could provide a project overview and clear user instructions.*

AP.2.10b ***Students should incorporate comments in their product (comments in the code).***

AP.2.10c ***Students should communicate their process using design documents, flowcharts, and presentations.***

Level 2: GRADES 6-8 - Impacts of Computing

Impacts of Computing (IC.2)

Conceptual understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

IC.2.1 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options. [CULTURE] (P7.2)

Advancements in computer technology are neither wholly positive nor negative; however, the ways that people use computing technologies have tradeoffs.

IC.2.1a ***Students should consider current events related to broad ideas, including privacy, communication, and automation.*** *For example, driverless cars can*

increase convenience and reduce accidents, but they are also susceptible to hacking. The emerging industry will not only reduce the number of taxi and shared-ride drivers but also create more software engineering and cybersecurity jobs.

IC.2.2 Discuss issues of bias and accessibility in the design of existing technologies. [CULTURE] (P1.2)

IC.2.2a ***Students should test and discuss the usability of various technology tools (e.g., apps, games, and devices) with the teacher's guidance.*** *For example, facial recognition software that works better for lighter skin tones was likely developed with a homogeneous testing group and could be improved by sampling a more diverse population. When discussing accessibility, students may notice that allowing a user to change font sizes and colors will not only make an interface usable for people with low vision but also benefits users in various situations, such as in bright daylight or a dark room.*

IC.2.3 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact. [SOCIAL INTERACTIONS] (P2.4, P5.2)

Crowdsourcing is gathering services, ideas, or content from a large group of people, especially from the online community. It can be done at the local level (e.g., classroom or school) or global level (e.g., age-appropriate online communities, like Scratch and Minecraft).

IC.2.3a ***Students should collaborate with many contributors.*** *For example, a group of students could combine animations to create a digital community mosaic. They could also solicit feedback from many people though use of online communities and electronic surveys.*

IC.2.4 Describe tradeoffs between allowing information to be public and keeping information private and secure. [SAFETY, LAW, & ETHICS] (P7.2)

Sharing information online can help establish, maintain, and strengthen connections between people. For example, it allows artists and designers to display their talents and reach a broad audience; however, security attacks often start with personal information that is publicly available online. Social engineering is based on tricking people into revealing sensitive information and can be thwarted by being wary of attacks, such as phishing and spoofing.

IC.2.4a ***Students should discuss and describe the benefits and dangers of allowing information to be public or kept private and secure.***

Level 3A: GRADES 9-10

Level 3A: GRADES 9-10 - Computing Systems

Computing Systems (CS.3A)

Conceptual understanding: People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

CS.3A.1 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects. [DEVICES] (P4.1)

Computing devices are often integrated with other systems, including biological, mechanical, and social systems. A medical device can be embedded inside a person to monitor and regulate his or her health, a hearing aid (a type of assistive device) can filter out certain frequencies and magnify others, a monitoring device installed in a motor vehicle can track a person's driving patterns and habits, and a facial recognition device can be integrated into a security system to identify a person. The creation of integrated or embedded systems is not an expectation at this level.

CS.3A.1a ***Students should be able to identify embedded computer systems.***

CS.31.1b ***Students should describe the types of data and procedures that are included in the embedded system and explain how the implementation details are hidden from the user.*** *For example, a students might select a car stereo, identify the types of data (radio station presets, station name or number, volume level) and procedures (increase volume, store/recall saved station, mute) it includes.*

CS.3A.2 Compare levels of abstraction and interactions between application software, system software, and hardware layers. [HARDWARE & SOFTWARE] (P4.1)

At its most basic level, a computer is composed of physical hardware and electrical impulses. Multiple layers of software are built upon the hardware and interact with the layers above and below them to reduce complexity. System software manages a computing device's resources so that software can interact with hardware. System software is used on many different types of devices, such as smart TVs, assistive devices, virtual components, cloud components, and drones. For example, students may explore the progression from voltage to binary signal to logic gates to adders and so on. Knowledge of specific, advanced terms for computer architecture, such as BIOS, kernel, or bus, is not expected at this level.

CS.3A.2a ***Students should be able to distinguish between hardware and software.***

CS.3A.2b ***Students should be able to describe the purpose of and differences between system software (i.e. operating system) and application software (i.e. word processor).***

CS.3A.2c ***Students should be able to describe how software and hardware interact.*** *For example, text-editing software interacts with the operating system to receive input from the keyboard, convert the input to bits for storage, and interpret the bits as readable text to display on the monitor.*

CS.3A.3 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. [TROUBLESHOOTING] (P6.2)

Troubleshooting complex problems involves the use of multiple sources when researching, evaluating, and implementing potential solutions. Troubleshooting also relies on experience,

such as when people recognize that a problem is similar to one they have seen before or adapt solutions that have worked in the past. Examples of complex troubleshooting strategies include resolving connectivity problems, adjusting system configurations and settings, ensuring hardware and software compatibility, and transferring data from one device to another.

CS.3A.3a ***Students should develop guidelines by creating an artifact that conveys systematic troubleshooting strategies (i.e. create a flow chart or a job aid for a help desk employee).***

Level 3A: GRADES 9-10 - Networks and the Internet

Networks and the Internet (NI.3A)

Conceptual understanding: Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world by providing fast, secure communication and facilitating innovation.

NI.3A.1 Evaluate the scalability and reliability of networks by describing the relationship between routers, switches, servers, topology, and addressing. [NETWORK COMMUNICATION & ORGANIZATION] (P4.1)

Each device is assigned an address that uniquely identifies it on the network. Routers function by comparing IP addresses to determine the pathways packets should take to reach their destination. Switches function by comparing MAC addresses to determine which computers or network segments will receive frames. Students could use online network simulators to experiment with these factors.

NI.3A.1a ***Students should be able to define a MAC address – what is it and how it is used.***

NI.3A.1b ***Students should be able to explain what a router and a switch are and how they work inside a network.***

NI.3A.1c ***Students should be able to define what a server is and how it is used in a network.***

NI.3A.1d ***Students should be able to list various types of network topology and explain why each is used.***

NI.3A.1e ***Students should be able to verbally and visually explain how addressing, routers, switches, and servers all work together in a network.***

NI.3A.2 Give examples to illustrate how sensitive data can be affected by malware and other attacks. [CYBERSECURITY] (P7.2)

Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, present threats to sensitive data.

NI.3A.2a ***Students should be able to discuss how sensitive data can be affected by malware and other attacks.*** *Students might reflect on case studies or current events in which governments or organizations experienced data leaks or data loss as a result of these types of attacks.*

NI.3A.3 Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts. [CYBERSECURITY] (P3.1, 3.3)

Security measures may include physical security tokens, two-factor authentication, and biometric verification. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, exemplify why sensitive data should be

securely stored and transmitted. The timely and reliable access to data and information services by authorized users, referred to as availability, is ensured through adequate bandwidth, backups, and other measures.

NI.3A.3a ***Students should understand the different types of security problems and the different types of devices that can be impacted.*** *Potential security problems may include issues such as denial-of-service attacks, ransomware, viruses, worms, spyware, phishing, and social engineering. Some types of devices impacted may include laptops, tablets, cell phones, self-driving cars, ATMs, and others.*

NI.3A.3b ***Students should systematically evaluate different security measures based on efficiency, feasibility, and ethical impacts.*** *Students might address issues such as how efficiency affects feasibility or whether a proposed approach raises ethical concerns.*

NI.3A.4 Compare various security measures considering tradeoffs between the usability and security of a computing system. [CYBERSECURITY] (P6.3)

Security measures may include physical security tokens, two-factor authentication, and biometric verification, but choosing security measures involves tradeoffs between the usability and security of the system. The needs of users and the sensitivity of data determine the level of security implemented.

NI.3A.4a ***Students should be able to explain different types of security measures and discuss the tradeoffs between usability and security.*** *For example, students might discuss computer security policies in place at the local level that present a tradeoff between usability and security, such as a web filter that prevents access to many educational sites but keeps the campus network safe.*

NI.3A.5 Explain tradeoffs when selecting and implementing cybersecurity recommendations. [CYBERSECURITY] (P7.2)

Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Every security measure involves tradeoffs between the accessibility and security of the system.

NI.3A.5a ***Students should be able to describe, justify, and document choices they make using terminology appropriate for the intended audience and purpose.*** *Students could debate issues from the perspective of diverse audiences, including individuals, corporations, privacy advocates, security experts, and government.*

Level 3A: GRADES 9-10 - Data and Analysis

Data and Analysis (DA.3A)

Conceptual understanding: Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

DA.3A.1 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images. [STORAGE] (P4.1)

DA.3A.1a ***Students should be able to translate between different bit representations.*** *For example, convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation, or converting binary to base 10.*

DA.3A.1b ***Students should be able to discuss how data sequences can be interpreted in a variety of formats.*** *For example, text, numbers, sound, and images.*

DA.3A.2 Evaluate the tradeoffs in how data elements are organized and where data is stored. [STORAGE] (P3.3)

People make choices about how data elements are organized and where data is stored. These choices affect cost, speed, reliability, accessibility, privacy, and integrity.

DA.3A.2a ***Students should evaluate whether a chosen solution is most appropriate for a particular problem.*** *Students might consider the cost, speed, reliability, accessibility, privacy, and integrity tradeoffs between storing photo data on a mobile device versus in the cloud.*

DA.3A.3 Collect, transform, and organize data to help others better understand a problem. [COLLECTION, VISUALIZATION, & TRANSFORMATION] (P4.4)

People transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. Examples include visualization, aggregation, rearrangement, and application of mathematical operations. People use software tools or programming to create powerful, interactive data visualizations and perform a range of mathematical operations to transform and analyze data.

DA.3A.3a ***Students should use various data collection techniques for different types of computational problems.*** *For example, user surveys, mobile device GPS, social media data sets, etc.*

DA.3A.3b ***Use computational tools to collect, transform, and organize data to help others better understand a problem.***

DA.3A.3c ***Students should use data analysis to identify significant patterns in data sets.***

DA.3A.4 Create and evaluate computational models that represent real-world systems. [INFERENCE & MODELS] (P4.4)

Computational models make predictions about processes or phenomenon based on selected data and features. The amount, quality, and diversity of data and the features chosen can affect the quality of a model and ability to understand a system. Predictions or inferences are tested to validate models.

DA.3A.4a ***Students should create computational models that simulate real-world systems (e.g., ecosystems, epidemics, spread of disease).***

DA.3A.4b ***Students should analyze and evaluate the ability of models and simulations to formulate, refine, and test hypothesis.***

Level 3A: GRADES 9-10 - Algorithms and Programming

Algorithms and Programming (AP.3A)

Conceptual understanding: An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

AP.3A.1 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests. [ALGORITHMS] (P5.2)

A prototype is a computational artifact that demonstrates the core functionality of a product or process. Prototypes are useful for getting early feedback in the design process and can yield insight into the feasibility of a product. The process of developing computational artifacts

embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems.

AP.3A.1a ***Students create artifacts that are personally relevant or beneficial to their community and beyond.*** *Students should develop artifacts in response to a task or a computational problem that demonstrate the performance, reusability, and ease of implementation of an algorithm.*

AP.3A.2 Use lists and functions to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. [VARIABLES] (P4.1)

AP.3A.2a ***Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) or functions to account for the differences.***

AP.3A.3 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made. [CONTROL] (P5.2)

Implementation includes the choice of programming language, which affects the time and effort required to create a program. Readability refers to how clear the program is to other programmers and can be improved through documentation. The discussion of performance is limited to a theoretical understanding of execution time and storage requirements; a quantitative analysis is not expected. Control structures at this level may include conditional statements, loops, event handlers, and recursion.

AP.3A.3a ***Students should be able to justify by explaining the benefits and drawbacks of the selection of specific control structures with regard to implementation, readability, and program performance.*** *For example, students might compare the readability and program performance of iterative and recursive implementations of procedures that calculate the Fibonacci sequence.*

AP.3A.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. [CONTROL] (P5.2)

In this context, relevant computational artifacts include programs, mobile apps, or web apps. Events can be user-initiated, such as a button press, or system-initiated, such as a timer firing. At previous levels, students have learned to create and call procedures. Here, students design procedures that are called by events.

AP.3A.4a ***Students will design procedures that are called by events.*** *Students might create a mobile app that updates a list of nearby points of interest when the device detects that its location has been changed.*

AP.3A.5 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. [MODULARITY] (P3.2)

AP.3A.5a ***Students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist.*** *For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).*

AP.3A.6 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. [MODULARITY] (P5.2)

Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall

purpose. Modules allow for better management of complex tasks. The focus at this level is understanding a program as a system with relationships between modules.

AP.3A.6a ***Students will create artifacts by using procedures within a program, combinations of data, and procedures, or independent but interrelated programs.*** *The choice of implementation, such as programming language or paradigm, may vary. Students could incorporate computer vision libraries to increase the capabilities of a robot or leverage open-source JavaScript libraries to expand the functionality of a web application.*

AP.3A.7 Systematically design and develop programs for broad audiences by incorporating feedback from users. [PROGRAM DEVELOPMENT] (P5.1)

Examples of programs could include games, utilities, and mobile applications. Students at lower levels collect feedback and revise programs.

AP.3A.1b ***Students should do so through a systematic process that includes feedback from broad audiences.*** *Students might create a user satisfaction survey and brainstorm distribution methods that could yield feedback from a diverse audience, documenting the process they took to incorporate selected feedback in product revisions.*

AP.3A.8 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries. [PROGRAM DEVELOPMENT] (P7.3)

Examples of software licenses include copyright, freeware, and the many open-source licensing schemes. At previous levels, students adhered to licensing schemes.

AP.3A.8a ***Students should consider licensing implications for their own work, especially when incorporating libraries and other resources.*** *Students might consider two software libraries that address a similar need, justifying their choice based on the library that has the least restrictive license.*

AP.3A.9 Evaluate and refine computational artifacts to make them more usable and accessible. [PROGRAM DEVELOPMENT] (P6.3)

Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes.

AP.3A.9a ***Students should respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts.*** *For example, students could incorporate feedback from a variety of end users to help guide the size and placement of menus and buttons in a user interface.*

AP.3A.10 Design and develop computational artifacts working in team roles using collaborative tools. [PROGRAM DEVELOPMENT] (P2.4)

Collaborative tools could be as complex as source code version control system or as simple as a collaborative word processor. Team roles in pair programming are driver and navigator but could be more specialized in larger teams. As programs grow more complex, the choice of resources that aid program development becomes increasingly important and should be made by the students.

AP.3A.10a ***Students will work in teams using collaborative tools to design and develop computational artifacts.*** *Students might work as a team to develop a mobile application that addresses a problem relevant to the school or community, selecting appropriate tools to establish and manage the project timeline; design, share, and revise graphical user interface elements; and track planned, in-progress, and completed components.*

AP.3A.11 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. [PROGRAM DEVELOPMENT] (P7.2)

Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. These modules can be procedures within a program; combinations of data and procedures; or independent, but interrelated, programs. The development of complex programs is aided by resources such as libraries and tools to edit and manage parts of the program.

AP.3A.11a ***Students will document design decisions using text, graphics, presentations, and/or demonstrations.***

Level 3A: GRADES 9-10 - Impacts of Computing

Impacts of Computing (IC.3A)

Conceptual understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

IC.3A.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. [CULTURE] (P1.2)

Computing may improve, harm, or maintain practices. Equity deficits, such as minimal exposure to computing, access to education, and training opportunities, are related to larger, systemic problems in society.

IC.3A.1a ***Students should be able to evaluate the accessibility of a product to a broad group of end users, such as people who lack access to broadband or who have various disabilities.***

IC.3A.2b ***Students should also begin to identify potential bias during the design process to maximize accessibility in product design.***

IC.3A.2 Test and refine computational artifacts to reduce bias and equity deficits. [CULTURE] (P1.2)

Biases could include incorrect assumptions developers have made about their user base. Equity deficits include minimal exposure to computing, access to education, and training opportunities.

IC.3A.2a ***Students should begin to identify potential bias during the design process to maximize accessibility in product design and become aware of professionally accepted accessibility standards to evaluate computational artifacts for accessibility.***

IC.3A.3 Demonstrate ways a given algorithm applies to problems across disciplines. [CULTURE] (P3.1)

Computation can share features with disciplines, such as art and music, by algorithmically translating human intention into an artifact.

IC.3A.3a ***Students should be able to identify real-world problems that span multiple disciplines, such as increasing bike safety with new helmet technology, and that can be solved computationally.***

IC.3A.4 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields. [SOCIAL INTERACTIONS] (P2.4)

Many aspects of society, especially careers, have been affected by the degree of communication afforded by computing. The increased connectivity between people in different cultures and in different career fields has changed the nature and content of many careers.

IC.3A.4a ***Students should explore different collaborative tools and methods used to solicit input from team members, classmates, and others, such as participation in online forums or local communities.*** *For example, students could compare ways different social media tools could help a team become more cohesive*

IC.3A.5 Explain the beneficial and harmful effects that intellectual property laws can have on innovation. [SAFETY, LAW, & ETHICS] (P7.3)

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. International differences in laws and ethics have implications for computing. For examples, laws that mandate the blocking of some file-sharing websites may reduce online piracy but can restrict the right to access information. Firewalls can be used to block harmful viruses and malware but can also be used for media censorship.

IC.3A.5a ***Students should be aware of intellectual property laws and be able to explain how they are used to protect the interests of innovators and how patent trolls abuse the laws for financial gain.***

IC.3A.6 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users. [SAFETY, LAW, & ETHICS] (P7.2)

Data can be collected and aggregated across millions of people, even when they are not actively engaging with or physically near the data collection devices. This automated and nonevident collection can raise privacy concerns, such as social media sites mining an account even when the user is not online. Other examples include surveillance video used in a store to track customers for security or information about purchase habits or the monitoring of road traffic to change signals in real time to improve road efficiency without drivers being aware. Methods and devices for collecting data can differ by the amount of storage required, level of detail collected, and sampling rates.

IC.3A.6a ***Students should be able to explain the privacy concerns related to the collection and generation of data through automated processes.***

IC.3A.7 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. [SAFETY, LAW, & ETHICS] (P7.3)

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. International differences in laws and ethics have implications for computing.

IC.3A.7a ***Students should evaluate the social and economic implications of privacy in the context of safety, law, or ethics.*** *For example, students might review case studies or current events that present an ethical dilemma when an individual's right to privacy is at odds with the safety, security, or wellbeing of a community.*

Level 3B: GRADES 11-12

Level 3B: GRADES 11-12 - Computing Systems

Computing Systems (CS.3B)

Conceptual understanding: People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

CS.3B.1 **Categorize the roles of operating system software.**
Examples of roles could include memory management, data storage/retrieval, processes management, and access control. **[HARDWARE & SOFTWARE]** **(P7.2)**

CS.3B.2 **Illustrate ways computing systems implement logic, input, and output through hardware components.**
Examples of components could include logic gates and IO pins. **[TROUBLESHOOTING]** **(P7.2)**

Level 3B: GRADES 11-12 - Networks and the Internet

Networks and the Internet (NI.3B)

Conceptual understanding: Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world by providing fast, secure communication and facilitating innovation.

NI.3B.1 **Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).**
Recommend use of free online network simulators to explore how these issues impact network functionality. **[NETWORK COMMUNICATION & ORGANIZATION]** **(P7.2)**

NI.3B.2 **Compare ways software developers protect devices and information from unauthorized access.**
Examples of security concerns to consider: encryption and authentication strategies, secure coding, and safeguarding keys. **[CYBERSECURITY]** **(P7.2)**

Level 3B: GRADES 11-12 - Data and Analysis

Data and Analysis (DA.3B)

Conceptual understanding: Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

DA.3B.1 **Use data analysis tools and techniques to identify patterns in data representing complex systems.**
For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns. **[COLLECTION, VISUALIZATION, & TRANSFORMATION] (P4.1)**

DA.3B.2 **Select data collection tools and techniques to generate data sets that support a claim or communicate information. [COLLECTION, VISUALIZATION, & TRANSFORMATION] (P7.2)**

DA.3B.3 **Evaluate the ability of models and simulations to test and support the refinement of hypotheses. [INFERENCE & MODELS] (P4.4)**

Level 3B: GRADES 11-12 - Algorithms and Programming

Algorithms and Programming (AP.3B)

Conceptual understanding: An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

AP.3B.1 **Describe how artificial intelligence drives many software and physical systems.**
Examples include digital ad delivery, self-driving cars, and credit card fraud detection. **[ALGORITHMS] (P7.2)**

AP.3B.2 **Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.**
Games do not have to be complex. Simple guessing games, Tic-Tac-Toe, or simple robot commands will be sufficient. **[ALGORITHMS] (P5.3)**

AP.3B.3 **Use and adapt classic algorithms to solve computational problems.**
Examples could include sorting and searching. **[ALGORITHMS] (P4.2)**

AP.3B.4 **Evaluate algorithms in terms of their efficiency, correctness, and clarity.**
Examples could include sorting and searching. **[ALGORITHMS] (P4.2)**

AP.3B.5 **Compare and contrast fundamental data structures and their uses.**
Examples could include strings, lists, arrays, stacks, and queues. **[VARIABLES] (P4.2)**

AP.3B.6 **Illustrate the flow of execution of a recursive algorithm. [CONTROL] (P3.2)**

AP.3B.7 **Construct solutions to problems using student-created components, such as procedures, modules and/or objects.**
Object-oriented programming is optional at this level. Problems can be assigned or student-selected. **[MODULARITY] (P5.2)**

AP.3B.8 **Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.**
As students encounter complex, real-world problems that span multiple disciplines or social systems, they should decompose complex problems into manageable sub problems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API). **[MODULARITY] (P4.1)**

AP.3B.9 **Demonstrate code reuse by creating programming solutions using libraries and APIs.**
Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example. **[MODULARITY] (P5.3)**

AP.3B.10 **Plan and develop programs for broad audiences using a software life cycle process.**
Processes could include agile, spiral, or waterfall. **[PROGRAM DEVELOPMENT] (P5.1)**

AP.3B.11 **Explain security issues that might lead to compromised computer programs.**
For example, common issues include lack of bounds checking, poor input validation, and circular references. **[PROGRAM DEVELOPMENT] (P7.2)**

AP.3B.12 **Develop programs for multiple computing platforms.**
Example platforms could include: computer desktop, web, or mobile. **[PROGRAM DEVELOPMENT] (P5.2)**

AP.3B.13 **Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project.**
Group software projects can be assigned or student-selected. **[PROGRAM DEVELOPMENT] (P2.4)**

AP.3B.14 **Develop and use a series of test cases to verify that a program performs according to its design specifications.**
At this level, students are expected to select their own test cases. **[PROGRAM DEVELOPMENT] (P6.1)**

AP.3B.15 **Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).**
For instance, changes made to a method or function signature could break invocations of that method elsewhere in a system. **[PROGRAM DEVELOPMENT] (P5.3)**

AP.3B.16 **Evaluate key qualities of a program through a process such as a code review.**
Examples of qualities could include correctness, usability, readability, efficiency, portability and scalability. **[PROGRAM DEVELOPMENT] (P6.3)**

AP.3B.17 **Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.**
Examples of features include blocks versus text, indentation versus curly braces, and high-level versus low-level. **[PROGRAM DEVELOPMENT] (P7.2)**

Level 3B: GRADES 11-12 - Impacts of Computing

Impacts of Computing (IC.3B)

Conceptual understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

IC.3B.1 **Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society. [CULTURE] (P6.1, 1.2)**

IC.3B.2 **Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society. [CULTURE] (P1.2)**

IC.3B.3 **Predict how computational innovations that have revolutionized aspects of our culture might evolve.**
Areas to consider might include education, healthcare, art/entertainment, and energy.
[CULTURE] (P7.2)

IC.3B.4 **Debate laws and regulations that impact the development and use of software.**
Areas to consider might include education, healthcare, art/entertainment, energy, and artificial intelligence (for example ethical concerns around self-driving cars). **[SAFETY, LAW, & ETHICS] (P7.3, 3.3)**

Support Documents and Resources

The MDE will develop support documents after these standards have been approved by the State Board of Education. Local districts, schools, and teachers may use these documents to construct standards-based computer science curriculum, allowing them to customize content to fit their students' needs and match available instructional materials. The support documents will include suggested resources, instructional strategies, and essential knowledge.

Professional development efforts will be aligned with the standards and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons (e.g., inquiry-based learning, 5-E instructional models, or other best practices in STEM teaching). The most successful national models and programs will be referenced for a capacity-building effort that can develop a more effective culture of computer science education in Mississippi.

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MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for DANCE
2017

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS 3

PURPOSE OF THE ARTS LEARNING STANDARDS 5

MISSION OF ARTS EDUCATION 6

ARTS INTEGRATION 6

ARTISTIC LITERACY 6

OVERVIEW OF THE ARTS LEARNING STANDARDS 7

BENEFITS OF THE ARTS IN EDUCATION 7

FOUNDATIONS AND GOALS 8

UNDERSTANDING THE ARTS LEARNING STANDARDS 9

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR DANCE 13

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION 14

Pre-Kindergarten THROUGH 8th Grade 16

High School 56

GLOSSARY 69

REFERENCES 73

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

Mission of Arts Education

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

Arts Integration

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

Artistic Literacy

The knowledge and understanding required to participate authentically in the arts is Artistic Literacy. Fluency in the languages of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

Overview of the Arts Learning Standards

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.
This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Benefits of the Arts in Education

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

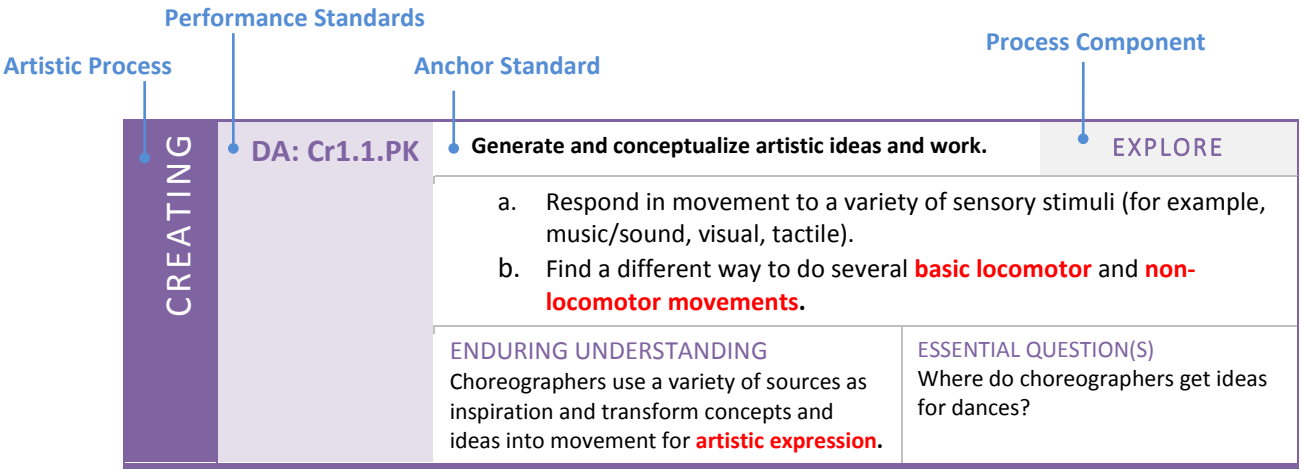
Understanding the Arts Learning Standards

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts (dance, media arts, music, theatre, and visual arts) is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College-and-Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades Pre-Kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts (dance, media arts, music, theatre, and visual arts).

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	**Pr**— PERFORMING/ PRESENTING/ PRODUCING	**Re**— RESPONDING	**Cn**— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	**PERFORMING** (dance, music, theatre)**:** Realizing artistic ideas and work through interpretation and presentation. **PRESENTING** (visual arts): Interpreting and sharing artistic work. **PRODUCING** (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- **HS - Proficient**
  Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.

- **HS - Accomplished**
  Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.

- **HS - Advanced**
  Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the anchor standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components**.** Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

Introduction to the Arts Learning Standards for Dance

The Mississippi College- and Career-Readiness Arts Learning Standards for Dance are designed to enable students to achieve dance literacy. To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In dance, this means discovering the expressive elements of dance; knowing the terminology that is used to comprehend dance; having a clear sense of embodying dance; and being able to reflect, critique, and connect personal experience to dance.

Dance, the art of human movement, is a perfect educational model for learning to be perceptive and expressing thoughts, sensations, feelings and ideas, all essential for the development of communication and a construct for learning the creative process.

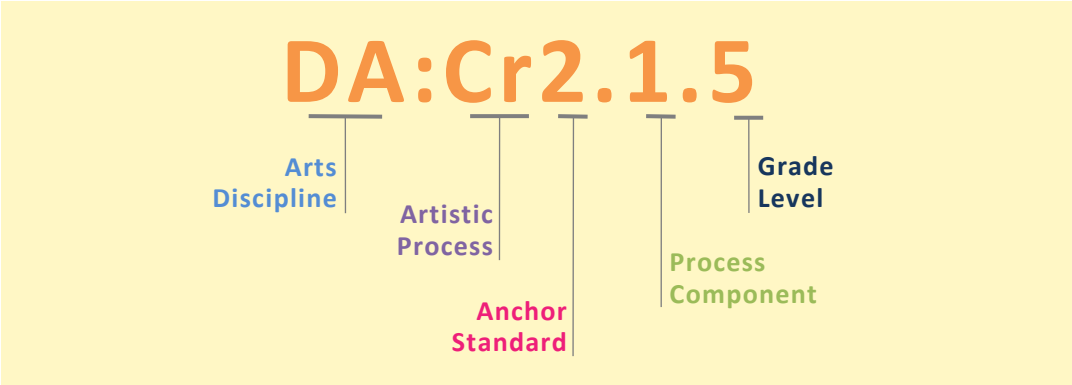
Students studying dance learn an awareness that guides the logical sensory execution of movement. They learn to recognize and distinguish human energy that is turned into the performance of illusions and the language of metaphors that transform through time and space into art. The training and study of dance enhances the scope and diversity of learning about life and the human experience.

Dance creates community and is celebrated throughout the world. No matter where one goes, the phenomenon of dance is celebrated and its repertoires are a dynamic part of every culture. Dance is a form of theatre that ranges from the ecstatic and lively, to the tender and gentle telling of matters of the heart. In many cultures, dance is an expression of a life force and a description of peoples' spirits and beliefs. Dance communicates in ways which words cannot. It can explain the inexplicable, and can awaken our social consciousness. Dance is the expression of the myths, symbols, and rituals of a culture, told through stories that can be a narrative of life.

Building understanding through the dance experience requires learning to intelligently translate dance into meaning through the interpretation of the dances of an individual choreographer or of an entire nation. As a means to self-discovery, students learn to make their own dances. They become involved in various aspects of technical production and come to understand others by learning dances of their ancestors and friends in the community. The Dance section of the Mississippi College- and Career-Readiness Arts Learning Standards for Dance offers a program of study that is developmentally and sequentially balanced to assist with Pre-Kindergarten-12th grade dance curriculum development at the local and district level.

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline — The first two letters are codes for the arts discipline notation: **DA** = for Dance

Artistic Process — The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Performing **Re** = Responding **Cn** = Connecting

Anchor Standard — The next number is the anchor standard, numbers 1 to 11.

Process Component — The next number after the period is the process components which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level — The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Dance:

DA:Cr1.1.PK				
DA	**Cr**	**1**	**1**	**PK**
Arts discipline of Dance	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

DA:Pr5.1.4				
DA	**Pr**	**5**	**1**	**4**
Arts discipline of Dance	Artistic process of Performing	Anchor standard five	Process component	Grade four

DA:Re8.1.6				
DA	**Re**	**8**	**1**	**6**
Arts discipline of Dance	Artistic process of Responding	Anchor standard eight	Process component	Grade six

DA:Cn10.1.II				
DA	**Cn**	**10**	**1**	**II**
Arts discipline of Dance	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH

8th Grade

[DANCE]

944

CREATING

DA: Cr1.1.PK

Generate and conceptualize artistic ideas and work. EXPLORE

a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).
b. Find a different way to do several basic **locomotor** and **non-locomotor movements**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	Where do choreographers get ideas for dances?

DA: Cr2.1.PK

Organize and develop artistic ideas and work. PLAN

a. Improvise dance that starts and stops on cue.
b. Engage in dance experiences moving alone or with a partner.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	What influences choice-making in creating choreography?

DA: Cr3.1.PK

Refine and complete artistic work. REVISE

a. Respond to suggestions for changing movement through guided improvisational experiences.
b. Identify parts of the body and document a body shape or position by drawing a picture.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

PERFORMING

DA: Pr4.1.PK

Select, analyze, and interpret artistic work for presentation. EXPRESS

a. Identify and demonstrate directions for moving the body in **general space** (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in **space**.
b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different **tempi**.
c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

PERFORMING

DA: Pr5.1.PK

Develop and refine artistic technique and work for presentation. — EMBODY

a. Demonstrate basic full body **locomotor**, **non-locomotor** movement, and **body patterning** with spatial relationships.
b. Move in **general space** and start and stop on cue while maintaining **personal space**.
c. Identify and move body parts and repeat movements upon request.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.PK

Convey meaning through the presentation of artistic work. — PRESENT

a. Dance for others in a designated area or space.
b. Use a simple prop as part of a dance.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.PK

Perceive and analyze artistic work. — ANALYZE

a. Identify a movement in a dance by repeating it.
b. Demonstrate an observed or performed dance movement.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.PK

Interpret intent and meaning in artistic work. — INTERPRET

a. Observe a movement and share impressions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

RESPONDING

DA: Re9.1.PK	**Apply criteria to evaluate artistic work.**	CRITIQUE
	a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.	
	ENDURING UNDERSTANDING Criteria for evaluating dance vary across genres, styles, and cultures.	ESSENTIAL QUESTION(S) What criteria are used to evaluate dance?

CONNECTING

DA: Cn10.1.PK	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Recognize an emotion expressed in dance movement that is watched or performed. b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.	
	ENDURING UNDERSTANDING As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	ESSENTIAL QUESTION(S) How does dance deepen our understanding of ourselves, other knowledge, and events around us?
DA: Cn11.1.PK	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Show a dance movement experienced at home or elsewhere.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

947

CREATING

DA: Cr1.1.K	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance). b. Explore different ways to do basic **locomotor** and **non-locomotor** movements by changing at least one of the **elements of dance**.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.K	**Organize and develop artistic ideas and work.**	PLAN
	a. Improvise dance that has a beginning, middle, and end. b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.K	**Refine and complete artistic work.**	REVISE
	a. Apply suggestions for changing movement through guided improvisational experiences. b. Depict a dance movement by drawing a picture or using a symbol.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

PERFORMING

DA: Pr4.1.K	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
b. Demonstrate **tempo** contrasts with movements that match to tempo of sound stimuli.
c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.K	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. Demonstrate same-side and cross-body **locomotor** and **non-locomotor** movements, **body patterning** movements, and body shapes.
b. Move safely in **general space** and start and stop on cue during activities, group formations, and creative explorations while maintaining **personal space**.
c. Move body parts in relation to other body parts and repeat and recall movements upon request.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

949

DA: Pr6.1.K	**Convey meaning through the presentation of artistic work.**	PRESENT

a. Dance for and with others in a designated space.
b. Select a prop to use as part of a dance.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.K — ANALYZE

Perceive and analyze artistic work.

a. Find a movement that repeats in a dance.
b. Demonstrate or describe observed or performed dance movements.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.K — INTERPRET

Interpret intent and meaning in artistic work.

a. Observe movement and describe it using simple **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

DA: Re9.1.K — CRITIQUE

Apply criteria to evaluate artistic work.

a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

CONNECTING

DA: Cn10.1.K — SYNTHESIZE

Synthesize and relate knowledge and personal experiences to make art.

a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

K

CONNECTING

DA: Cn11.1.K	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Describe or demonstrate the movements in a dance that was watched or performed.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

951

1

CREATING

DA: Cr1.1.1	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. b. Explore a variety of **locomotor** and **non-locomotor** movements by experimenting with and changing the **elements of dance**.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.1	**Organize and develop artistic ideas and work.**	PLAN
	a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. b. Choose movements that express an idea or emotion, or follow a musical phrase.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.1	**Refine and complete artistic work.**	REVISE
	a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences. b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

952

1

PERFORMING

DA: Pr4.1.1	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Demonstrate **locomotor** and **non-locomotor** movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in **space**. Move with others to form straight lines and circles.
b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying **tempi** of steady beat.
c. Demonstrate **movement characteristics** along with **movement vocabulary** (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.1	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. Demonstrate a range of **locomotor** and **non-locomotor** movements, **body patterning**, body shapes, and directionality.
b. Move safely in **general space** through a range of activities and group formations while maintaining **personal space**.
c. Modify movements and spatial arrangements upon request.

953

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.1	**Convey meaning through the presentation of artistic work.**	PRESENT

a. Dance for others in a space where audience and performers occupy different areas.
b. Explore the use of simple props to enhance performance.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.1 — ANALYZE

Perceive and analyze artistic work.

a. Find a movement that repeats in a dance to make a pattern.
b. Demonstrate and describe observed or performed dance movements from a specific **genre** or culture.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.1 — INTERPRET

Interpret intent and meaning in artistic work.

a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

DA: Re9.1.1 — CRITIQUE

Apply criteria to evaluate artistic work.

a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

CONNECTING

DA: Cn10.1.1 — SYNTHESIZE

Synthesize and relate knowledge and personal experiences to make art.

a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

1

CONNECTING

DA: Cn11.1.1	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

955

CREATING

DA: Cr1.1.2	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. b. Combine a variety of movements while manipulating the **elements of dance**.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.2	**Organize and develop artistic ideas and work.**	PLAN
	a. Improvise a **dance phrase** with a beginning, a middle that has a main idea, and a clear end. b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.2	**Refine and complete artistic work.**	REVISE
	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

956

2

PERFORMING

DA: Pr4.1.2	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Demonstrate clear directionality and intent when performing **locomotor** and **non-locomotor** movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.
c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate **kinesthetic awareness** while dancing the movement characteristics.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.2	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. Demonstrate a range of **locomotor** and **non-locomotor** movements, **body patterning**, and dance sequences that require moving through space using a variety of pathways.
b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining **personal space**.
c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.2	**Convey meaning through the presentation of artistic work.**	PRESENT

a. Dance for and with others in a space where audience and performers occupy different areas.
b. Use limited **production elements** (for example, hand props, simple scenery, or media projections).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.2	**Perceive and analyze artistic work.**	ANALYZE
	a. Find movements in a dance that develop a pattern. b. Demonstrate and describe movements in dances from different **genres** or cultures.	
	ENDURING UNDERSTANDING Dance is perceived and analyzed to comprehend its meaning.	ESSENTIAL QUESTION(S) How is a dance understood?
DA: Re8.1.2	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Use **context cues** from movement to identify meaning and intent in a dance using simple **dance terminology**.	
	ENDURING UNDERSTANDING Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	ESSENTIAL QUESTION(S) How is dance interpreted?
DA: Re9.1.2	**Apply criteria to evaluate artistic work.**	CRITIQUE
	a. Observe or demonstrate dances from a **genre** or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple **dance terminology**.	
	ENDURING UNDERSTANDING Criteria for evaluating dance vary across genres, styles, and cultures.	ESSENTIAL QUESTION(S) What criteria are used to evaluate dance?

CONNECTING

DA: Cn10.1.2	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning. b. Respond to a dance work using an inquiry-based set of questions (for example, **See**, **Think**, **Wonder**). Create movement using ideas from responses and explain how certain movements express a specific idea.	
	ENDURING UNDERSTANDING As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	ESSENTIAL QUESTION(S) How does dance deepen our understanding of ourselves, other knowledge, and events around us?
DA: Cn11.1.2	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

959

CREATING

DA: Cr1.1.3	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. b. Explore a given **movement problem**. Select and demonstrate a solution.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.3	**Organize and develop artistic ideas and work.**	PLAN
	a. Identify and experiment with **choreographic devices** to create simple movement patterns and **dance structures** for example, AB, ABA, theme and development). b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.3	**Refine and complete artistic work.**	REVISE
	a. Revise movement choices in response to feedback to improve a short **dance study**. Describe the differences the changes made in the movements. b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

960

PERFORMING

DA: Pr4.1.3	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and **negative space**. Perform movement sequences in and through space with intentionality and focus.
b. Fulfill specified duration of time with improvised **locomotor** and **non-locomotor** movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.
c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.3	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. Replicate body shapes, **movement characteristics**, and movement patterns in a dance sequence with awareness of body alignment and core support.
b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

961

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.3	**Convey meaning through the presentation of artistic work.**	PRESENT

a. Identify the main areas of a performance space using **production terminology** (for example, stage right, stage left, center stage, upstage, and downstage).
b. Explore simple **production elements** (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.3 **Perceive and analyze artistic work.** ANALYZE

a. Find a movement pattern that creates a **movement phrase** in a dance work.
b. Demonstrate and explain how one dance **genre** is different from another, or how one **cultural movement practice** is different from another.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.3 **Interpret intent and meaning in artistic work.** INTERPRET

a. Select specific **context cues** from movement. Explain how they relate to the main idea of the dance using basic **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

DA: Re9.1.3 **Apply criteria to evaluate artistic work.** CRITIQUE 962

a. Select dance movements from specific **genres**, **styles**, or cultures. Identify characteristic movements from these dances and describe in basic **dance terminology** ways in which they are alike and different.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

CONNECTING

DA: Cn10.1.3 **Synthesize and relate knowledge and personal experiences to make art.** SYNTHESIZE

a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

3

CONNECTING

DA: Cn11.1.3	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

963

CREATING

DA: Cr1.1.4	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences). b. Develop a **movement problem** and manipulate the **elements of dance** as tools to find a solution.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.4	**Organize and develop artistic ideas and work.**	PLAN
	a. Manipulate or modify **choreographic devices** to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices. b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point or choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.4	**Refine and complete artistic work.**	REVISE
	a. Revise movement based on peer feedback and self-reflection to improve communication of **artistic intent** in a short **dance study**. Explain choices made in the process. b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

964

4

PERFORMING

DA: Pr4.1.4 **Select, analyze, and interpret artistic work for presentation.** EXPRESS

a. Make static and dynamic shapes with positive and **negative space**. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to **tempo** changes as they occur in dance and music.
c. Analyze movements and phrases for use of **energy** and **dynamic** changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of **movement characteristics**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.4 **Develop and refine artistic technique and work for presentation.** EMBODY

a. Demonstrate fundamental dance skills (for example, **alignment**, coordination, balance, core support, **kinesthetic awareness**) and **movement qualities** when replicating and recalling patterns and sequences of **locomotor** and **non-locomotor** movements.
b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.
c. Coordinate phrases and timing with other dancers by cueing off each other and responding to **stimuli** cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.4 **Convey meaning through the presentation of artistic work.** PRESENT

a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).
b. Identify, explore, and experiment with a variety of **production elements** to heighten the **artistic intent** and audience experience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.4	**Perceive and analyze artistic work.**	ANALYZE
	a. Find patterns of movement in dance works that create a **style** or **theme**. b. Demonstrate and explain how dance **styles** differ within a **genre** or within a **cultural movement practice**.	
	ENDURING UNDERSTANDING Dance is perceived and analyzed to comprehend its meaning.	ESSENTIAL QUESTION(S) How is a dance understood?
DA: Re8.1.4	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Relate movements, ideas, and context to decipher meaning in a dance using basic **dance terminology**.	
	ENDURING UNDERSTANDING Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	ESSENTIAL QUESTION(S) How is dance interpreted?
DA: Re9.1.4	**Apply criteria to evaluate artistic work.**	CRITIQUE
	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific **genre**, **style**, or **cultural movement practice**. Use basic **dance terminology**. 966	
	ENDURING UNDERSTANDING Criteria for evaluating dance vary across genres, styles, and cultures.	ESSENTIAL QUESTION(S) What criteria are used to evaluate dance?

CONNECTING 4

DA: Cn10.1.4	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives. b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	
	ENDURING UNDERSTANDING As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	ESSENTIAL QUESTION(S) How does dance deepen our understanding of ourselves, other knowledge, and events around us?
DA: Cn11.1.4	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Select and describe movements in a specific **genre** or **style** and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

967

CREATING

DA: Cr1.1.5	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple **movement problems** to develop choreographic content.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.5	**Organize and develop artistic ideas and work.**	PLAN
	a. Manipulate or modify a variety of **choreographic devices** to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices. b. Develop a dance study by selecting a specific **movement vocabulary** to communicate a main idea. Discuss how the dance communicates non-verbally.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.5	**Refine and complete artistic work.**	REVISE
	a. Explore through movement the feedback from others to expand choreographic possibilities for a short **dance study** that communicates **artistic intent**. Explain the movement choices and refinements. b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

968

PERFORMING

DA: Pr4.1.5	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
b. Dance to a variety of **rhythms** generated from internal and external sources. Perform **movement phrases** that show the ability to respond to changes in time.
c. Contrast **bound** and **free-flowing** movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and **energy**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.5	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. Recall and execute a series of **dance phrases** using fundamental dance skills (for example, **alignment**, coordination, balance, core support, **kinesthetic awareness**, clarity of movement).
b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.
c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

969

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.5	**Convey meaning through the presentation of artistic work.**	PRESENT

a. Demonstrate the ability to adapt dance to **alternative performance venues** by modifying spacing and movements to the performance space.
b. Identify, explore, and select **production elements** that heighten and intensify the **artistic intent** of a dance and are adaptable for various performance spaces.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.5	**Perceive and analyze artistic work.**	ANALYZE
	a. Find meaning or **artistic intent** from the patterns of movement in a dance work. b. Describe, using basic **dance terminology**, the qualities and characteristics of **style** used in a dance from one's own **cultural movement practice**. Compare them to the qualities and characteristics of **style** found in a different dance **genre**, **style**, or **cultural movement practice**, also using basic **dance terminology**.	
	ENDURING UNDERSTANDING Dance is perceived and analyzed to comprehend its meaning.	ESSENTIAL QUESTION(S) How is a dance understood?
DA: Re8.1.5	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic **dance terminology**.	
	ENDURING UNDERSTANDING Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	ESSENTIAL QUESTION(S) How is dance interpreted? 970
DA: Re9.1.5	**Apply criteria to evaluate artistic work.**	CRITIQUE
	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the **elements of dance** in **genres**, **styles**, or **cultural movement practices**. Use basic **dance terminology** to describe characteristics that make a dance artistic and meaningful.	
	ENDURING UNDERSTANDING Criteria for evaluating dance vary across genres, styles, and cultures.	ESSENTIAL QUESTION(S) What criteria are used to evaluate dance?

5

CONNECTING

DA: Cn10.1.5	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences. b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a **dance study** that expresses the idea. Explain how the **dance study** expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.	
	ENDURING UNDERSTANDING As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	ESSENTIAL QUESTION(S) How does dance deepen our understanding of ourselves, other knowledge, and events around us?
DA: Cn11.1.5	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Describe how the **movement characteristics** and qualities of a dance in a specific **genre** or **style** communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

971

CREATING

DA: Cr1.1.6	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events). b. Explore various **movement vocabularies** to transfer ideas into choreography.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.6	**Organize and develop artistic ideas and work.**	PLAN
	a. Explore **choreographic devices** and **dance structures** to develop a dance study that supports an **artistic intent**. Explain the goal or purpose of the dance. b. Determine **artistic criteria** to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.6	**Refine and complete artistic work.**	REVISE
	a. Revise dance compositions using collaboratively developed **artistic criteria**. Explain reasons for revisions and how choices made relate to **artistic intent**. b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

6

PERFORMING

DA: Pr4.1.6 **Select, analyze, and interpret artistic work for presentation.** EXPRESS

a. Refine partner and ensemble skills in the ability to judge distance and **spatial design**. Establish diverse pathways, levels, and patterns in **space**. Maintain focus with partner or group in near and far space.
b. Use combinations of sudden and sustained timing as it relates to both the time and the **dynamics** of a phrase or **dance work**. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.
c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between **bound** and **free-flowing** movements and appropriately apply them to technique exercises and dance phrases.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.6 **Develop and refine artistic technique and work for presentation.** EMBODY

a. **Embody technical dance skills** (for example, **alignment**, coordination, balance, core support, **kinesthetic awareness**, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.
b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.
c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

DA: Pr6.1.6 **Convey meaning through the presentation of artistic work.** PRESENT

a. Recognize needs and adapt movements to performance area. Use **performance etiquette** and **performance practices** during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.
b. Compare and contrast a variety of possible **production elements** that would intensify and heighten the **artistic intent** of the work. Select choices and explain reasons for the decisions made using **production terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.6	**Perceive and analyze artistic work.**	ANALYZE
	a. Describe or demonstrate recurring patterns of movement and their relationships in dance. b. Explain how the **elements of dance** are used in a variety of dance **genres**, **styles**, or **cultural movement practices**. Use genre-specific **dance terminology**.	
	ENDURING UNDERSTANDING Dance is perceived and analyzed to comprehend its meaning.	ESSENTIAL QUESTION(S) How is a dance understood?
DA: Re8.1.6	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Explain how the **artistic expression** of a dance is achieved through the **elements of dance**, use of body, **dance technique**, **dance structure**, and context. Explain how these communicate the intent of the dance using genre specific **dance terminology**.	
	ENDURING UNDERSTANDING Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	ESSENTIAL QUESTION(S) How is dance interpreted?
DA: Re9.1.6	**Apply criteria to evaluate artistic work.**	CRITIQUE
	a. Discuss the characteristics and **artistic intent** of a dance from a **genre**, **style**, or **cultural movement practice** and develop **artistic criteria** to critique the dance using genre-specific **dance terminology**.	
	ENDURING UNDERSTANDING Criteria for evaluating dance vary across genres, styles, and cultures.	ESSENTIAL QUESTION(S) What criteria are used to evaluate dance?

974

CONNECTING

DA: Cn10.1.6	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Observe the **movement characteristics** or qualities observed in a specific dance **genre**. Describe differences and similarities about what was observed to one's attitudes and movement preferences. b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a **dance study** that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.	
	ENDURING UNDERSTANDING As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	ESSENTIAL QUESTION(S) How does dance deepen our understanding of ourselves, other knowledge, and events around us?
DA: Cn11.1.6	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE
	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	
	ENDURING UNDERSTANDING Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	ESSENTIAL QUESTION(S) How does knowing about societal, cultural, historical and community experiences expand dance literacy?

975

CREATING

DA: Cr1.1.7	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand **movement vocabulary** and **artistic expression**. b. Explore various **movement vocabularies** to express an **artistic intent** in choreography. Explain and discuss the choices made using genre-specific **dance terminology**.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.7	**Organize and develop artistic ideas and work.**	PLAN
	a. Use a variety of **choreographic devices** and **dance structures** to develop a **dance study** with a clear **artistic intent**. Articulate reasons for movement and structural choices. b. Determine **artistic criteria** to choreograph a **dance study** that communicates personal or cultural meaning. Articulate how the **artistic criteria** serve to communicate the meaning of the dance.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.7	**Refine and complete artistic work.**	REVISE
	a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of **artistic criteria** based on self-reflection and feedback of others. Explain reasons for choices and how they clarify **artistic intent**. b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

976

PERFORMING

DA: Pr4.1.7	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance **genres** and **styles** for the purpose of expanding **movement vocabulary** to include differently designed shapes and movements for interest and contrast.
b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
c. Compare and contrast movement characteristics from a variety of dance **genres** or **styles**. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.7	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. Apply body-use strategies to accommodate physical maturational development to **technical dance skills** (for example, **functional alignment**, coordination, balance, core support, **kinesthetic awareness**, clarity of movement, weight shifts, flexibility/range of motion). 977
b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.
c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

PERFORMING

DA: Pr6.1.7

Convey meaning through the presentation of artistic work. PRESENT

a. Recommend changes to and adapt movements to performance area. Use **performance etiquette** and **performance practices** during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.
b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using **production terminology**, explain how the **production elements** would be handled in different situations.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.7

Perceive and analyze artistic work. ANALYZE

a. Compare, contrast, and discuss patterns of movement and their relationships in dance.
b. Compare and contrast how the **elements of dance** are used in a variety of **genres**, **styles**, or **cultural movement practices**. Use genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

978

DA: Re8.1.7

Interpret intent and meaning in artistic work. INTERPRET

a. Compare the meaning of different dances. Explain how the **artistic expression** of each dance is achieved through the **elements of dance**, use of body, **dance technique**, and context. Use genre specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

DA: Re9.1.7

Apply criteria to evaluate artistic work. CRITIQUE

a. Compare **artistic intent**, content and context from dances to examine the characteristics of **genre**, **style**, or **cultural movement practice**. Based on the comparison, refine **artistic criteria** using genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

CONNECTING 7

DA: Cn10.1.7	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE

a. Compare and contrast the **movement characteristics** or qualities found in a variety of dance **genres**. Discuss how the **movement characteristics** or qualities differ from one's own **movement characteristics** or qualities and how different perspectives are communicated.
b. Research the historical development of a dance **genre** or **style**. Use knowledge gained from the research to create a **dance study** that evokes the essence of the **style** or **genre**. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen **genre** or **style**. Document the process of research and application.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

DA: Cn11.1.7	**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**	RELATE

a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

CREATING

DA: Cr1.1.8	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original **dance study** or dance. b. Identify and select personal preferences to create an original **dance study** or dance. Use genre-specific **dance terminology** to articulate and justify choices made in movement development to communicate intent.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.8	**Organize and develop artistic ideas and work.**	PLAN
	a. Collaborate to select and apply a variety of **choreographic devices** and **dance structures** to choreograph an original **dance study** or dance with a clear **artistic intent**. Articulate the group process for making movement and structural choices. b. Define and apply **artistic criteria** to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance. 980	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.8	**Refine and complete artistic work.**	REVISE
	a. Revise choreography collaboratively or independently based on **artistic criteria**, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the **artistic intent**. b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

PERFORMING

DA: Pr4.1.8	**Select, analyze, and interpret artistic work for presentation.**	EXPRESS

a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.
b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different **tempi** in different body parts at the same time.
c. Direct **energy** and **dynamics** in such a way that movement is textured. Incorporate **energy** and **dynamics** to technique exercises and dance performance. Use **energy** and **dynamics** to enhance and project movements.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.8	**Develop and refine artistic technique and work for presentation.**	EMBODY

a. **Embody technical dance skills** (for example, **functional alignment**, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.
c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

PERFORMING

DA: Pr6.1.8 — **Convey meaning through the presentation of artistic work.** — PRESENT

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use **performance etiquette** and **performance practices** during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.

b. Collaborate to design and execute **production elements** that would intensify and heighten the **artistic intent** of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using **production terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.8 — **Perceive and analyze artistic work.** — ANALYZE

a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of **artistic intent**.

b. Explain how the **elements of dance** are used in a variety of **genres**, **styles**, or **cultural movement practices** to communicate intent. Use genre-specific **dance terminology**.

982

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.8 — **Interpret intent and meaning in artistic work.** — INTERPRET

a. Select a dance and explain how **artistic expression** is achieved through relationships among the **elements of dance**, use of body, **dance technique** and context. Cite evidence in the dance to support your interpretation using genre specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

RESPONDING

DA: Re9.1.8 **Apply criteria to evaluate artistic work.** CRITIQUE

a. Use **artistic criteria** to determine what makes an effective performance. Consider content, context, **genre**, **style**, or **cultural movement practice** to comprehend **artistic expression**. Use genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

CONNECTING

DA: Cn10.1.8 **Synthesize and relate knowledge and personal experiences to make art.** SYNTHESIZE

a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a **dance study** exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

983

DA: Cn11.1.8 **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** RELATE

a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

High School

PROFICIENT
ACCOMPLISHED
ADVANCED

[DANCE]

984

HS PROFICIENT

CREATING

DA: Cr1.1.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed **dance study**. Analyze the process and the relationship between the stimuli and the movement. b. Experiment with the **elements of dance** to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original **dance study** or dance.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.I HS PROFICIENT	**Organize and develop artistic ideas and work.**	PLAN
	a. Collaborate to design a dance using **choreographic devices** and **dance structures** to support an **artistic intent**. Explain how the dance structures clarify the **artistic intent**. b. Develop an **artistic statement** for an original dance study or dance. Discuss how the use of **movement elements**, **choreographic devices** and **dance structures** serve to communicate the **artistic statement**.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.I HS PROFICIENT	**Refine and complete artistic work.**	REVISE
	a. Clarify the **artistic intent** of a dance by manipulating **choreographic devices** and **dance structures** based on established **artistic criteria** and feedback from others. Analyze and evaluate impact of choices made in the revision process. b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

HS PROFICIENT

PERFORMING

DA: Pr4.1.I
HS PROFICIENT

Select, analyze, and interpret artistic work for presentation. EXPRESS

a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of **spatial design** and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
b. Use syncopation and accent movements related to different **tempi**. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.
c. Connect **energy** and **dynamics** to movements by applying them in and through all parts of the body. Develop total body awareness so that **movement phrases** demonstrate variances of **energy** and **dynamics**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.I
HS PROFICIENT

Develop and refine artistic technique and work for presentation. EMBODY

a. **Embody technical dance skills** (for example, **functional alignment**, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

986

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

HS PROFICIENT

PERFORMING

DA: Pr6.1.I
HS PROFICIENT

Convey meaning through the presentation of artistic work. PRESENT

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate **performance etiquette** and **performance practices** during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance terminology** and **production terminology**.

b. Evaluate possible designs for the **production elements** of a performance and select and execute the ideas that would intensify and heighten the **artistic intent** of the dances.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.I
HS PROFICIENT

Perceive and analyze artistic work. ANALYZE

a. Analyze recurring patterns of movement and their relationships in dance in context of **artistic intent**.

b. Analyze the use of **elements of dance** in a variety of **genres**, **styles**, or **cultural movement practices** within its cultural context to communicate intent. Use genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.I
HS PROFICIENT

Interpret intent and meaning in artistic work. INTERPRET

a. Select and compare different dances and discuss their intent and **artistic expression**. Explain how the relationships among the **elements of dance**, use of body, **dance technique**, and context enhance meaning and support intent using genre specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

RESPONDING

DA: Re9.1.I
HS PROFICIENT

Apply criteria to evaluate artistic work. CRITIQUE

a. Analyze the **artistic expression** of a dance. Discuss insights using **evaluative criteria** and **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

DA: Cn10.1.I
HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE

a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

988

DA: Cn11.1.I
HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. RELATE

a. Analyze and discuss dances from selected **genres** or **styles** and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

CREATING

DA: Cr1.1.II
HS ACCOMPLISHED

Generate and conceptualize artistic ideas and work. EXPLORE

a. Synthesize content generated from stimulus materials to choreograph **dance studies** or dances using original or **codified movement**.
b. Apply personal movement preferences and strengths with the **movement vocabulary** of several dance **styles** or **genres** to choreograph an original **dance study** or dance that communicates an **artistic intent**. Compare personal choices to those made by well-known choreographers.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	Where do choreographers get ideas for dances?

DA: Cr2.1.II
HS ACCOMPLISHED

Organize and develop artistic ideas and work. PLAN

a. Work individually and collaboratively to design and implement a variety of **choreographic devices** and **dance structures** to develop original dances. Analyze how the structure and final composition informs the **artistic intent**.
b. Develop an **artistic statement** that reflects a personal **aesthetic** for an original dance study or dance. Select and demonstrate movements that support the **artistic statement**.

989

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	What influences choice-making in creating choreography?

DA: Cr3.1.II
HS ACCOMPLISHED

Refine and complete artistic work. REVISE

a. Clarify the **artistic intent** of a dance by refining **choreographic devices** and **dance structures**, collaboratively or independently using established **artistic criteria**, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.
b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

PERFORMING

DA: Pr4.1.II
HS ACCOMPLISHED

Select, analyze, and interpret artistic work for presentation. EXPRESS

a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.
b. Perform **dance studies** and compositions that use **time** and **tempo** in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."
c. Initiate movement phrases by applying **energy** and **dynamics**. Vary **energy** and **dynamics** over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.II
HS ACCOMPLISHED

Develop and refine artistic technique and work for presentation. EMBODY

a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.
b. Apply **anatomical principles** and healthful practices to a range of **technical dance skills** for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.
c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

HS ACCOMPLISHED

PERFORMING

DA: Pr6.1.II
HS ACCOMPLISHED

Convey meaning through the presentation of artistic work. PRESENT

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model **performance etiquette** and **performance practices** during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance terminology** and **production terminology**.

b. Work collaboratively to produce a dance concert on a stage or in an **alternative performance venue** and plan the **production elements** that would be necessary to fulfill the **artistic intent** of the dance works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.II
HS ACCOMPLISHED

Perceive and analyze artistic work. ANALYZE

a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.

b. Analyze and compare the movement patterns and their relationships in a variety of **genres**, **styles**, or **cultural movement practices** and explain how their differences impact communication and intent within a cultural context. Use genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.II
HS ACCOMPLISHED

Interpret intent and meaning in artistic work. INTERPRET

a. Analyze and discuss how the **elements of dance**, execution of **dance movement principles**, and context contribute to **artistic expression**. Use genre specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

RESPONDING

DA: Re9.1.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work. CRITIQUE

a. Compare and contrast two or more dances using **evaluative criteria** to critique **artistic expression**. Consider societal values and a range of perspectives. Use genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

DA: Cn10.1.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE

a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.
b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve **movement problems** that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations. 992

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

DA: Cn11.1.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. RELATE

a. Analyze dances from several **genres** or **styles**, historical time periods, and/or world dance forms. Discuss how dance **movement characteristics**, techniques, and **artistic criteria** relate to the ideas and perspectives of the peoples from which the dances originate.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

HS ADVANCED

CREATING

DA: Cr1.1.III HS ADVANCED	**Generate and conceptualize artistic ideas and work.**	EXPLORE
	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate **artistic intent**. b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the **artistic intent** of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.	
	ENDURING UNDERSTANDING Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for **artistic expression**.	ESSENTIAL QUESTION(S) Where do choreographers get ideas for dances?
DA: Cr2.1.III HS ADVANCED	**Organize and develop artistic ideas and work.**	PLAN
	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify **artistic intent**. b. Construct an **artistic statement** that communicates a personal, cultural and artistic perspective.	
	ENDURING UNDERSTANDING The **elements of dance**, **dance structures**, and **choreographic devices** serve as both a foundation and a departure point for choreographers.	ESSENTIAL QUESTION(S) What influences choice-making in creating choreography?
DA: Cr3.1.III HS ADVANCED	**Refine and complete artistic work.**	REVISE
	a. Clarify the **artistic intent** of a dance by manipulating and refining **choreographic devices**, **dance structures**, and **artistic criteria** using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support **artistic intent**. b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).	
	ENDURING UNDERSTANDING Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	ESSENTIAL QUESTION(S) How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

HS ADVANCED

PERFORMING

DA: Pr4.1.III
HS ADVANCED

Select, analyze, and interpret artistic work for presentation. EXPRESS

a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, **contrapuntal** and/or **polyrhythmic**) at the same time. Work with and against rhythm of accompaniment or **sound environments**.
c. Modulate **dynamics** to clearly express intent while performing **dance phrases** and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Space, **time**, and **energy** are basic elements of dance.	How do dancers work with **space**, **time** and **energy** to communicate artistic expression?

DA: Pr5.1.III
HS ADVANCED

Develop and refine artistic technique and work for presentation. EMBODY

a. Apply **body-mind principles** to **technical dance skills** in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance **genres** and **styles**. Self-evaluate performances and discuss and analyze performance ability with others.
b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.	What must a dancer do to prepare the mind and body for artistic expression?

HS ADVANCED

PERFORMING

DA: Pr6.1.III
HS ADVANCED

Convey meaning through the presentation of artistic work. PRESENT

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model **performance etiquette** and **performance practices** during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional **dance terminology** and **production terminology**.

b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the **production elements** that would be necessary to fulfill the **artistic intent** of the dance works in each of the venues.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	How does a dancer heighten artistry in a public performance?

RESPONDING

DA: Re7.1.III
HS ADVANCED

Perceive and analyze artistic work. ANALYZE

a. Analyze dance works from a variety of dance **genres** and **styles** and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography. 995

b. Explain how dance communicates **aesthetic** and cultural values in a variety of **genres**, **styles**, or **cultural movement practices**. Use genre-specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is perceived and analyzed to comprehend its meaning.	How is a dance understood?

DA: Re8.1.III
HS ADVANCED

Interpret intent and meaning in artistic work. INTERPRET

a. Analyze and interpret how the **elements of dance**, execution of **dance movement principles**, and context contribute to **artistic expression** across different **genres**, **styles**, or **cultural movement practices**. Use genre specific **dance terminology**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance is interpreted by considering intent, meaning, and **artistic expression** as communicated through the use of the body, **elements of dance**, **dance technique**, **dance structure**, and context.	How is dance interpreted?

RESPONDING

DA: Re9.1.III
HS ADVANCED

Apply criteria to evaluate artistic work. CRITIQUE

a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of **artistic expression**. Discuss perspectives with peers and justify views.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Criteria for evaluating dance vary across genres, styles, and cultures.	What criteria are used to evaluate dance?

DA: Cn10.1.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE

a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a **Capstone Project** that reflects a possible career choice.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	How does dance deepen our understanding of ourselves, other knowledge, and events around us?

DA: Cn11.1.III
HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. RELATE

a. Analyze dances from several **genres** or **styles**, historical time periods, and/or world dance forms. Discuss how dance **movement characteristics**, techniques, and **artistic criteria** relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	How does knowing about societal, cultural, historical and community experiences expand dance literacy?

GLOSSARY

AESTHETIC
A set of principles concerned with the nature and appreciation of beauty.

ALIGNMENT
The process of adjusting the skeletal and muscular system to gravity to support effective functionality.

ALTERNATIVE PERFORMANCE VENUE
A performance site other than a standard Western style theater (for example, classroom, site specific venue, or natural environment).

ANATOMICAL PRINCIPLES
The way the human body's skeletal, muscular and vascular systems work separately and in coordination.

ARTISTIC CRITERIA
Aspects of craft and skill used to fulfill artistic intent.

ARTISTIC EXPRESSION
The manifestations of artistic intent though dance, drama music, poetry, fiction, painting, sculpture or other artistic media. In dance, this involves the dance and the dancers within a context.

ARTISTIC STATEMENT
An artist's verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose.

BODY PATTERNING
Neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline]).

BODY-MIND PRINCIPLES
Concepts explored and/or employed to support body-mind connections (for example, breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility).

BODY-USE
The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns.

BOUND MOVEMENT
An "effort element" from Laban Movement Analysis in which energy flow is constricted.

CAPSTONE PROJECT
A culminating performance-based assessment that determines what 12th graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research.

CHOREOGRAPHIC DEVICES
Manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, cannon, retrograde, call and response).

CODIFIED MOVEMENT
Common motion or motions set in a particular style that often have specific names and expectations associated with it.

CONTEXT CLUES
Information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing.

CONTRAPUNTAL
An adjective that describes the noun counterpoint; music that has at least two melodic lines (voices) played simultaneously against each other; in dance, at least two movement patterns, sequences or phrases danced simultaneously using different body parts or performed by different dancers.

CULTURAL MOVEMENT PRACTICE
Physical movements of a dance that are associated with a particular country, community, or people.

DANCE LITERACY
The total experience of dance learning that includes the doing and knowing about dance: dance skills and techniques, dance making, knowledge and understanding of dance vocabulary, dance history, dance from different cultures, dance genres, repertory, performers and choreographers, dance companies, and dance notation and preservation.

DANCE MOVEMENT PRINCIPLES
Fundamentals related to the craft and skill with which dance movement is performed (for example, the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift).

DANCE PHRASE
A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion.

DANCE STRUCTURES
The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form.

DANCE STUDY
A short dance that is comprised of several dance phrases based on an artistic idea.

DANCE TECHNIQUES
The tools and skills needed to produce a particular style of movement.

DANCE TERMINOLOGY
Vocabulary used to describe dance and dance experiences.

SIMPLE DANCE TERMINOLOGY
(Tier 1/PreK-2): Basic pedestrian language (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor words, bend, twist, turn, open and close).

BASIC DANCE TERMINOLOGY
(Tier 2/grades 3-5): Vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance (for example, stage terminology, compositional vocabulary, language defining dance structures and devices, anatomical references, dance techniques such as alignment or "line").

GENRE-SPECIFIC DANCE TERMINOLOGY
(Tier 3/grades 6 up): Words used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others (for example, in Polynesian dance (Hula), auwana, kahiko, halau, kaholo, uwehe, ami); in ballet: glissade, pas de bouree, pas de chat, arabesque; in jazz: kick ball change, pencil turn, jazz walk, jazz run; in modern: contraction, triplets, spiral, pivot turn; and in tap: shuffle-step, cramp roll, riff, wing, time step.

DANCE WORK
A complete dance that has a beginning, middle (development), and end.

DYNAMICS
The qualities or characteristics of movement which lend expression and style; also called "efforts," or "energy (for example, lyrical, sustained, quick, light, or strong).

ELEMENTS OF DANCE
The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see Elements of Dance Organizer by Perpich Center for Arts Education (used with permission).

EMBODY
To physicalize a movement, concept, or idea throughout the body.

ENERGY
The dynamic quality, force attach, weight, and flow of movement.

EVALUATIVE CRITERIA
The definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance.

EXPLORE
Investigate multiple movement possibilities to learn more about an idea.

FREE FLOWING MOVEMENT
An "effort element" from Laban Movement Analysis in which energy is continuous.

FUNCTIONAL ALIGNMENT
The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing.

GENERAL SPACE
Spatial orientation that is not focused towards one area of a studio or stage.

GENRE
A category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices).

KINESTHETIC AWARENESS
Pertaining to sensations and understanding of bodily movement.

LOCOMOTOR
Movement that travels from one location to another or in a pathway through space (for example, in Pre-Kindergarten, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap).

MOVEMENT CHARACTERISTICS
The qualities, elements, or dynamics that describe or define a movement.

MOVEMENT PHRASE
A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion.

MOVEMENT PROBLEM
A specific focus that requires one find a solution and complete a task; gives direction and exploration in composition.

MOVEMENT VOCABULARY
Codified or personal movement characteristics that define a movement style.

NEGATIVE SPACE
The area (space) around and between the dancer(s) or dance images(s) in a dance.

NON-LOCOMOTOR
Movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in Pre-Kindergarten, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull).

PERFORMANCE ETIQUETTE
Performance values and expected behaviors when rehearsing or performing (for instance, no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends).

PERSONAL SPACE
The area of space directly surrounding one's body extending as far as a person can reach; also called the kinesphere.

POLYRHYTHMIC
In music, several rhythms layered on top of one another and played simultaneously; in dance, embodying several rhythms simultaneously in different body parts.

PRODUCTION ELEMENTS
Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props).

PRODUCTION TERMINOLOGY
Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation.

RHYTHM
The patterning or structuring of time through movement or sound.

SEE.THINK.WONDER
An inquiry-based Visual Thinking Strategy (VTS) used for critical analysis from Harvard Project Zero, in which children respond to simple questions (What do you see? What do you think? What do you wonder?) which enable a child to begin make meaning from an observed (dance) work of art.

SOUND ENVIRONMENT
Sound accompaniment for dancing other than music (for example, street noise, ocean surf, bird calls, spoken word).

SPACE
Components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments.

SPATIAL DESIGN
Pre-determined use of directions, levels, pathways, formations, and body shapes.

STIMULI
A thing or event that inspires action, feeling, or thought.

STYLE
Dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, Graham technique is a style of Modern Dance; rhythm tap is a style of Percussive Dance; Macedonian folk dance is a style of International Folk dance; Congolese dance is a style of African Dance).

TECHNICAL DANCE SKILLS
The degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed and range).

TEMPI
Different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition (singular: tempo).

TEMPO
The pace or speed of a pulse or beat underlying music or movement (plural: tempi or tempos).

THEME
A dance idea that is stated choreographically.

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MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for MEDIA ARTS
2017

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS 3

PURPOSE OF THE ARTS LEARNING STANDARDS 5

MISSION OF ARTS EDUCATION 6

ARTS INTEGRATION 6

ARTISTIC LITERACY 6

OVERVIEW OF THE ARTS LEARNING STANDARDS 7

BENEFITS OF THE ARTS IN EDUCATION 7

FOUNDATIONS AND GOALS 8

UNDERSTANDING THE ARTS LEARNING STANDARDS 9

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MEDIA ARTS 13

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION 14

Pre-Kindergarten THROUGH 8th Grade 16

High School 52

GLOSSARY 65

REFERENCES 69

1005

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

Mission of Arts Education

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

Arts Integration

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

Artistic Literacy

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an arts form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

Overview of the Arts Learning Standards

The overview and primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.
This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Benefits of the Arts in Education

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

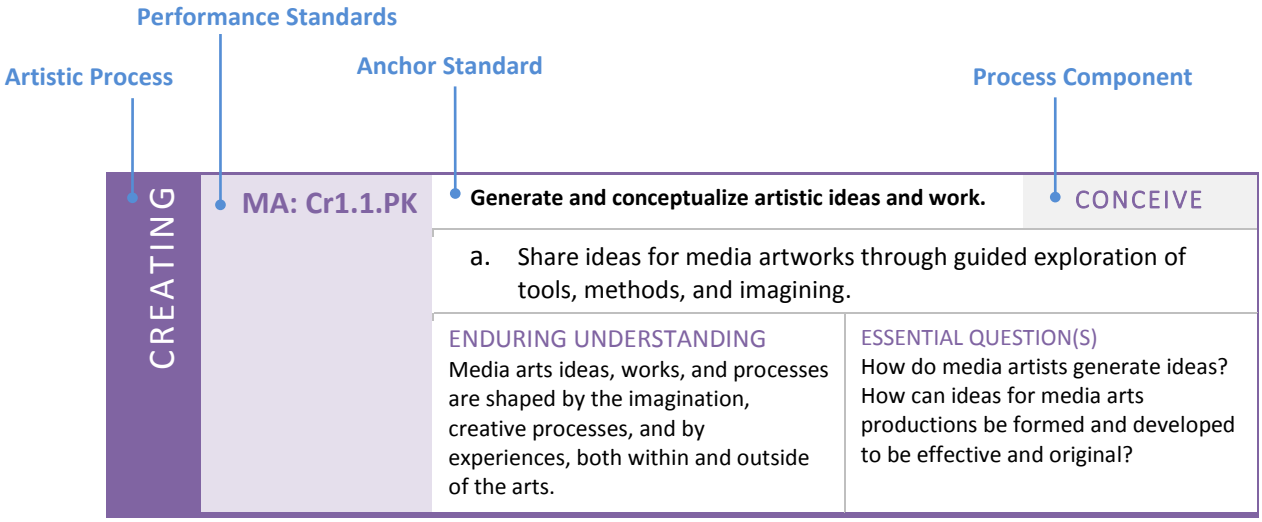
UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades Pre-Kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	**Pr**— PERFORMING/ PRESENTING/ PRODUCING	**Re**— RESPONDING	**Cn**— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	**PERFORMING** (dance, music, theatre)**:** Realizing artistic ideas and work through interpretation and presentation. **PRESENTING** (visual arts): Interpreting and sharing artistic work. **PRODUCING** (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- **HS - Proficient**
  Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- **HS - Accomplished**
  Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- **HS - Advanced**
  Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the Arts and demonstrate the knowledge and understandings that all the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components**.** Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

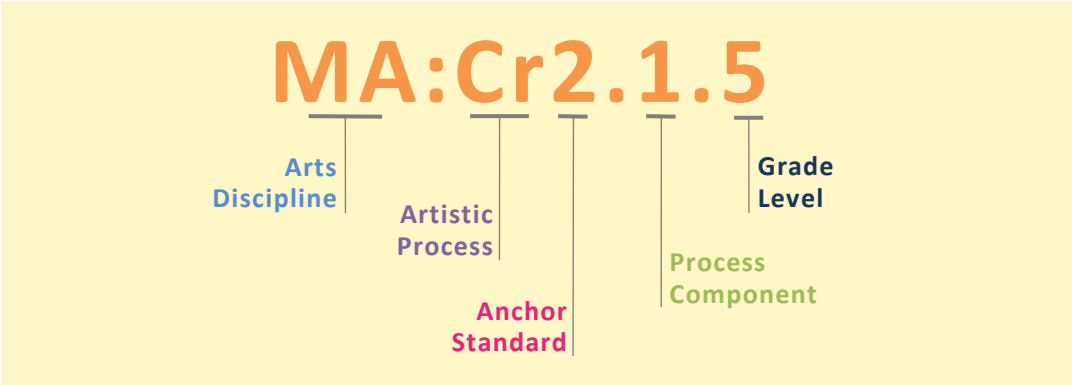
Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

Introduction to the Arts Learning Standards for Media Arts

Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts are intended to address the diverse forms and categories of media arts, including: imaging, sound, moving image, virtual and interactive. Media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, towards the achievement of enduring understandings and artistic literacy. They are therefore quite generalized, not specifying particular technologies or techniques, and containing very few examples of terminology and activities. The standards allow for a great diversity of instruction, methodology and circumstance. They are adaptive to the wide range of conditions that exist currently nationwide. The standards are normally presented in a linear, sequential format, which does provide a representation of the creative production process. But the standards are designed for access in a non-linear manner as well, whereby one can address any particular process, process component, or standard on an as needed basis. For example, lessons and units can easily begin within connecting by considering a given context, move next into responding to analyze particular examples of media arts, and then into creating to begin production. Also, the standards represent portions of holistic creative process, and may be addressed in rapid-fire succession, as one is creating work. Therefore, a brainstorming session that is contained within creating is also constantly accessing responding and even connecting. One well-structured class, lesson or unit can address many, if not all standards. These standards offer flexibility in lesson planning instruction and assessment. For example, process components may be selected as a primary organizational tool for some teachers. Enduring understandings and essential questions are written at one grade-level, and are to be adapted by the instructor to their specific grade-level. It is advisable to view standards at lower and higher grade levels in order to view a progression of proficiency. Nevertheless, it is assumed that students may have little or no formal media arts instruction at a particular grade level. Based on best practice, collaboration is assumed throughout the media arts standards.

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline — The first two letters are codes for the arts discipline notation: **MA** = for Media Arts

Artistic Process — The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Producing **Re** = Responding **Cn** = Connecting

Anchor Standard — The next number is the anchor standard, numbers 1 to 11.

Process Component — The next number after the period is the process components which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level — The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Media Arts:

MA:Cr1.1.PK				
MA	**Cr**	**1**	**1**	**PK**
Arts discipline of Media Arts	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

MA:Pr5.1.4				
MA	**Pr**	**5**	**1**	**4**
Arts discipline of Media Arts	Artistic process of Producing	Anchor standard five	Process component	Grade four

MA:Re8.1.6				
MA	**Re**	**8**	**1**	**6**
Arts discipline of Media Arts	Artistic process of Responding	Anchor standard eight	Process component	Grade six

MA:Cn10.1.II				
MA	**Cn**	**10**	**1**	**II**
Arts discipline of Media Arts	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH

8th Grade

[MEDIA ARTS]

1017

CREATING

MA: Cr1.1.PK

Generate and conceptualize artistic ideas and work. — CONCEIVE

a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

MA: Cr2.1.PK

Organize and develop artistic ideas and work. — DEVELOP

a. With guidance, form ideas into plans or models for media arts productions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

MA: Cr3.1.PK

Refine and complete artistic work. — CONSTRUCT

a. Make and capture media arts content, freely and in guided practice, in media arts productions.
b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.

1018

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.PK

Select, analyze, and interpret artistic work for presentation. — INTEGRATE

a. With guidance, combine different forms and content, such as image and sound, to form media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.PK

Develop and refine artistic techniques and work for presentation. — PRACTICE

a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.
b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.
c. Use media arts creation tools freely and in guided practice.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.PK

Convey meaning through the presentation of artistic work. — PRESENT

a. With guidance, share roles and discuss the situation for presenting media artworks.
b. With guidance, share reactions to the presentation of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? ~~How~~ 1019 can presenting or sharing media artworks in a public format help a media artist learn and grow?

RESPONDING

MA: Re7.1.PK

Perceive and analyze artistic work. — PERCEIVE

a. With guidance, explore and discuss **components** and **messages** in a variety of media artworks.
b. With guidance, explore media artworks and discuss experiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

MA: Re8.1.PK

Interpret intent and meaning in artistic work. — INTERPRET

a. With guidance, share reactions to media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

RESPONDING

MA: Re9.1.PK

Apply criteria to evaluate artistic work.

EVALUATE

a. With guidance, examine and share appealing qualities in media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.PK

Synthesize and relate knowledge and personal experiences to make art.

SYNTHESIZE

a. Use personal experiences in making media artworks.
b. With guidance, share experiences of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

1020

MA: Cn11.1.PK

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

RELATE

a. With guidance, relate media artworks and everyday life.
b. With guidance, interact safely and appropriately with media arts tools and environments.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

CREATING

MA: Cr1.1.K

Generate and conceptualize artistic ideas and work. — CONCEIVE

a. Discover and share ideas for media artworks using play and experimentation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

MA: Cr2.1.K

Organize and develop artistic ideas and work. — DEVELOP

a. With guidance, use ideas to form plans or models for media arts productions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

MA: Cr3.1.K

Refine and complete artistic work. — CONSTRUCT

a. Form and capture media arts content for expression and meaning in media arts productions.
b. Make changes to the content, form, or presentation of media artworks and share results.

1021

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.K

Select, analyze, and interpret artistic work for presentation. — INTEGRATE

a. With guidance, combine arts forms and media content, such as dance and video, to form media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.K

Develop and refine artistic techniques and work for presentation. — PRACTICE

a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.
b. Identify and demonstrate creative skills, such as performing, within media arts productions.
c. Practice, discover, and share how media arts creation tools work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.K

Convey meaning through the presentation of artistic work. — PRESENT

a. With guidance, identify and share roles and the situation in presenting media artworks.
b. With guidance, identify and share reactions to the presentation of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1022

RESPONDING

MA: Re7.1.K

Perceive and analyze artistic work. — PERCEIVE

a. Recognize and share **components** and **messages** in media artworks.
b. Recognize and share how a variety of media artworks create different experiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

RESPONDING

MA: Re8.1.K — Interpret intent and meaning in artistic work. — INTERPRET

a. With guidance, share observations regarding a variety of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.K — Apply criteria to evaluate artistic work. — EVALUATE

a. Share appealing qualities and possible changes in media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.K — Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Use personal experiences and choices in making media artworks.
b. Share memorable experiences of media artworks.

1023

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

MA: Cn11.1.K — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.
b. With guidance, interact safely and appropriately with media arts tools and environments.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

CREATING

MA: Cr1.1.1	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Express and share ideas for media artworks through sketching and **modeling**.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.1	**Organize and develop artistic ideas and work.**	DEVELOP
	a. With guidance, use identified ideas to form plans and models for media arts productions.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.1	**Refine and complete artistic work.**	CONSTRUCT
	a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition. b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

1024

PRODUCING

MA: Pr4.1.1	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Combine varied academic, arts, and media content in media artworks, such as an illustrated story.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.1

Develop and refine artistic techniques and work for presentation. — PRACTICE

a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.
b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.
c. Experiment with and share different ways to use tools and techniques to construct media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.1

Convey meaning through the presentation of artistic work. — PRESENT

a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.
b. With guidance, discuss the experience of the presentation of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1025

RESPONDING

MA: Re7.1.1

Perceive and analyze artistic work. — PERCEIVE

a. Identify **components** and **messages** in media artworks.
b. With guidance, identify how a variety of media artworks create different experiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

RESPONDING

MA: Re8.1.1 — Interpret intent and meaning in artistic work. — INTERPRET

a. With guidance, identify the **meanings** of a variety of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.1 — Apply criteria to evaluate artistic work. — EVALUATE

a. Identify the effective parts of and possible changes to media artworks, considering viewers.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.1 — Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Use personal experiences, interests, and models in creating media artworks.
b. Share meaningful experiences of media artworks.

1026

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

MA: Cn11.1.1 — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.
b. Interact appropriately with media arts tools and environments, considering **safety**, **rules**, and **fairness**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

CREATING

MA: Cr1.1.2	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Discover multiple ideas for media artworks through brainstorming and improvising.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.2	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Choose ideas to create plans and models for media arts productions.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.2	**Refine and complete artistic work.**	CONSTRUCT
	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as **positioning** and **attention**. b. Test and describe expressive effects in altering, refining, and completing media artworks.	1027
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.2	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.2 — Develop and refine artistic techniques and work for presentation. — PRACTICE

a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and **soft skills**, such as tool use and collaboration in media arts productions.
b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.
c. Demonstrate and explore identified methods to use tools to capture and form media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.2 — Convey meaning through the presentation of artistic work. — PRESENT

a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.
b. Identify and describe the experience and share results of presenting media artworks.

1028

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

RESPONDING

MA: Re7.1.2 — Perceive and analyze artistic work. — PERCEIVE

a. Identify and describe the **components** and **messages** in media artworks.
b. Identify and describe how a variety of media artworks create different experiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

RESPONDING

MA: Re8.1.2

Interpret intent and meaning in artistic work. — INTERPRET

a. Determine the purposes and **meanings** of media artworks, considering their **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.2

Apply criteria to evaluate artistic work. — EVALUATE

a. Discuss the effectiveness of and improvements for media artworks, considering their **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.2

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Use personal experiences, interests, information, and models in creating media artworks.
b. Discuss experiences of media artworks, describing their meaning and purpose.

1029

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

MA: Cn11.1.2

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Discuss how media artworks and ideas relate to everyday and cultural life, such as **media messages** and **media environments**.
b. Interact appropriately with media arts tools and environments, considering **safety**, **rules**, and **fairness**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

CREATING

MA: Cr1.1.3 — Generate and conceptualize artistic ideas and work. — CONCEIVE

a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

MA: Cr2.1.3 — Organize and develop artistic ideas and work. — DEVELOP

a. Form, share, and test ideas, plans, and models to prepare for media arts productions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

MA: Cr3.1.3 — Refine and complete artistic work. — CONSTRUCT

a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as **movement** and **force**.
b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

1030

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.3 — Select, analyze, and interpret artistic work for presentation. — INTEGRATE

a. Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.3

Develop and refine artistic techniques and work for presentation. PRACTICE

a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.
b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.
c. Exhibit standard use of tools and techniques while constructing media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.3

Convey meaning through the presentation of artistic work. PRESENT

a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.
b. Identify and describe the experience, and share results of and improvements for presenting media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1031

RESPONDING

MA: Re7.1.3

Perceive and analyze artistic work. PERCEIVE

a. Identify and describe how **messages** are created by **components** in media artworks.
b. Identify and describe how various forms, methods, and styles in media artworks **manage audience experience**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

RESPONDING

MA: Re8.1.3

Interpret intent and meaning in artistic work. — INTERPRET

a. Determine the purposes and **meanings** of media artworks while describing their **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.3

Apply criteria to evaluate artistic work. — EVALUATE

a. Identify basic criteria for and evaluate media artworks, considering possible improvements and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.3

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Use personal and external resources, such as interests, information, and models, to create media artworks.
b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.

1032

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

MA: Cn11.1.3

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.
b. Examine and interact appropriately with media arts tools and environments, considering **safety**, **rules**, and **fairness**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

CREATING

MA: Cr1.1.4 — Generate and conceptualize artistic ideas and work. — CONCEIVE

a. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and **modeling**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

MA: Cr2.1.4 — Organize and develop artistic ideas and work. — DEVELOP

a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

MA: Cr3.1.4 — Refine and complete artistic work. — CONSTRUCT 1033

a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as **balance** and **contrast**.
b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.4 — Select, analyze, and interpret artistic work for presentation. — INTEGRATE

a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.4

Develop and refine artistic techniques and work for presentation. PRACTICE

a. Enact identified roles to practice foundational artistic, design, technical, and **soft skills**, such as formal technique, equipment usage, production, and collaboration in media arts productions.
b. Practice foundational innovative abilities, such as **design thinking**, in addressing problems within and through media arts productions.
c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.4

Convey meaning through the presentation of artistic work. PRESENT

a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.
b. Explain results of and improvements for presenting media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1034

RESPONDING

MA: Re7.1.4

Perceive and analyze artistic work. PERCEIVE

a. Identify, describe, and explain how **messages** are created by **components** in media artworks.
b. Identify, describe, and explain how various forms, methods, and styles in media artworks **manage audience experience**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

RESPONDING

MA: Re8.1.4

Interpret intent and meaning in artistic work. INTERPRET

a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.4

Apply criteria to evaluate artistic work. EVALUATE

a. Identify and apply basic criteria for evaluating and improving media artworks and **production processes**, considering **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.4

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE 1035

a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.
b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

CONNECTING

MA: Cn11.1.4	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE

a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.
b. Examine and interact appropriately with media arts tools and environments, considering **ethics**, **rules**, and **fairness**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

1036

CREATING

MA: Cr1.1.5 — Generate and conceptualize artistic ideas and work. — CONCEIVE

a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

MA: Cr2.1.5 — Organize and develop artistic ideas and work. — DEVELOP

a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

MA: Cr3.1.5 — Refine and complete artistic work. — CONSTRUCT

a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as **emphasis** and **exaggeration**.
b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

1037

PRODUCING

MA: Pr4.1.5 — Select, analyze, and interpret artistic work for presentation. — INTEGRATE

a. Create media artworks through the integration of multiple contents and forms, such as a media broadcast.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

PRODUCING

MA: Pr5.1.5 — Develop and refine artistic techniques and work for presentation. — PRACTICE

a. Enact various roles to practice fundamental ability in artistic, design, technical, and **soft skills**, such as formal technique, production, and collaboration in media arts productions.
b. Practice fundamental creative and innovative abilities, such as expanding **conventions**, in addressing problems within and through media arts productions.
c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

MA: Pr6.1.5 — Convey meaning through the presentation of artistic work. — PRESENT

a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.
b. Compare results of and improvements for presenting media artworks.

1038

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

RESPONDING

MA: Re7.1.5 — Perceive and analyze artistic work. — PERCEIVE

a. Identify, describe, and differentiate how **message** and meaning are created by **components** in media artworks.
b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks **manage audience experience**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

RESPONDING

MA: Re8.1.5

Interpret intent and meaning in artistic work. INTERPRET

a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.5

Apply criteria to evaluate artistic work. EVALUATE

a. Determine and apply criteria for evaluating media artworks and **production processes**, considering **context**, and practicing constructive feedback.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.5

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE 1039

a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.
b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

CONNECTING	MA: Cn11.1.5	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
		a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and **ethics**. b. Examine, discuss and interact appropriately with media arts tools and environments, considering **ethics**, **rules**, and **media literacy**.	
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

1040

CREATING

MA: Cr1.1.6	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.6	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Organize, propose, and evaluate artistic ideas, plans, **prototypes**, and production processes for media arts productions, considering purposeful intent.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.6	**Refine and complete artistic work.**	CONSTRUCT
	a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as **point of view** and **perspective**. b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

1041

PRODUCING

MA: Pr4.1.6	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?
MA: Pr5.1.6	**Develop and refine artistic techniques and work for presentation.**	PRACTICE
	a. Develop a variety of artistic, design, technical, and **soft skills** through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving. b. Develop a variety of creative and adaptive innovation abilities, such as testing **constraints**, in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	
	ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
MA: Pr6.1.6	**Convey meaning through the presentation of artistic work.**	PRESENT
	a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Analyze results of and improvements for presenting media artworks.	
	ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1042

RESPONDING

MA: Re7.1.6 **Perceive and analyze artistic work.** PERCEIVE

a. Identify, describe, and analyze how **message** and meaning are created by **components** in media artworks.
b. Identify, describe, and analyze how various forms, methods, and styles in media artworks **manage audience experience**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

MA: Re8.1.6 **Interpret intent and meaning in artistic work.** INTERPRET

a. Analyze the intent of a variety of media artworks, using given criteria.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.6 **Apply criteria to evaluate artistic work.** EVALUATE

a. Determine and apply specific criteria to evaluate various media artworks and **production processes**, considering **context** and practicing constructive feedback.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

1043

CONNECTING

MA: Cn10.1.6 **Synthesize and relate knowledge and personal experiences to make art.** SYNTHESIZE

a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
b. Explain and show how media artworks form new **meanings**, situations, and cultural experiences, such as historical events.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

CONNECTING	MA: Cn11.1.6	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
		a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment. b. Analyze and interact appropriately with media arts tools and environments, considering **fair use** and **copyright**, **ethics**, and **media literacy**.	
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

1044

CREATING

MA: Cr1.1.7	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as **concept modeling** and **prototyping**.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.7	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Design, propose, and evaluate artistic ideas, plans, **prototypes**, and production processes for media arts productions, considering expressive intent and resources.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.7	**Refine and complete artistic work.**	CONSTRUCT 1045
	a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as **narrative structures** and **composition**. b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.7	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?
MA: Pr5.1.7	**Develop and refine artistic techniques and work for presentation.**	PRACTICE
	a. Exhibit an increasing set of artistic, design, technical, and **soft skills** through performing various roles in producing media artworks, such as creative problem-solving and organizing. b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	
	ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
MA: Pr6.1.7	**Convey meaning through the presentation of artistic work.**	PRESENT
	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	
	ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1046

RESPONDING

MA: Re7.1.7 — Perceive and analyze artistic work. — PERCEIVE

a. Describe, compare, and analyze the qualities of and relationships between the **components** in media artworks.
b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

MA: Re8.1.7 — Interpret intent and meaning in artistic work. — INTERPRET

a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

MA: Re9.1.7 — Apply criteria to evaluate artistic work. — EVALUATE

a. Develop and apply criteria to evaluate various media artworks and **production processes**, considering **context**, and practicing constructive feedback.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

1047

CONNECTING

MA: Cn10.1.7 — Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.
b. Explain and show how media artworks form new **meanings** and knowledge, situations, and cultural experiences, such as learning, and new information.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

CONNECTING	MA: Cn11.1.7	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
		a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media. b. Analyze and responsibly interact with media arts tools and environments, considering **copyright**, **ethics**, **media literacy**, and social media.	
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

1048

CREATING

MA: Cr1.1.8	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as **divergent thinking** and experimenting.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.8	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Structure and critique ideas, plans, **prototypes**, and production processes for media arts productions, considering intent, resources, and the presentation context.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.8	**Refine and complete artistic work.**	CONSTRUCT 1049
	a. Implement **production processes** to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity. b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

PRODUCING

MA: Pr4.1.8	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or **multimedia theatre**.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?
MA: Pr5.1.8	**Develop and refine artistic techniques and work for presentation.**	PRACTICE
	a. Demonstrate a defined range of artistic, design, technical, and **soft skills**, through performing specified roles in producing media artworks, such as strategizing and collaborative communication. b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions. c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.	
	ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
MA: Pr6.1.8	**Convey meaning through the presentation of artistic work.**	PRESENT
	a. Design the presentation and distribution of media artworks through multiple formats and/or contexts. b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	
	ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1050

RESPONDING

MA: Re7.1.8	**Perceive and analyze artistic work.**	PERCEIVE
	a. Compare, contrast, and analyze the qualities of and relationships between the **components** and style in media artworks. b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks **manage audience experience** and create intention.	
	ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
MA: Re8.1.8	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various **contexts**.	
	ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?
MA: Re9.1.8	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Evaluate media art works and **production processes** with developed criteria, considering **context** and artistic goals.	
	ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

1051

CONNECTING

MA: Cn10.1.8	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works. b. Explain and demonstrate how media artworks expand **meaning** and knowledge, and create cultural experiences, such as local and global events.	
	ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?
MA: Cn11.1.8	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Demonstrate and explain how media artworks and ideas relate to various **contexts**, purposes, and values, such as democracy, environment, and connecting people and places. b. Analyze and responsibly interact with media arts tools, environments, **legal**, and **technological contexts**, considering **ethics**, **media literacy**, social media, and **virtual worlds**.	1052
	ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

High School

PROFICIENT
ACCOMPLISHED
ADVANCED

[MEDIA ARTS]

1053

HS PROFICIENT

CREATING

MA: Cr1.1.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Use identified **generative methods** to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.I HS PROFICIENT	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, **prototypes**, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.I HS PROFICIENT	**Refine and complete artistic work.**	CONSTRUCT
	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and **stylistic conventions** in media arts productions, demonstrating understanding of associated principles, such as **emphasis** and **tone**. b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

1054

HS PROFICIENT

PRODUCING

MA: Pr4.1.I HS PROFICIENT	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as **experiential design**.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?
MA: Pr5.1.I HS PROFICIENT	**Develop and refine artistic techniques and work for presentation.**	PRACTICE
	a. Demonstrate progression in artistic, design, technical, and **soft skills**, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. b. Develop and refine a determined range of creative and adaptive innovation abilities, such as **design thinking**, and risk taking, in addressing identified challenges and **constraints** within and through media arts productions. c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.	
	ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
MA: Pr6.1.I HS PROFICIENT	**Convey meaning through the presentation of artistic work.**	PRESENT
	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.	
	ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1055

RESPONDING

MA: Re7.1.I HS PROFICIENT	**Perceive and analyze artistic work.**	PERCEIVE
	a. Analyze the qualities of and relationships between the **components**, style, and preferences communicated by media artworks and artists. b. Analyze how a variety of media artworks **manage audience experience** and create intention through **multimodal perception**.	
	ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
MA: Re8.1.I HS PROFICIENT	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural **contexts**.	
	ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?
MA: Re9.1.I HS PROFICIENT	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Evaluate media art works and **production processes** at decisive stages, using identified criteria, and considering **context** and artistic goals.	
	ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

1056

HS PROFICIENT

CONNECTING

MA: Cn10.1.I HS PROFICIENT	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. b. Explain and demonstrate the use of media artworks to expand **meaning** and knowledge, and create cultural experiences, such as learning and sharing through online environments.	
	ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?
MA: Cn11.1.I HS PROFICIENT	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Demonstrate and explain how media artworks and ideas relate to various **contexts**, purposes, and values, such as social trends, power, equality, and personal/cultural identity. b. Critically evaluate and effectively interact with **legal**, **technological**, **systemic**, and **vocational contexts** of media arts, considering **ethics**, **media literacy**, social media, **virtual worlds**, and **digital identity**.	
	ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

1057

CREATING

MA: Cr1.1.II HS ACCOMPLISHED	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Strategically utilize **generative methods** to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Apply a **personal aesthetic** in designing, testing, and refining original artistic ideas, **prototypes**, and production strategies for media arts productions, considering artistic intentions, **constraints** of resources, and presentation context.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.II HS ACCOMPLISHED	**Refine and complete artistic work.**	CONSTRUCT
	a. Consolidate **production processes** to demonstrate deliberate choices in organizing and integrating content and **stylistic conventions** in media arts production, demonstrating understanding of associated principles, such as **continuity** and **juxtaposition**. b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

1058

PRODUCING

MA: Pr4.1.II
HS ACCOMPLISHED

Select, analyze, and interpret artistic work for presentation. INTEGRATE

a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as **transmedia productions**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?

MA: Pr5.1.II
HS ACCOMPLISHED

Develop and refine artistic techniques and work for presentation. PRACTICE

a. Demonstrate effective command of artistic, design, technical and **soft skills** in managing and producing media artworks.
b. Demonstrate effective ability in creative and adaptive innovation abilities, such as **resisting closure**, and **responsive use of failure**, to address sophisticated challenges within and through media arts productions.
c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and **interactivity** to achieve specific expressive goals in the production of a variety of media artworks.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

1059

MA: Pr6.1.II
HS ACCOMPLISHED

Convey meaning through the presentation of artistic work. PRESENT

a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and **virtual channels**.
b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artists purposefully present, share, and distribute media artworks for various contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

RESPONDING

MA: Re7.1.II
HS ACCOMPLISHED

Perceive and analyze artistic work. — PERCEIVE

a. Analyze and synthesize the qualities and relationships of the **components** in a variety of media artworks, and feedback on how they impact audience.
b. Analyze how a broad range of media artworks **manage audience experience**, create intention and persuasion through **multimodal perception**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

MA: Re8.1.II
HS ACCOMPLISHED

Interpret intent and meaning in artistic work. — INTERPRET

a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural **contexts**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?

1060

MA: Re9.1.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work. — EVALUATE

a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and **production processes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING

MA: Cn10.1.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE

a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
b. Explain and demonstrate the use of media artworks to synthesize new **meaning** and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

MA: Cn11.1.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. RELATE

a. Examine in depth and demonstrate the relationships of media arts ideas and works to various **contexts**, purposes, and values, such as **markets**, **systems**, propaganda, and truth.
b. Critically investigate and ethically interact with **legal**, **technological**, **systemic**, and **vocational contexts** of media arts, considering **ethics**, **media literacy**, **digital identity**, and artist/audience **interactivity**.

1061

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

HS ADVANCED

CREATING

MA: Cr1.1.III HS ADVANCED	**Generate and conceptualize artistic ideas and work.**	CONCEIVE
	a. Integrate aesthetic principles with a variety of **generative methods** to fluently form original ideas, solutions, and innovations in media arts creation processes.	
	ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
MA: Cr2.1.III HS ADVANCED	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Integrate a sophisticated **personal aesthetic** and knowledge of systems processes in forming, testing, and proposing original artistic ideas, **prototypes**, and production frameworks, considering complex **constraints** of goals, time, resources, and personal limitations.	
	ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
MA: Cr3.1.III HS ADVANCED	**Refine and complete artistic work.**	CONSTRUCT
	a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as **hybridization**. b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.	
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

1062

PRODUCING

MA: Pr4.1.III HS ADVANCED	**Select, analyze, and interpret artistic work for presentation.**	INTEGRATE
	a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as **transdisciplinary productions**.	
	ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?
MA: Pr5.1.III HS ADVANCED	**Develop and refine artistic techniques and work for presentation.**	PRACTICE
	a. Employ mastered artistic, design, technical, and **soft skills** in managing and producing media artworks. b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions. c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.	
	ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
MA: Pr6.1.III HS ADVANCED	**Convey meaning through the presentation of artistic work.**	PRESENT
	a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues. b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.	
	ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

1063

RESPONDING

MA: Re7.1.III HS ADVANCED	**Perceive and analyze artistic work.**	PERCEIVE
	a. Analyze and synthesize the qualities and relationships of the **components** and audience impact in a variety media artworks. b. Survey an exemplary range of media artworks, analyzing methods for **managing audience experience**, creating intention and persuasion through **multimodal perception**, and **systemic communications**.	
	ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
MA: Re8.1.III HS ADVANCED	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of **context** and bias.	
	ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?
MA: Re9.1.III HS ADVANCED	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and **production processes**, considering complex goals and factors.	
	ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

1064

CONNECTING

MA: Cn10.1.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art. SYNTHESIZE

a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
b. Demonstrate and expound on the use of media artworks to consummate new **meaning**, knowledge, and impactful cultural experiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

MA: Cn11.1.III
HS ADVANCED

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. RELATE

a. Demonstrate the relationships of media arts ideas and works to personal and global **contexts**, purposes, and values, through relevant and impactful media artworks.
b. Critically investigate and strategically interact with **legal**, **technological**, **systemic**, and **vocational contexts** of media arts.

1065

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

GLOSSARY

ATTENTION
Principle of directing perception through sensory and conceptual impact.

BALANCE
Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

COMPONENTS
The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc., etc.

COMPOSITION
Principle of arrangement and balancing of components of a work for meaning and Message.

CONSTRAINTS
Limitations on what is possible, both real and perceived.

CONTRAST
Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

CONTINUITY
The maintenance of uninterrupted flow, continuous action or self-consistent detail. Across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

CONTEXT
The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.).

CONVENTION
An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling.

COPYRIGHT
The exclusive right to make copies, license, and otherwise exploit a produced work.

DIGITAL IDENTITY
How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

DIVERGENT THINKING
Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box".

DESIGN THINKING
A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design.

EMPHASIS
Principle of giving greater compositional strength to a particular element or component in a media artwork.

ETHICS
Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments.

EXAGGERATION
Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

EXPERIENTIAL DESIGN
Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design.

FAIRNESS
Complying with appropriate, ethical and equitable rules and guidelines.

FAIR USE
Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

FORCE
Principle of energy or amplitude within an element, such as the speed and impact of a character's motion.

GENERATIVE METHODS
Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule-bending, etc.

HYBRIDIZATION
Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia.

INTERACTIVITY
A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles.

JUXTAPOSITION
Placing greatly contrasting items together for effect.

LEGAL
The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

MANAGE AUDIENCE EXPERIENCE
The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design.

MARKETS
The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

MEDIA ARTS CONTEXTS
The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations.

MEDIA ENVIRONMENTS
Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online.

MEDIA LITERACY
A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages – National Association for Media Literacy Education.

MEDIA MESSAGES
The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks.

MEANING
The formulation of significance and purposefulness in media artworks.

MODELING OR CONCEPT MODELING
Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping.

MOVEMENT
Principle of motion of diverse items within media artworks.

MULTIMODAL PERCEPTION
The coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks.

MULTIMEDIA THEATRE
The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience.

NARRATIVE STRUCTURE
The framework for a story, usually consisting of an arc of beginning, conflict and resolution.

PERSONAL AESTHETIC
An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice".

PERSPECTIVE
Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition.

POINT OF VIEW
The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.

POSITIONING
The principle of placement or arrangement.

PRODUCTION PROCESSES
The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design.

PROTOTYPING
Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

RESISTING CLOSURE
Delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection.

RESPONSIVE USE OF FAILURE
Incorporating errors towards persistent improvement of an idea, technique, process or product.

RULES
The laws, or guidelines for appropriate behavior; protocols.

SAFETY
Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups.

SOFT SKILLS
Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

STYLISTIC CONVENTION
A common, familiar, or even "formulaic" presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film, for example.

SYSTEMIC COMMUNICATIONS
Socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, "viral" videos, social multimedia (e.g. "vine" videos), remixes, transmedia, etc.

SYSTEM(S)
The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

TECHNOLOGICAL
The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

TONE
Principle of "color", "texture" or "feel" of a media arts element or component, as for sound, lighting, mood, sequence, etc.

TRANSDISCIPLINARY PRODUCTION
Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work.

TRANSMEDIA PRODUCTION
Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms.

VIRTUAL CHANNELS
Network based presentation platforms such as: YouTube, Vimeo, Deviantart, etc.

VIRTUAL WORLDS
Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

VOCATIONAL
The workforce aspects and contexts of media art.

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Source: *Miss. Code Ann. §37-1-3*

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MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for MUSIC
2017

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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ACKNOWLEDGEMENTS

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Table of Contents

Acknowledgements 3

Purpose of the Arts Learning Standards 6

Mission of Arts Education 7

Arts Integration 7

Artistic Literacy 7

Overview of the Arts Learning Standards 8

Benefits of the Arts in Education 8

Foundations and Goals 9

Understanding the Arts Learning Standards 10

Introduction to the Arts Learning Standards for Music 14

Pre-Kindergarten through 8th Grade 17

Harmonizing Instruments 70

Technology 101

Music Composition and Theory 117

Performing Ensembles 136

Glossary 164

References 174

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

Mission of Arts Education

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

Arts Integration

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

Artistic Literacy

Artistic Literacy is the knowledge and understanding required to participate authentically in the Arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

Overview of the Arts Learning Standards

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for Grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.
This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Benefits of the Arts in Education

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

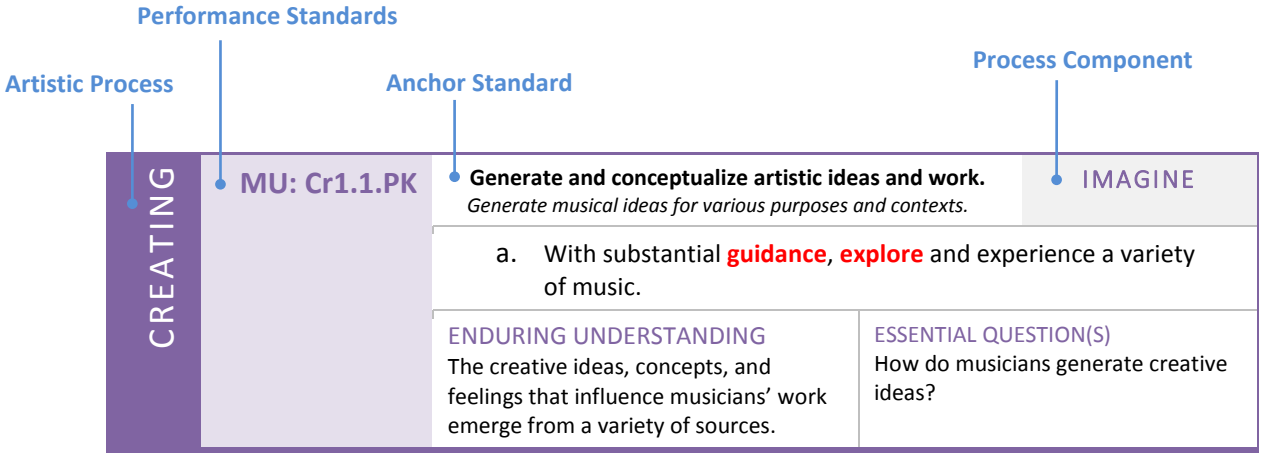
UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	**Pr**— PERFORMING/ PRESENTING/ PRODUCING	**Re**— RESPONDING	**Cn**— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	**PERFORMING** (dance, music, theatre)**:** Realizing artistic ideas and work through interpretation and presentation. **PRESENTING** (visual arts): Interpreting and sharing artistic work. **PRODUCING** (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- **HS - Proficient**
  Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.

- **HS - Accomplished**
  Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.

- **HS - Advanced**
  Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components**.** Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

Introduction to the Arts Learning Standards for Music

The Mississippi College- and Career-Readiness Arts Learning Standards for Music are designed to guide music educators as they help their students achieve the goal of independent music literacy. The structure of the standards organizes outcomes by Artistic Process, thus facilitating sequential instruction while authentically reflecting the way musicians think and work.

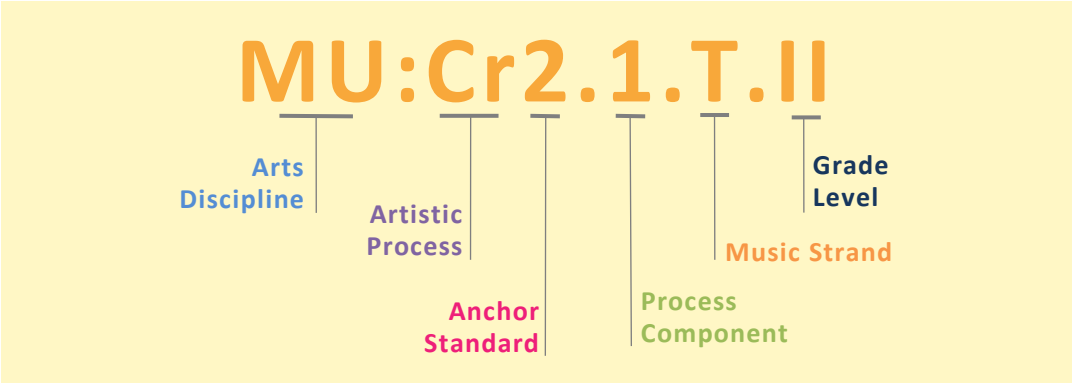
The music standards are organized and presented as follows:

- All music performance standards are grouped under the Artistic Processes of Creating, Performing, or Responding.
- Music connections are an essential part of each Artistic Process. Open-ended Connecting outcomes cross-reference users to Creating, Performing, and Responding performance standards.
- Music performance standards are organized and coded according to the process components or "steps" of the Artistic Processes. The process components for each process are as follows:
    - Creating: Imagine; Plan and Make; Evaluate and Refine, and Present
    - Performing: Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; and Present
    - Responding: Select; Analyze; Interpret; and Evaluate
- Performance standards are provided for each grade level from Pre-Kindergarten through grade eight.
- Four distinct "strands" of high school performance standards are provided, reflecting the increasing variety of music courses offered in American secondary schools.
    - Ensemble, Harmonizing Instrument (guitar, keyboard, etc.), Composition/Theory, and Music Technology performance standards are provided for three levels: Proficient, Accomplished, and Advanced.
    - Many students become involved in Ensemble and Harmonizing Instrument classes before they enter high school. Performance standards for these strands also include two preparatory levels: Novice (nominally assigned to the fifth grade level) and Intermediate (nominally the eighth grade level).
- Similarities across the arts disciplines are highlighted in the eleven Common Anchors, which are shared by all five sets of discipline-specific standards. Each Anchor includes one or more process components.

The standards are based on the assumption of quality resources, including instructional time, spanning Pre-Kindergarten-8th grade and continuing at the high school level.

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline

The first two letters are codes for the arts discipline notation: **MU** = for Music

Artistic Process

The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Performing **Re** = Responding **Cn** = Connecting

Anchor Standard

The next number is the anchor standard, numbers 1 to 11.

Process Component

The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Music Strand

The additional letter after the process component indicates the music strands. The strands are Harmonizing Instruments, Technology, Composition/Theory, and Performing Ensembles.
Note: Pre-Kindergarten through 8th grade music standards do not have the above strands in their notations.

Grade Level

The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced).
Note: In some schools, students participate in choral ensembles (Performing Ensembles) or instrumental ensembles (Harmonizing Instruments) prior to 9th grade. In schools where choral or instrumental ensembles are offered, there are two introductory skill levels found in the music standards: Novice and Intermediate.
Novice is the term used to identify standards for students in grades 5-7 who have begun to specialize in a specific type of music performance.
Intermediate is the term that identifies standards for students who continue to specialize in specific skills necessary for participation in Performing Ensembles or Harmonizing Instrument ensembles through 8th grade.

Below are a few examples of how to read the numbering system for Music:

MU:Cr1.1.PK				
MU	**Cr**	**1**	**1**	**PK**
Arts discipline of Music	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

MU:Pr5.1.4				
MU	**Pr**	**5**	**1**	**4**
Arts discipline of Music	Artistic process of Performing	Anchor standard five	Process component	Grade four

MU:Re8.1.6				
MU	**Re**	**8**	**1**	**6**
Arts discipline of Music	Artistic process of Responding	Anchor standard eight	Process component	Grade six

MU:Cn10.1.H.II				
MU	**Cn**	**10**	**1**	**H.II**
Arts discipline of Music	Artistic process of Connecting	Anchor standard ten	Process component	Harmonizing Instruments and the Roman numeral II is the high school level accomplished

Pre-Kindergarten
THROUGH
8th Grade
[MUSIC]

1087

CREATING

MU: Cr1.1.PK	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. With substantial **guidance**, **explore** and experience a variety of music.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.PK	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. With substantial **guidance**, **explore** favorite **musical ideas** (such as **movements**, **vocalizations**, or instrumental accompaniments). b. With substantial **guidance**, select and keep track of the order for performing original **musical ideas**, using **iconic notation** and/or recording technology.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.PK	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. With substantial **guidance**, consider personal, peer, and teacher feedback when **demonstrating** and **refining** personal **musical ideas**.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.PK	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. With substantial **guidance**, **share** revised personal **musical ideas** with peers.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

PK

PERFORMING

MU: Pr4.1.PK

Select, analyze, and interpret artistic work for presentation.
Select varied musical works to present based on interest, knowledge, technical skill, and context.

SELECT

a. With substantial **guidance**, **demonstrate** and state preference for varied musical selections.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.PK

Select, analyze, and interpret artistic work for presentation.
Analyze the structure and context of varied musical works and their implications for performance.

ANALYZE

a. With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

MU: Pr4.3.PK

Select, analyze, and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET 1089

a. With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo**).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?

MU: Pr5.1.PK

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. With substantial **guidance**, practice and **demonstrate** what they like about their own **performances**.
b. With substantial **guidance**, apply personal, peer, and teacher feedback to **refine performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

PK

MU: Pr6.1.PK	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. With substantial **guidance**, **perform** music with **expression**.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.PK	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. With substantial **guidance**, state personal interests and **demonstrate** why they prefer some music selections over others.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.PK	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. With substantial **guidance**, **explore** musical contrasts in music.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.PK	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. With substantial **guidance**, **explore** music's **expressive qualities** (such as **dynamics** and **tempo**).	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?

1090

PK

RESPONDING

MU: Re9.1.PK

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. With substantial **guidance**, talk about personal and expressive preferences in music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.PK

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.PKa With substantial **guidance**, **share** revised **musical ideas** with peers.
MU:Pr4.1.PKa With substantial **guidance**, **demonstrate** and state preference for varied musical selections.
MU:Pr4.3.PKa With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo**).

1091

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

MU: Cn11.0.PK

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Pr4.2.PKa With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts.
MU:Re7.2.PKa With substantial **guidance**, **explore** musical contrasts in music.
MU:Re9.1.PKa With substantial **guidance**, talk about their personal and expressive preferences in music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

K

CREATING

MU: Cr1.1.K

Generate and conceptualize artistic ideas and work.
Generate musical ideas for various purposes and contexts.

IMAGINE

a. With **guidance**, **explore** and experience music **concepts** (such as **beat** and **melodic contour**).
b. With **guidance**, generate **musical ideas** (such as **movements** or **motives**).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.K

Organize and develop artistic ideas and work.
Select and develop musical ideas for defined purposes and contexts.

PLAN / MAKE

a. With **guidance**, **demonstrate** and choose favorite **musical ideas**.
b. With **guidance**, organize personal **musical ideas** using **iconic notation** and/or recording technology.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?

MU: Cr3.1.K

Refine and complete artistic work.
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

EVALUATE / REFINE

a. With **guidance**, apply personal, peer, and teacher feedback in **refining** personal **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

MU: Cr3.2.K

Refine and complete artistic work.
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

PRESENT

a. With **guidance**, **demonstrate** a final version of personal **musical ideas** to peers.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

1092

K

PERFORMING

MU: Pr4.1.K	**Select, analyze, and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. With **guidance**, **demonstrate** and state personal interest in varied musical selections.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.K	**Select, analyze, and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. With **guidance**, **explore** and **demonstrate** awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for **performance**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance?
MU: Pr4.3.K	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. With **guidance**, **demonstrate** awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.K	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. With **guidance**, apply personal, teacher, and peer feedback to **refine performances**. b. With **guidance**, use suggested strategies in rehearsal to improve the **expressive qualities** of music.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?

1093

K

PERFORMING

MU: Pr6.1.K

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. With **guidance**, **perform** music with **expression**.
b. **Perform** appropriately for the audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.K

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

SELECT

a. With **guidance**, list personal interests and experiences and **demonstrate** why they prefer some music selections over others.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

1094

MU: Re7.2.K

Perceive and analyze artistic work.

Analyze how the structure and context of varied musical works inform the response.

ANALYZE

a. With **guidance**, **demonstrate** how a specific music **concept** (such as **beat** or **melodic direction**) is used in music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?

MU: Re8.1.K

Interpret intent and meaning in artistic work.

Support interpretations of musical works that reflect creators'/performers' expressive intent.

INTERPRET

a. With **guidance**, **demonstrate** awareness of **expressive qualities** (such as **dynamics** and **tempo**) that reflect creators'/performers' **expressive intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?

K

RESPONDING

MU: Re9.1.K

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. With **guidance**, apply personal and expressive preferences in the evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.K

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.Ka With **guidance**, **demonstrate** a final version of personal **musical ideas** to peers.
MU:Pr4.1.Ka With **guidance**, **demonstrate** and state personal interest in varied musical selections.
MU:Pr4.3.Ka With **guidance**, **demonstrate** awareness of **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.

1095

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

MU: Cn11.0.K

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:

MU:Pr4.2.Ka With **guidance**, **explore** and **demonstrate** awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for **performance**.
MU:Re7.2.Ka With **guidance**, **demonstrate** how a specific music **concept** (such as **beat** or **melodic direction**) is used in music.
MU:Re9.1.Ka With **guidance**, apply personal and expressive preferences in the evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1

CREATING

MU: Cr1.1.1

Generate and conceptualize artistic ideas and work.
Generate musical ideas for various purposes and contexts.

IMAGINE

a. With limited **guidance**, create **musical ideas** (such as answering a musical question) for a specific **purpose**.
b. With limited **guidance**, generate **musical ideas** in multiple **tonalities** (such as **major** and **minor**) and **meters** (such as duple and triple).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.1

Organize and develop artistic ideas and work.
Select and develop musical ideas for defined purposes and contexts.

PLAN / MAKE

a. With limited **guidance**, **demonstrate** and discuss personal reasons for selecting **musical ideas** that represent **expressive intent**.
b. With limited **guidance**, use **iconic** or **standard notation** and/or recording technology to document and organize personal **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions? 1096

MU: Cr3.1.1

Refine and complete artistic work.
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

EVALUATE / REFINE

a. With limited **guidance**, discuss and apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

MU: Cr3.2.1

Refine and complete artistic work.
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

PRESENT

a. With limited **guidance**, convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers or informal audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

1

PERFORMING

MU: Pr4.1.1	**Select, analyze, and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. With limited **guidance**, **demonstrate** and discuss personal interest in, knowledge about, and **purpose** of varied musical selections.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.1	**Select, analyze, and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. With limited **guidance**, **demonstrate** knowledge of music **concepts** (such as **beat** and **melodic contour**) in music from a variety of **cultures** selected for **performance**. b. When analyzing selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance?
MU: Pr4.3.1	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Demonstrate** and describe music's **expressive qualities** (such as **dynamics** and **tempo**).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

1097

1

PERFORMING

MU: Pr5.1.1

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. With limited **guidance**, apply personal, teacher, and peer feedback to **refine performances**.
b. With limited **guidance**, use suggested strategies in rehearsal to address interpretive challenges of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.1

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. With limited **guidance**, **perform** music for a specific **purpose** with **expression**.
b. **Perform** appropriately for the audience and **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1098

RESPONDING

MU: Re7.1.1

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. With limited **guidance**, identify and **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

RESPONDING

MU: Re7.2.1	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. With limited **guidance**, **demonstrate** and identify how specific music **concepts** (such as **beat** or pitch) are used in various styles of music for a **purpose**.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.1	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. With limited **guidance**, **demonstrate** and identify **expressive qualities** (such as **dynamics** and **tempo**) that reflect creators'/performers' **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?
MU: Re9.1.1	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.	
	ENDURING UNDERSTANDING The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

1099

CONNECTING 1

MU: Cn10.0.1

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr2.1.1a With limited **guidance**, **demonstrate** and discuss personal reasons for selecting **musical ideas** that represent **expressive intent**.
MU:Cr3.2.1a With limited **guidance**, convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers or informal audience.
MU:Pr4.3.1a **Demonstrate** and describe music's **expressive qualities** (such as **dynamics** and **tempo**).
MU:Re7.1.1a With limited **guidance**, identify and **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

MU: Cn11.0.1

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT
1100

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

Embedded within:
MU:Cr1.1.1a With limited **guidance**, create **musical ideas** (such as answering a musical question) for a specific **purpose**.
MU:Pr4.2.1a With limited **guidance**, **demonstrate** knowledge of music **concepts** (such as **beat** and **melodic contour**) in music from a variety of **cultures** selected for **performance**.
MU:Pr6.1.1a With limited **guidance**, **perform** music for a specific **purpose** with **expression**.
MU:Re7.2.1a With limited **guidance**, **demonstrate** and identify how specific music **concepts** (such as **beat** or pitch) is used in various styles of music for a **purpose**.
MU:Re9.1.1a With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

2

CREATING

MU: Cr1.1.2	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Improvise **rhythmic and melodic patterns** and **musical ideas** for a specific **purpose**. b. Generate **musical** patterns and **ideas** within the **context** of a given **tonality** (such as **major** and **minor**) and **meter** (such as duple and triple).	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.2	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. **Demonstrate** and explain personal reasons for selecting patterns and ideas for music that represent **expressive intent**. b. Use **iconic** or **standard** notation and/or recording technology to combine, sequence, and document personal **musical ideas**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions? 1101
MU: Cr3.1.2	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. **Interpret** and apply personal, peer, and teacher feedback to revise personal music.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.2	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers or informal audience.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

2

PERFORMING

MU: Pr4.1.2	**Select, analyze, and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. **Demonstrate** and explain personal interest in, knowledge about, and **purpose** of varied musical selections.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.2	**Select, analyze, and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. **Demonstrate** knowledge of music **concepts** (such as **tonality** and **meter**) in music from a variety of **cultures** selected for **performance**. b. When analyzing selected music, read and perform **rhythmic** and **melodic patterns** using **iconic** or **standard notation**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance? 1102
MU: Pr4.3.2	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Demonstrate** understanding of **expressive qualities** (such as **dynamics** and **tempo**) and how **creators** use them to convey **expressive intent**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

2

PERFORMING

MU: Pr5.1.2

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Apply **established criteria** to judge the accuracy, expressiveness, and effectiveness of **performances**.
b. Rehearse, identify and apply strategies to address interpretive, performance, and **technical challenges** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.2

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. **Perform** music for a specific **purpose** with **expression** and **technical accuracy**.
b. **Perform** appropriately for the audience and **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1103

RESPONDING

MU: Re7.1.2

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. Explain and **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

MU: Re7.2.2

Perceive and analyze artistic work.
Analyze how the structure and context of varied musical works inform the response.

ANALYZE

a. Describe how specific music-**concepts** are used to support a specific **purpose** in music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?

RESPONDING

MU: Re8.1.2

Interpret intent and meaning in artistic work.
Support interpretations of musical works that reflect creators'/performers' expressive intent.

INTERPRET

a. **Demonstrate** knowledge of music **concepts** and how they support creators'/performers' **expressive intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?

MU: Re9.1.2

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Apply personal and expressive preferences in the evaluation of music for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

1104

CONNECTING

MU: Cn10.0.2

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr2.1.2a **Demonstrate** and explain personal reasons for selecting patterns and ideas for their music that represent **expressive intent**.
MU:Cr3.2.2a Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers or informal audience.
MU:Pr4.3.2a **Demonstrate** understanding of **expressive qualities** (such as **dynamics** and **tempo**) and how **creators** use them to convey **expressive intent**.
MU:Re7.1.2a Explain and **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

2

CONNECTING

MU: Cn11.0.2

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:

MU:Cr1.1.2a Improvise **rhythmic and melodic** patterns and **musical ideas** for a specific **purpose**.

MU:Pr4.2.2a **Demonstrate** knowledge of music **concepts** (such as **tonality** and **meter**) in music from a variety of **cultures** selected for **performance**.

MU:Pr6.1.2a **Perform** music for a specific **purpose** with **expression** and **technical accuracy**.

MU:Re7.1.2a Describe how specific music-**concepts** are used to support a specific **purpose** in music.

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1105

CREATING

MU: Cr1.1.3	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Improvise rhythmic and melodic ideas, and describe **connection** to specific **purpose** and **context** (such as **personal** and **social**). b. Generate **musical ideas** (such as **rhythms** and **melodies**) within a given **tonality** and/or **meter**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.3	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. **Demonstrate** selected **musical ideas** for a simple **improvisation** or **composition** to express **intent**, and describe **connection** to a specific **purpose** and **context**. b. Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic and melodic **musical ideas**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.3	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate, **refine**, and document revisions to personal **musical ideas**, applying **teacher-provided** and **collaboratively-developed criteria** and feedback.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.3	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. **Present** the final version of personal created music to others, and describe **connection** to **expressive intent**.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

1106

PERFORMING

MU: Pr4.1.3	**Select, analyze, and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose**, and **context**.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.3	**Select, analyze, and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. **Demonstrate** understanding of the **structure** in music selected for **performance**. b. When analyzing selected music, read and perform **rhythmic patterns** and melodic **phrases** using **iconic** and **standard notation**. c. Describe how **context** (such as **personal** and **social**) can inform a **performance**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance? 1107
MU: Pr4.3.3	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Demonstrate** and describe how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

PERFORMING

MU: Pr5.1.3

Develop and refine artistic techniques and work for presentation.

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy of **ensemble performances**.
b. Rehearse to **refine technical accuracy**, **expressive qualities**, and identified performance challenges.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.3

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. **Perform** music with **expression** and **technical accuracy**.
b. **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context** and **venue**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1108

RESPONDING

MU: Re7.1.3

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

SELECT

a. **Demonstrate** and describe how selected music connects to and is influenced by specific interests, experiences, or **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

RESPONDING

MU: Re7.2.3	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. **Demonstrate** and describe how a response to music can be informed by the **structure**, the use of the **elements of music**, and **context** (such as **personal** and **social**).	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.3	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. **Demonstrate** and describe how the **expressive qualities** (such as **dynamics** and **tempo**) are used in performers' **interpretations** to reflect **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent? 1109
MU: Re9.1.3	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**. Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**.	
	ENDURING UNDERSTANDING The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

3

CONNECTING

MU: Cn10.0.3

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr2.1.3a **Demonstrate** selected **musical ideas** for a simple **improvisation** or **composition** to express **intent**, and describe **connection** to a specific **purpose** and **context**.
MU:Cr3.2.3a **Present** the final version of created music for others, and describe **connection** to **expressive intent**.
MU:Pr4.1.3a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose**, and **context**.
MU:Pr4.3.3a **Demonstrate** and describe how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).
MU:Re7.1.3a **Demonstrate** and describe how selected music connects to and is influenced by specific interests, experiences, or **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

MU: Cn11.0.3

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT 1110

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

Embedded within:
MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe **connection** to specific **purpose** and **context** (such as **personal** and **social**).
MU:Pr4.2.3c Describe how **context** (such as **personal** and **social**) can inform a **performance**.
MU:Pr6.1.3b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context** and **venue**.
MU:Re7.2.3a **Demonstrate** and describe how a response to music can be informed by the **structure**, the use of the **elements of music**, and **context** (such as **personal** and **social**).
MU:Re9.1.3a Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

4

CREATING

MU: Cr1.1.4	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social** and **cultural**). b. Generate **musical ideas** (such as **rhythms**, **melodies**, and simple accompaniment patterns) within related **tonalities** (such as **major** and **minor**) and **meters**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.4	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. **Demonstrate** selected and organized **musical ideas** for an **improvisation**, **arrangement**, or **composition** to express **intent**, and explain **connection** to **purpose** and **context**. b. Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, and simple harmonic **musical ideas**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions? 1111
MU: Cr3.1.4	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed criteria** and feedback to show improvement over time.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.4	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. **Present** the final version of personal created music to others, and explain **connection** to **expressive intent**.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

PERFORMING

MU: Pr4.1.4	**Select, analyze, and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, and **technical skill**.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.4	**Select, analyze, and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. **Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm**, **pitch**, and **form**) in music selected for **performance**. b. When analyzing selected music, read and perform using **iconic** and/or **standard notation**. c. Explain how **context** (such as **social** and **cultural**) informs a **performance**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance? 1112
MU: Pr4.3.4	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, and **timbre**).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

PERFORMING

MU: Pr5.1.4

Develop and refine artistic techniques and work for presentation.

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy and expressiveness of **ensemble** and personal **performances**.
b. Rehearse to **refine technical accuracy** and **expressive qualities**, and address performance challenges.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.4

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. **Perform** music, alone or with others, with **expression** and **technical accuracy**, and appropriate **interpretation**.
b. **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, and **genre**.

1113

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.4

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

SELECT

a. **Demonstrate** and explain how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

RESPONDING

MU: Re7.2.4	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. **Demonstrate** and explain how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social** and **cultural**).	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.4	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. **Demonstrate** and explain how the **expressive qualities** (such as **dynamics**, **tempo**, and **timbre**) are used in performers' and personal **interpretations** to reflect **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?
MU: Re9.1.4	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**.	
	ENDURING UNDERSTANDING The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

1114

4

CONNECTING

MU: Cn10.0.4

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr2.1.4a **Demonstrate** selected and organized **musical ideas** for an **improvisation**, **arrangement**, or **composition** to express **intent**, and explain **connection** to **purpose** and **context**.
MU:Cr3.2.4a **Present** the final version of created music for others, and explain **connection** to **expressive intent**.
MU:Pr4.1.4a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, context, and **technical skill**.
MU:Pr4.3.4a **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, and **timbre**).
MU:Re7.1.4a **Demonstrate** and explain how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

1115

MU: Cn11.0.4

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social** and **cultural**).
MU:Pr4.2.4c Explain how **context** (such as **social** and **cultural**) informs a **performance**.
MU:Pr6.1.4b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, and **genre**.
MU:Re7.2.4a **Demonstrate** and explain how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social** and **cultural**).
MU:Re9.1.4a Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CREATING

MU: Cr1.1.5	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and **historical**). b. Generate **musical ideas** (such as **rhythms**, **melodies**, and accompaniment patterns) within specific related **tonalities**, **meters**, and simple chord changes.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.5	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. **Demonstrate** selected and developed **musical ideas** for **improvisations**, **arrangements**, or **compositions** to express **intent**, and explain **connection** to **purpose** and **context**. b. Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic **musical ideas**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions? 1116
MU: Cr3.1.5	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively-developed criteria** and feedback, and explain rationale for changes.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

CREATING

MU: Cr3.2.5

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

PRESENT

a. **Present** the final version of personal created music to others that **demonstrates craftsmanship**, and explain **connection** to **expressive intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.5

Select, analyze, and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

SELECT

a. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, and **context**, as well as their personal and others' **technical skill**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

1117

MU: Pr4.2.5

Select, analyze, and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

ANALYZE

a. **Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm**, **pitch**, **form**, and **harmony**) in music selected for **performance**.
b. When analyzing selected music, read and perform using **standard notation**.
c. Explain how **context** (such as **social**, **cultural**, and **historical**) informs **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

PERFORMING

MU: Pr4.3.5	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and **articulation**/**style**).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.5	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Apply **teacher-provided** and **established criteria** and feedback to evaluate the accuracy and expressiveness of **ensemble** and personal **performances**. b. Rehearse to refine **technical accuracy** and **expressive qualities** to address challenges, and show improvement over time.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance? 1118
MU: Pr6.1.5	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** music, alone or with others, with **expression**, **technical accuracy**, and appropriate **interpretation**. b. **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, and **style**.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.5	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. **Demonstrate** and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.5	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. **Demonstrate** and explain, citing evidence, how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social**, **cultural**, and **historical**).	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.5	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. **Demonstrate** and explain how the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and **articulation**) are used in performers' and personal **interpretations** to reflect **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?

1119

5

RESPONDING

MU: Re9.1.5 **Apply criteria to evaluate artistic work.**

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, citing evidence from the **elements of music**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.5 **Synthesize and relate knowledge and personal experiences to make art.**

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.5a **Demonstrate** selected and developed **musical ideas** for **improvisations**, **arrangements**, or **compositions** to express **intent**, and explain **connection** to **purpose** and **context**.

MU:Cr3.2.5a **Present** the final version of created music for others that **demonstrates craftsmanship**, and explain **connection** to **expressive intent**.

MU:Pr4.1.5a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, as well as their personal and others' **technical skill**.

MU:Pr4.3.5a **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and **articulation**/**style**).

MU:Re7.1.5a **Demonstrate** and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, **purposes**, or **contexts**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

5

CONNECTING

MU: Cn11.0.5

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and **historical**).

MU:Pr4.2.5c Explain how **context** (such as **social**, **cultural**, and **historical**) informs **performances**.

MU:Pr6.1.5b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, and **style**.

MU:Re7.2.5a **Demonstrate** and explain, citing evidence, how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social**, **cultural**, and **historical**).

MU:Re9.1.5a Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, citing evidence from the **elements of music**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1121

CREATING

MU: Cr1.1.6	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Generate simple rhythmic, melodic, and harmonic **phrases** within **AB** and **ABA forms** that convey **expressive intent**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.6	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select, organize, construct, and document personal **musical ideas** for **arrangements** and **compositions** within **AB** or **ABA form** that **demonstrate** an effective beginning, middle, and ending, and convey **expressive intent**. b. Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic phrases, and two-chord harmonic **musical ideas**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.6	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate their own work, applying **teacher-provided criteria** such as application of selected **elements of music**, and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from their teacher.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1122

CREATING

MU: Cr3.2.6

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

PRESENT

a. **Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and convey **expressive intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication	When is creative work ready to share?

PERFORMING

MU: Pr4.1.6

Select, analyze, and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

SELECT

a. Apply **teacher-provided criteria** for selecting music to **perform** for a specific **purpose** and/or **context**, and explain why each was chosen.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire? 1123

MU: Pr4.2.6

Select, analyze, and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

ANALYZE

a. Explain how understanding the **structure** and the **elements of music** are used in music selected for **performance**.
b. When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch**, **articulation**, and **dynamics**.
c. Identify how **cultural** and **historical context** inform **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

PERFORMING

MU: Pr4.3.6 — INTERPRET

Select, analyze, and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

a. **Perform** a selected piece of music demonstrating how their **interpretations** of the **elements of music** and the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation**/**style**, and **phrasing**) convey **intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?

MU: Pr5.1.6 — REHEARSE / EVALUATE / REFINE

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

a. Identify and apply **teacher-provided criteria** (such as correct interpretation of notation, **technical accuracy**, originality, and interest) to rehearse, **refine**, and determine when a piece is ready to **perform**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

1124

MU: Pr6.1.6 — PRESENT

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

a. **Perform** the music with **technical accuracy** to convey the **creator's intent**.
b. **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue** and **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.6	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.6	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Describe how the **elements of music** and **expressive qualities** relate to the **structure** of the pieces. b. Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.6	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET 1125
	a. Describe a personal **interpretation** of how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres** and **cultural** and **historical context**, convey **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?

RESPONDING

MU: Re9.1.6

Apply criteria to evaluate artistic work.

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Apply **teacher-provided criteria** to evaluate **musical works** or **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.6

Synthesize and relate knowledge and personal experiences to make art.

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.6a Select, organize, construct, and document personal **musical ideas** for **arrangements** and **compositions** within **AB** or **ABA form** that **demonstrate** an effective beginning, middle, and ending, and convey **expressive intent**.

MU:Cr3.2.6a **Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and convey **expressive intent**.

MU:Pr4.1.6a Apply **teacher-provided criteria** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.

MU:Pr4.3.6a **Perform** a selected piece of music demonstrating how their **interpretations** of the **elements of music** and the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation**/**style**, and **phrasing**) convey **intent**.

MU:Re7.1.6a Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

6

CONNECTING

MU: Cn11.0.6

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic **phrases** within **AB** and **ABA forms** that convey **expressive intent**.
MU:Pr4.2.6c Identify how **cultural** and **historical context** inform the **performances**.
MU:Pr6.1.6b **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue** and **purpose**.
MU:Re7.2.6b Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.
MU:Re9.1.6a Apply **teacher-provided criteria** to evaluate **musical works** or **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1127

CREATING

MU: Cr1.1.7	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Generate rhythmic, melodic, and harmonic **phrases** and variations over harmonic accompaniments within **AB**, **ABA**, or **theme and variation forms** that convey **expressive intent**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.7	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select, organize, develop and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **AB**, **ABA**, or **theme and variation forms** that **demonstrate unity** and **variety** and convey **expressive intent**. b. Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic phrases, and **harmonic sequences**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.7	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate their own work, applying selected **criteria** such as appropriate application of **elements of music** including **style**, **form**, and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from others (teacher and peers).	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1128

CREATING

MU: Cr3.2.7 — PRESENT

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate **unity** and **variety**, and convey **expressive intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication	When is creative work ready to share?

PERFORMING

MU: Pr4.1.7 — SELECT

Select, analyze, and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Apply **collaboratively-developed criteria** for selecting music of contrasting styles for a **program** with a specific **purpose** and/or **context** and, after discussion, identify **expressive qualities**, **technical challenges**, and reasons for choices.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

1129

MU: Pr4.2.7 — ANALYZE

Select, analyze, and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

a. Explain and demonstrate the **structure** of contrasting pieces of music selected for **performance** and how **elements of music** are used.
b. When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch** **articulation**, **dynamics**, **tempo**, and **form**.
c. Identify how **cultural** and **historical context** inform **performances** and result in different music **interpretations**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

7

PERFORMING

MU: Pr4.3.7	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Perform** contrasting pieces of music demonstrating their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.7	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Identify and apply **collaboratively-developed criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance? 1130
MU: Pr6.1.7	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** the music with **technical accuracy** and stylistic **expression** to convey the **creator's intent**. b. **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and **context**.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.7	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Select or choose contrasting music to listen to and compare the **connections** to specific interests or experiences for a specific **purpose**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.7	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Classify and explain how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces. b. Identify and compare the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.7	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Describe a personal **interpretation** of contrasting works and explain how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods**, convey **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?

1131

RESPONDING

MU: Re9.1.7 **Apply criteria to evaluate artistic work.** EVALUATE

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

a. Select from **teacher-provided criteria** to evaluate **musical works** or **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.7 **Synthesize and relate knowledge and personal experiences to make art.** CONNECT

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.7a Select, organize, develop and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **AB**, **ABA**, or **theme and variation forms** that **demonstrate unity** and **variety** and convey **expressive intent**.

MU:Cr3.2.7a **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate **unity** and **variety**, and convey **expressive intent**.

MU:Pr4.1.7a Apply **collaboratively-developed criteria** for selecting music of contrasting styles for a **program** with a specific **purpose** and/or **context** and, after discussion, identify **expressive qualities**, **technical challenges**, and reasons for choices.

MU:Pr4.3.7a **Perform** contrasting pieces of music demonstrating their personal **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation**/**style**, and **phrasing**) convey **intent**.

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the **connection** to specific interests or experiences for a specific **purpose**.

1132

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

7

CONNECTING

MU: Cn11.0.7

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic **phrases** and variations over harmonic accompaniments within **AB**, **ABA**, or **theme** and **variation forms** that convey **expressive intent**.

MU:Pr4.2.7c Identify how **cultural** and **historical context** inform **performance** and results in different music **interpretations**.

MU:Pr6.1.7b **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and **context**.

MU:Re7.2.7b Identify and compare the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.

MU:Re9.1.7a Select from **teacher-provided criteria** to evaluate **musical works** or **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1133

8

CREATING

MU: Cr1.1.8	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Generate rhythmic, melodic and harmonic **phrases** and harmonic accompaniments within **expanded forms** (including introductions, transitions, and codas) that convey **expressive intent**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.8	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate tension** and **release**, **unity** and **variety**, balance, and convey **expressive intent**. b. Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal rhythmic **phrases**, melodic phrases, and **harmonic sequences**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.8	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate their own work by selecting and applying **criteria** including appropriate application of **compositional techniques**, **style**, **form**, and use of sound sources. b. Describe the rationale for **refining** works by explaining the choices, based on evaluation **criteria**.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1134

CREATING

MU: Cr3.2.8

Refine and complete artistic work.

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

PRESENT

a. **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of **compositional techniques** for creating **unity** and **variety**, **tension and release**, and balance to convey **expressive intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.8

Select, analyze, and interpret artistic work for presentation.

Select varied musical works to present based on interest, knowledge, technical skill, and context.

SELECT

a. Apply **personally-developed criteria** for selecting music of contrasting styles for a **program** with a specific **purpose** and/or **context**, and explain **expressive qualities**, **technical challenges**, and reasons for choices.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

1135

MU: Pr4.2.8

Select, analyze, and interpret artistic work for presentation.

Analyze the structure and context of varied musical works and their implications for performance.

ANALYZE

a. Compare the **structure** of contrasting pieces of music selected for **performance**, explaining how the **elements of music** are used in each.
b. When analyzing selected music, **sight-read** in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
c. Identity how **cultural** and **historical context** inform **performances** and result in different musical effects.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

8

PERFORMING

MU: Pr4.3.8	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Perform** contrasting pieces of music, demonstrating as well as explaining how the music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.8	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Identify and apply **personally-developed criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, **variety**, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance? 1136
MU: Pr6.1.8	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** the music with **technical accuracy**, stylistic **expression**, and **culturally authentic practices** in music to convey the **creator's intent**. b. **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and **style**.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.8	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Select **programs** of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.8	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Compare how the **elements of music** and **expressive qualities** relate to the **structure** within **programs** of music. b. Identify and compare the **context** of **programs** of music from a variety of **genres**, **cultures**, and **historical periods**.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.8	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET 1137
	a. Support personal **interpretation** of contrasting **programs** of music and explain how creators' or performers' apply the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods** to convey **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?

8

RESPONDING

MU: Re9.1.8 **Apply criteria to evaluate artistic work.**

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Apply appropriate **personally-developed criteria** to evaluate **musical works** or **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.8 **Synthesize and relate knowledge and personal experiences to make art.**

Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.8a Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate tension** and **release**, **unity** and **variety**, and balance, and convey **expressive intent**.

MU:Cr3.2.8a **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of **compositional techniques** for creating **unity** and **variety**, **tension** and **release**, and balance to convey **expressive intent**.

1138

MU:Pr4.1.8a Apply **personally-developed criteria** for selecting music of contrasting styles for a **program** with a specific **purpose** and/or **context**, and explain **expressive qualities**, **technical challenges**, and reasons for choices.

MU:Pr4.3.8a **Perform** contrasting pieces of music, demonstrating as well as explaining how the music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation**/**style**, and **phrasing**).

MU:Re7.1.8a Select **programs** of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

8

CONNECTING

MU: Cn11.0.8

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic **phrases** and harmonic accompaniments within **expanded forms** (including introductions, transitions, and codas) that convey **expressive intent**.

MU:Pr4.2.8c Identity how **cultural** and **historical context** inform **performance** and results in different musical effects.

MU:Pr6.1.8b **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and **style**.

MU:Re7.2.8b Identify and compare the **context** of **programs** of music from a variety of **genres**, **cultures**, and **historical periods**.

MU:Re9.1.8a Apply appropriate **personally-developed criteria** to evaluate **musical works** or **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1139

Harmonizing Instruments

[MUSIC]

1140

CREATING

MU: Cr1.1.H.5 NOVICE	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Generate melodic, rhythmic, and harmonic ideas for simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.H.5 NOVICE	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select, develop, and use **standard notation** or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.H.5 NOVICE	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1141

CREATING

MU: Cr3.2.H.5 NOVICE

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** final versions of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.H.5 NOVICE

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Describe and demonstrate how a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill**, as well as the **context** of the **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire? 1142

MU: Pr4.2.H.5 NOVICE

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. Identify prominent melodic and harmonic characteristics in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance**, including at least some based on reading **standard notation**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

PERFORMING

MU: Pr4.3.H.5 NOVICE	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Demonstrate and describe in **interpretations** an understanding of the **context** and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, and chordal accompaniments.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.H.5 NOVICE	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Apply **teacher-provided criteria** to critique individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and **refine** the performances.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?
MU: Pr6.1.H.5 NOVICE	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** with **expression** and **technical accuracy** in individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the **context**.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1143

RESPONDING

MU: Re7.1.H.5 NOVICE

Perceive and analyze artistic work. SELECT

Choose music appropriate for a specific purpose or context.

a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and **connections** to interest, **purpose**, or personal experience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

MU: Re7.2.H.5 NOVICE

Perceive and analyze artistic work. ANALYZE

Analyze how the structure and context of varied musical works inform the response.

a. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) inform the response.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?

1144

MU: Re8.1.H.5 NOVICE

Interpret intent and meaning in artistic work. INTERPRET

Support interpretations of musical works that reflect creators'/performers' expressive intent.

a. Identify **interpretations** of the **expressive intent** and meaning of musical selections, referring to the **elements of music**, **context** (**personal** or **social**), and (when appropriate) the **setting of the text**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern musical creators' and performers' expressive intent?

RESPONDING

MU: Re9.1.H.5
NOVICE

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Identify and describe how interest, experiences, and **contexts** (**personal** or **social**) effect the evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.H.5
NOVICE

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.H.5a **Share** final versions of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.
MU:Pr4.1.H.5a Describe and demonstrate how a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skills**, as well as the **context** of the **performances**.
MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and **connections** to interest, **purpose**, or experiences.

1145

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

CONNECTING

MU: Cn11.0.H.5
NOVICE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Pr4.3.H.5a Demonstrate and describe in **interpretations** an understanding of the **context** and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance**.
MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) influence the response.
MU:Re9.1.H.5a Identify and describe how interest, experiences and **contexts** (**personal** or **social**) effect the evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1146

CREATING

MU: Cr1.1.H.8 INTERMEDIATE	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Generate melodic, rhythmic, and harmonic ideas for **melodies** (created over specified **chord progressions** or **AB**/**ABA forms**) and two-to-three-chord accompaniments for given melodies.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.H.8 INTERMEDIATE	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **melodies** (created over specified **chord progressions** or **AB**/**ABA forms**) and two-to-three-chord accompaniments for given melodies.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.H.8 INTERMEDIATE	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of **melodies** (created over specified **chord progressions** or **AB**/**ABA forms**) and two-to-three-chord accompaniments for given melodies.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1147

CREATING

MU: Cr3.2.H.8
INTERMEDIATE

Refine and complete artistic work. PRESENT
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** final versions of **melodies** (created over specified **chord progressions** or **AB**/**ABA forms**) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.H.8
INTERMEDIATE

Select, analyze and interpret artistic work for presentation. SELECT
Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Describe and demonstrate how a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill** (citing **technical challenges** that need to be addressed), as well as the **context** of the **performances**.

1148

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.H.8
INTERMEDIATE

Select, analyze and interpret artistic work for presentation. ANALYZE
Analyze the structure and context of varied musical works and their implications for performance.

a. Identify prominent melodic, harmonic, and **structural** characteristics and **context** (**social**, **cultural**, or **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance**, including at least some based on reading **standard notation**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

8 INTERMEDIATE

PERFORMING

MU: Pr4.3.H.8 INTERMEDIATE	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Demonstrate and describe in **interpretations** an understanding of the **context** (**social**, **cultural**, or **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, and chordal accompaniments.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.H.8 INTERMEDIATE	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Apply **teacher-provided criteria** to critique individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and **refine** the performances.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?
MU: Pr6.1.H.8 INTERMEDIATE	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** with **expression** and **technical accuracy** in individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, or **historical**).	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1149

RESPONDING

MU: Re7.1.H.8 INTERMEDIATE	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Explain reasons for selecting music citing characteristics found in the music and **connections** to interest, **purpose**, and context.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.H.8 INTERMEDIATE	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Describe how the way that the **elements of music** are manipulated and knowledge of the **context** (**social** and **cultural**) inform the response.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response? 1150
MU: Re8.1.H.8 INTERMEDIATE	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Identify and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context**, and (when appropriate) the **setting of the text**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

RESPONDING

MU: Re9.1.H.8
INTERMEDIATE

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Explain the influence of experiences and **contexts** (**personal**, **social**, or **cultural**) on interest in and the evaluation of a varied **repertoire** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.H.8
INTERMEDIATE

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.H.8a **Share** final versions of **melodies** (created over specified **chord progressions** or **AB**/**ABA forms**) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.
MU:Pr4.1.H.8a Describe and demonstrate how a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skills** (citing **technical challenges** that need to be addressed), as well as the **context** of the **performances**.
MU:Re7.1.H.8a Cite reasons for how the musical selections use the **elements of music** and make connections to specific interests, **purposes**, and experiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

8 INTERMEDIATE

CONNECTING

MU: Cn11.0.H.8
INTERMEDIATE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Pr4.3.H.8a Demonstrate and describe in **interpretations** an understanding of the **context** (**social**, **cultural**, or **historical**) and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance**.
MU:Re7.2.H.8a Describe how the way that the **elements of music** are manipulated and knowledge of the **context** (**social** and **cultural**) influence the response.
MU:Re9.1.H.8a Explain the influence of experiences and **contexts** (**personal**, **social**, or **cultural**) on interest in and the evaluation of a varied **repertoire** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1152

HS PROFICIENT

CREATING

MU: Cr1.1.H.I
HS PROFICIENT

Generate and conceptualize artistic ideas and work. IMAGINE

Generate musical ideas for various purposes and contexts.

a. Generate melodic, rhythmic, and harmonic ideas for **improvisations**, **compositions** (**forms** such as **theme and variation** or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.H.I
HS PROFICIENT

Organize and develop artistic ideas and work. PLAN / MAKE

Select and develop musical ideas for defined purposes and contexts.

a. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **improvisations**, **compositions** (**forms** such as **theme and variation** or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions? 1153

MU: Cr3.1.H.I
HS PROFICIENT

Refine and complete artistic work. EVALUATE / REFINE

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Develop and apply **criteria** to critique, improve, and **refine** drafts of **improvisations**, **compositions** (**forms** such as **theme and variation** or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

HS PROFICIENT

CREATING

MU: Cr3.2.H.I
HS PROFICIENT

Refine and complete artistic work. PRESENT
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Perform** final versions of **improvisations**, **compositions** (**forms** such as **theme and variation** or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.H.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation. SELECT
Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Explain the **criteria** used when selecting a varied **repertoire** of music for individual or small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). 1154

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.H.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation. ANALYZE
Analyze the structure and context of varied musical works and their implications for performance.

a. Identify and describe important **theoretical** and **structural** characteristics and **context** (**social**, **cultural**, or **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS PROFICIENT

PERFORMING

MU: Pr4.3.H.I HS PROFICIENT	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Describe in **interpretations** the **context** (**social**, **cultural**, or **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.H.I HS PROFICIENT	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Develop and apply **criteria** to critique individual and small group **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and **refine** the performances.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?
MU: Pr6.1.H.I HS PROFICIENT	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, or **historical**).	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1155

HS PROFICIENT

RESPONDING

MU: Re7.1.H.I HS PROFICIENT	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.H.I HS PROFICIENT	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Compare passages in musical selections and explain how the **elements of music** and **context** (**social**, **cultural**, or **historical**) inform the response.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.H.I HS PROFICIENT	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Explain and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context** (**personal**, **social**, and **cultural**), and (when appropriate) the **setting of the text**, and outside sources.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

1156

HS PROFICIENT

RESPONDING

MU: Re9.1.H.I
HS PROFICIENT

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Develop and apply **teacher-provided** and **established criteria** based on personal preference, **analysis**, and **context** (**personal**, **social**, and **cultural**) to evaluate individual and small group musical selections for listening.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.H.I
HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.H.Ia **Perform** final versions of **improvisations**, **compositions** (**forms** such as **theme** and **variation** or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating **technical skills** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.
MU:Pr4.1.H.Ia Explain the **criteria** used when selecting a varied **repertoire** of music, based on personal interest and **technical skills** for individual or small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
MU:Re7.1.H.Ia Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, **connections** to interest, **purpose**, and **context**.

1157

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

HS PROFICIENT

CONNECTING

MU: Cn11.0.H.I
HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Pr4.3.H.Ia Describe in **interpretations** the **context** (**social**, **cultural**, or **historical**) and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) selected for **performance**.
MU:Re7.2.H.Ia Compare passages in musical selections and explain how the **elements of music** and **context** (**social**, **cultural**, or **historical**) influence the response.
MU:Re9.1.H.Ia Develop and apply **teacher-provided** and **established criteria** based on personal preference, **analysis**, and **context** (**personal**, **social**, and **cultural**) to evaluate individual and small group musical selections for listening.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1158

HS ACCOMPLISHED

CREATING

MU: Cr1.1.H.II HS ACCOMPLISHED	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Generate melodic, rhythmic, and harmonic ideas for **compositions** (**forms** such as rounded **binary** or **rondo**), **improvisations**, accompaniment patterns in a variety of **styles**, and **harmonizations** for given **melodies**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.H.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (**forms** such as rounded **binary** or **rondo**), **improvisations**, accompaniment patterns in a variety of **styles**, and **harmonizations** for given **melodies**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.H.II HS ACCOMPLISHED	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (**forms** such as rounded **binary** or **rondo**), **improvisations**, accompaniment patterns in a variety of **styles**, and **harmonizations** for given **melodies**.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1159

HS ACCOMPLISHED

CREATING

MU: Cr3.2.H.II
HS ACCOMPLISHED

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Perform** final versions of **compositions** (**forms** such as rounded **binary** or **rondo**), **improvisations**, accompaniment patterns in a variety of **styles**, and **harmonizations** for given **melodies**, demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.H.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Develop and apply **criteria** for selecting a varied **repertoire** of music for individual and small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of **styles**.

1160

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.H.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. Identify and describe important **theoretical** and **structural** characteristics and **context** (**social**, **cultural**, and **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of **styles**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS ACCOMPLISHED

PERFORMING

MU: Pr4.3.H.II HS ACCOMPLISHED	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Explain in **interpretations** the **context** (**social**, **cultural**, and **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of **styles**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.H.II HS ACCOMPLISHED	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Develop and apply **criteria** to critique individual and small group **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of **styles**, and create rehearsal strategies to address performance challenges and **refine** the performances.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance? 1161
MU: Pr6.1.H.II HS ACCOMPLISHED	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of **styles**, demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, and **historical**).	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS ACCOMPLISHED

RESPONDING

MU: Re7.1.H.II HS ACCOMPLISHED	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.H.II HS ACCOMPLISHED	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Explain how the **analysis** of the **structures** and **context** (**social**, **cultural**, and **historical**) of contrasting musical selections inform the response.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response? 1162
MU: Re8.1.H.II HS ACCOMPLISHED	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Explain and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context** (**personal**, **social**, and **cultural**), and (when appropriate) the **setting of the text**, and varied researched sources.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

HS ACCOMPLISHED

RESPONDING

MU: Re9.1.H.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Apply **personally-developed** and **established criteria** based on research, personal preference, **analysis**, **interpretation**, **expressive intent**, and **musical qualities** to evaluate contrasting individual and small group musical selections for listening.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.H.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

1163

Embedded within:
MU:Cr3.2.H.IIa **Perform** final versions of **compositions** (**forms** such as rounded **binary** or **rondo**), **improvisations**, accompaniment patterns in a variety of styles, and **harmonizations** for given **melodies**, demonstrating **technical skills** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.
MU:Pr4.1.H.IIa Develop and apply **criteria** for selecting a varied **repertoire** of music, based on personal interest and **technical skills** for individual and small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of **styles**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

HS ACCOMPLISHED

CONNECTING

MU: Cn11.0.H.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Pr4.3.H.IIa Explain in **interpretations** the **context** (**social**, **cultural**, and **historical**) and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of styles selected for **performance**.
MU:Re7.2.H.IIa Explain how the **analysis** of the **structures** and **context** (**social**, **cultural**, and **historical**) from contrasting musical selections influence the response.
MU:Re9.1.H.IIa Apply **personally-developed** and **established criteria** based on research, personal preference, **analysis**, **interpretation**, **expressive intent**, and **musical qualities** to evaluate contrasting individual and small group musical selections for listening.

ENDURING UNDERSTANDING
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)
How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1164

HS ADVANCED

CREATING

MU: Cr1.1.H.III
HS ADVANCED

Generate and conceptualize artistic ideas and work. IMAGINE

Generate musical ideas for various purposes and contexts.

a. Generate melodic, rhythmic, and harmonic ideas for a collection of **compositions** (representing a variety of **forms** and **styles**), **improvisations** in several different styles, and stylistically appropriate **harmonizations** for given **melodies**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.H.III
HS ADVANCED

Organize and develop artistic ideas and work. PLAN / MAKE

Select and develop musical ideas for defined purposes and contexts.

a. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (representing a variety of **forms** and **styles**), **improvisations** in several different styles, and stylistically appropriate **harmonizations** for given **melodies**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?

1165

MU: Cr3.1.H.III
HS ADVANCED

Refine and complete artistic work. EVALUATE / REFINE

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (representing a variety of **forms** and **styles**), **improvisations** in a variety of **styles**, and stylistically appropriate **harmonizations** for given **melodies**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

HS ADVANCED

CREATING

MU: Cr3.2.H.III
HS ADVANCED

Refine and complete artistic work. PRESENT
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Perform** final versions of a collection of **compositions** (representing a variety of **forms** and styles), **improvisations** in several different **styles**, and stylistically appropriate **harmonizations** for given **melodies**, demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.H.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. SELECT
Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Develop and apply **criteria** for selecting a varied **repertoire** for a **program** of music for individual and small group **performances** that include **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in a variety of contrasting **styles**.

1166

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.H.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. ANALYZE
Analyze the structure and context of varied musical works and their implications for performance.

a. Identify and describe important **theoretical** and **structural** characteristics and **context** (**social**, **cultural**, and **historical**) in a varied **repertoire** of music selected for **performance programs** that includes **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in a variety of contrasting **styles**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS ADVANCED

PERFORMING

MU: Pr4.3.H.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET

a. Explain and present **interpretations** that demonstrate and describe the **context** (**social**, **cultural**, and **historical**) and an understanding of the creator's **intent** in **repertoire** for varied **programs** of music that include **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in a variety of contrasting **styles**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

MU: Pr5.1.H.III
HS ADVANCED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Develop and apply **criteria**, including feedback from multiple sources, to critique varied **programs** of music **repertoire** (**melodies**, repertoire pieces, stylistically appropriate accompaniments, **improvisations** in a variety of contrasting **styles**) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and **refine** the performances.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

1167

MU: Pr6.1.H.III
HS ADVANCED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** for **programs** of music that includes **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in a variety of contrasting **styles**, demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, and **historical**).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS ADVANCED

RESPONDING

MU: Re7.1.H.III HS ADVANCED	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Select, describe, and compare a variety of individual and small group musical **programs** from varied **cultures**, **genres**, and **historical periods**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.H.III HS ADVANCED	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Demonstrate and justify how the **structural** characteristics function within a variety of musical selections, and distinguish how **context** (**social**, **cultural**, and **historical**) and creative decisions inform the response.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response? 1168
MU: Re8.1.H.III HS ADVANCED	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Establish and justify **interpretations** of the **expressive intent** and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

HS ADVANCED

RESPONDING

MU: Re9.1.H.III
HS ADVANCED

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on **personally-developed** and **established criteria**, personal decision making, and knowledge and understanding of **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.H.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within: 1169
MU:Cr3.2.H.IIIa **Perform** final versions of a collection of **compositions** (representing a variety of **forms** and **styles**), **improvisations** in several different styles, and stylistically appropriate **harmonizations** for given **melodies**, demonstrating **technical skills** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.
MU:Pr4.1.H.IIIa Develop and apply **criteria** for selecting a varied **repertoire** of music for a **program** of music, based on personal interest and **technical skills**, for individual and small group **performances** that include **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in several different **styles**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

HS ADVANCED

CONNECTING

MU: Cn11.0.H.III
HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

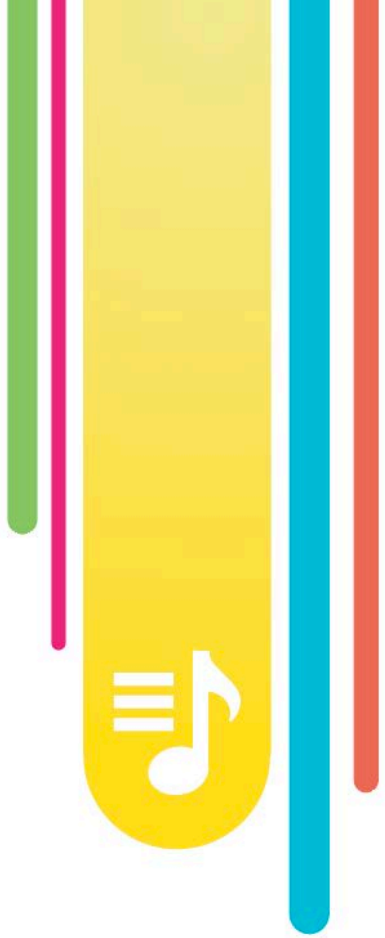
a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Embedded within:
MU:Pr4.3.H.IIIa Explain and present **interpretations** that demonstrate and describe the **context** (**social**, **cultural**, and **historical**) and an understanding of the creator's **intent** in varied **repertoire** for a **program** of music that includes **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in several different **styles**.
MU:Re7.2.H.IIIa Demonstrate and justify how the **structural** characteristics function within a variety of musical selections, and distinguish how **context** (**social**, **cultural**, and **historical**) and creative decisions influence the response.
MU:Re9.1.H.IIIa Develop and justify evaluations of a variety of individual and small group musical selections for listening based on **personally-developed** and **established criteria**, personal decision making, and knowledge and understanding of **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1170

Technology
[MUSIC]



1171

CREATING

MU: Cr1.1.T.I
HS PROFICIENT

Generate and conceptualize artistic ideas and work. IMAGINE

Generate musical ideas for various purposes and contexts.

a. Generate melodic, rhythmic, and harmonic ideas for **compositions** or **improvisations** using **digital tools**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.T.I
HS PROFICIENT

Organize and develop artistic ideas and work. PLAN / MAKE

Select and develop musical ideas for defined purposes and contexts.

a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using **digital tools** and **resources**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?

MU: Cr3.1.T.I
HS PROFICIENT

Refine and complete artistic work. EVALUATE / REFINE

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and **refine** the 1172 **technical** and **expressive aspects** of draft **compositions** and **improvisations**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

MU: Cr3.2.T.I
HS PROFICIENT

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share compositions** or **improvisations** that demonstrate a proficient level of musical and technological **craftsmanship** as well as the use of **digital tools** and **resources** in developing and organizing **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

HS PROFICIENT

PERFORMING

MU: Pr4.1.T.I HS PROFICIENT	**Select, analyze and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. Develop and explain the **criteria** used for selecting a varied **repertoire** of music based on interest, music reading skills, and an understanding of the performer's **technical** and technological **skill**.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.T.I HS PROFICIENT	**Select, analyze and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. Describe how **context**, **structural** aspects of the music, and **digital** media/**tools** inform prepared and improvised **performances**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance?
MU: Pr4.3.T.I HS PROFICIENT	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Demonstrate how understanding the **context**, expressive challenges, and use of **digital tools** in a varied **repertoire** of music influence prepared or improvised **performances**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

1173

HS PROFICIENT

PERFORMING

MU: Pr5.1.T.I
HS PROFICIENT

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

EVALUATE / REFINE

a. Identify and implement rehearsal strategies to improve the **technical** and **expressive aspects** of prepared and improvised **performances** in a varied **repertoire** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.T.I
HS PROFICIENT

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Using **digital tools**, demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.
b. Demonstrate an understanding of the **context** of music through prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1174

RESPONDING

MU: Re7.1.T.I
HS PROFICIENT

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. Cite reasons for choosing music based on the use of the **elements of music**, digital and electronic aspects, and **connections** to interest or **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

HS PROFICIENT

RESPONDING

MU: Re7.2.T.I HS PROFICIENT	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Explain how knowledge of the **structure** (repetition, similarities, contrasts), technological aspects, and **purpose** of the music informs the response.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.T.I HS PROFICIENT	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Explain and support **an interpretation** of the **expressive intent** of musical selections based on treatment of the **elements of music**, digital and electronic features, and **purpose**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent? 1175
MU: Re9.1.T.I HS PROFICIENT	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Evaluate music using **criteria** based on **analysis**, **interpretation**, digital and electronic features, and personal interests.	
	ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

HS PROFICIENT

CONNECTING

MU: Cn10.0.T.I
HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.T.Ia **Share compositions** or **improvisations** that demonstrate a proficient level of musical and technological **craftsmanship** as well as the use of **digital tools** and **resources** in developing and organizing **musical ideas**.
MU:Pr4.I.T.Ia Develop and explain the **criteria** used for selecting a varied **repertoire** of music based on interest, music reading skills, and an understanding of the performer's **technical** and technological **skill**.
MU:Pr4.3.T.Ia Demonstrate how understanding the **context**, expressive challenges, and use of **digital tools** in a varied **repertoire** of music influence prepared or improvised **performances**.
MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the **elements of music**, digital and electronic aspects and **connections** to interest or **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.I
HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT 1176

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

Embedded within:
MU:Cr1.1.T.Ia Generate melodic, rhythmic and harmonic ideas for **compositions** or **improvisations** using **digital tools**.
MU:Pr4.2.T.Ia Describe how **context**, **structural** aspects of the music, and **digital** media/**tools** impact prepared and improvised **performances**.
MU:Pr6.1.T.Ib Demonstrate an attention to and understanding of the **context** of music through prepared and improvised **performance**.
MU:Re7.2.T.Ia Explain how knowledge of the **structure** (repetition, similarities, contrasts), technological aspects, and **purpose** of the music influence the response.
MU:Re8.1.T.Ia Explain and support **an interpretation** of the **expressive intent** of musical selections based on treatment of the **elements of music**, digital and electronic features, and **purpose**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

HS ACCOMPLISHED

CREATING

MU: Cr1.1.T.II
HS ACCOMPLISHED

Generate and conceptualize artistic ideas and work. IMAGINE
Generate musical ideas for various purposes and contexts.

a. Generate melodic, rhythmic, and harmonic ideas for **compositions** and **improvisations** using **digital tools** and **resources**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.T.II
HS ACCOMPLISHED

Organize and develop artistic ideas and work. PLAN / MAKE
Select and develop musical ideas for defined purposes and contexts.

a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits **unity** and **variety** using **digital** and **analog tools**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?

MU: Cr3.1.T.II
HS ACCOMPLISHED

Refine and complete artistic work. EVALUATE / REFINE
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Develop and implement varied strategies to improve and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

MU: Cr3.2.T.II
HS ACCOMPLISHED

Refine and complete artistic work. PRESENT
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share compositions** and **improvisations** that demonstrate an accomplished level of musical and technological **craftsmanship** as well as the use of **digital** and **analog tools** and **resources** in developing and organizing **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

HS ACCOMPLISHED

PERFORMING

MU: Pr4.1.T.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.
Select varied musical works to present based on interest, knowledge, technical skill, and context.

SELECT

a. Develop and apply **criteria** to select a varied **repertoire** to study and perform based on interest; an understanding of **theoretical** and **structural** characteristics of the music; and the performer's **technical skill** using **digital tools** and **resources**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.T.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.
Analyze the structure and context of varied musical works and their implications for performance.

ANALYZE

a. Describe and demonstrate how **context**, **theoretical** and **structural** aspects of the music and **digital** media/**tools** inform and influence prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

1178

MU: Pr4.3.T.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET

a. Demonstrate how understanding the **style**, **genre**, **context**, and use of **digital tools** and **resources** in a varied **repertoire** of music influences prepared or improvised **performances** and performers' **ability** to connect with audiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

HS ACCOMPLISHED

PERFORMING

MU: Pr5.1.T.II
HS ACCOMPLISHED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

EVALUATE / REFINE

a. Develop and implement rehearsal strategies to improve and **refine** the **technical** and **expressive aspects** of prepared and improvised **performances** in a varied **repertoire** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their context, expressive intent, and established criteria.	How do musicians make creative decisions?

MU: Pr6.1.T.II
HS ACCOMPLISHED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Using **digital tools** and **resources**, demonstrate **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, and **genres**.
b. Demonstrate an understanding of the **expressive intent** when connecting with an audience through prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

1179

RESPONDING

MU: Re7.1.T.II
HS ACCOMPLISHED

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. Select and critique contrasting **musical works**, defending opinions based on manipulations of the **elements of music**, digital and electronic aspects, and the **purpose** and **context** of the works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

HS ACCOMPLISHED

RESPONDING

MU: Re7.2.T.II HS ACCOMPLISHED	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Explain how an **analysis** of the **structure**, **context**, and technological aspects of the music informs the response.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.T.II HS ACCOMPLISHED	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Connect the influence of the treatment of the **elements of music**, digital and electronic features, **context**, **purpose**, and other art forms to the **expressive intent** of **musical works**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?
MU: Re9.1.T.II HS ACCOMPLISHED	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Apply **criteria** to evaluate music based on **analysis**, **interpretation**, artistic **intent**, digital, electronic, and analog features, and **musical qualities**.	
	ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

1180

HS ACCOMPLISHED

CONNECTING

MU: Cn10.0.T.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make music.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.T.IIa **Share compositions** and **improvisations** that demonstrate an accomplished level of musical and technological **craftsmanship** as well as the use of **digital** and **analog tools** and **resources** in developing and organizing **musical ideas**.
MU:Pr4.I.T.IIa Develop and apply **criteria** to select a varied **repertoire** to study and perform based on interest; an understanding of **theoretical** and **structural** characteristics of the music; and the performer's **technical skill** using **digital tools** and **resources**.
MU:Pr4.3.T.IIa Demonstrate how understanding the **style**, **genre**, **context**, and use of **digital tools** and **resources** in a varied **repertoire** of music influences prepared or improvised **performances** and performers' **ability** to connect with audiences.
MU:Re7.I.T.IIa Select and critique contrasting **musical works**, defending opinions based on the **elements of music**, digital and electronic aspects and the **purpose** and **context** of the works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT 1181

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

Embedded within:
MU:Cr1.1.T.IIa Generate melodic, rhythmic and harmonic ideas for **compositions** or **improvisations** using **digital tools** and **resources**.
MU:Pr4.2.T.IIa Describe and demonstrate how **context**, **theoretical** and **structural** aspects of the music and **digital** media/**tools** impact and influence prepared and improvised **performances**.
MU:Pr6.1.T.IIb Demonstrate an understanding of the **expressive intent** when connecting with an audience through prepared and improvised **performances**.
MU:Re7.2.T.IIa Explain how an **analysis** of the **structure**, **context**, and technological aspects of the music influences the response.
MU:Re8.1.T.IIa Connect the influence of the treatment of the **elements of music**, digital and electronic features, **context**, **purpose**, and other art forms to the **expressive intent** of **musical works**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

HS ADVANCED

CREATING

MU: Cr1.1.T.III
HS ADVANCED

Generate and conceptualize artistic ideas and work. IMAGINE
Generate musical ideas for various purposes and contexts.

a. Generate melodic, rhythmic, and harmonic ideas for **compositions** and **improvisations** that incorporate **digital tools**, **resources**, and **systems**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.T.III
HS ADVANCED

Organize and develop artistic ideas and work. PLAN / MAKE
Select and develop musical ideas for defined purposes and contexts.

a. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits **unity**, **variety**, complexity, and coherence using **digital** and **analog tools**, **resources**, and **systems**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?

MU: Cr3.1.T.III
HS ADVANCED

Refine and complete artistic work. EVALUATE / REFINE
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Develop and implement varied strategies and apply appropriate **criteria** to improve and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

MU: Cr3.2.T.III
HS ADVANCED

Refine and complete artistic work. PRESENT
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** a portfolio of musical creations representing varied **styles** and **genres** that demonstrates an advanced level of musical and technological **craftsmanship** as well as the use of **digital** and **analog tools**, **resources** and **systems** in developing and organizing **musical ideas**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

HS ADVANCED

PERFORMING

MU: Pr4.1.T.III HS ADVANCED	**Select, analyze and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. Develop and apply **criteria** to select varied **programs** to study and perform based on interest, an understanding of the **theoretical** and **structural** characteristics, as well as expressive challenges in the music, and the performer's **technical** skill using **digital tools**, **resources**, and **systems**.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.T.III HS ADVANCED	**Select, analyze and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. Examine, evaluate and critique how **context**, **theoretical** and **structural** aspects of the music and **digital** media/**tools** inform and influence prepared and improvised **performances**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance? 1183
MU: Pr4.3.T.III HS ADVANCED	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Demonstrate how understanding the **style**, **genre**, **context**, and integration of digital technologies in a varied **repertoire** of music informs and influences prepared and improvised **performances** and their **ability** to connect with audiences.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

HS ADVANCED

PERFORMING

MU: Pr5.1.T.III
HS ADVANCED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

EVALUATE / REFINE

a. Apply appropriate **criteria** as well as feedback from multiple sources and develop and implement varied strategies to improve and **refine** the **technical** and **expressive aspects** of prepared and improvised **performances** in varied **programs** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.T.III
HS ADVANCED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Integrating **digital** and **analog tools** and **resources**, demonstrate an understanding and attention to **technical accuracy** and **expressive qualities** of the music in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, **genres**, and **historical periods**.
b. Demonstrate an **ability** to connect with audience members before, and engaging with and responding to them during prepared and improvised **performances**.

1184

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.T.III
HS ADVANCED

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. Select, describe, and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the **purpose** and **context** of the works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

HS ADVANCED

RESPONDING

MU: Re7.2.T.III HS ADVANCED	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Demonstrate and justify how an **analysis** of the **structural** characteristics, **context**, and technological and creative decisions, informs interest in and response to the music.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.T.III HS ADVANCED	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Examine, cite research and multiple sources to connect the influence of the treatment of the **elements of music**, digital and electronic features, **context**, **purpose**, and other art forms to the **expressive intent** of **musical works**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent? 1185
MU: Re9.1.T.III HS ADVANCED	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Develop and justify the evaluation of a variety of music based on **established** and personally-developed **criteria**, digital, electronic and analog features, and understanding of **purpose** and **context**.	
	ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

HS ADVANCED

CONNECTING

MU: Cn10.0.T.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art. CONNECT

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr3.2.T.IIIa **Share** a portfolio of musical creations representing varied **styles** and **genres** that demonstrates an advanced level of musical and technological **craftsmanship** as well as the use of **digital** and **analog tools**, **resources** and **systems** in developing and organizing **musical ideas**.

MU:Pr4.I.T.IIIa Develop and apply **criteria** to select varied **programs** to study and perform based on interest, an understanding of the **theoretical** and **structural** characteristics, as well as expressive challenges in the music, and the performer's **technical** skill using **digital tools**, **resources**, and **systems**.

MU:Pr4.3.T.IIIa Demonstrate how understanding the **style**, **genre**, **context**, and integration of digital technologies in a varied **repertoire** of music informs and influences prepared and improvised **performances** and their **ability** to connect with audiences.

MU:Re7.I.T.IIIa Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the **purpose** and **context** of the works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.T.III
HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. CONNECT 1186

Relate musical ideas and works with varied context to deepen understanding.

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

Embedded within:

MU:Cr1.1.T.IIIa Generate melodic, rhythmic and harmonic ideas for **compositions** or **improvisations** that incorporate **digital tools**, **resources** and **systems**.

MU:Pr4.2.T.IIIa Examine, evaluate and critique how **context**, **theoretical** and **structural** aspects of the music and **digital** media/**tools** impact and influence prepared and improvised **performances**.

MU:Pr6.1.T.IIIb Demonstrate an **ability** to connect with audience members before, engaging with and responding to them through prepared and improvised **performances**.

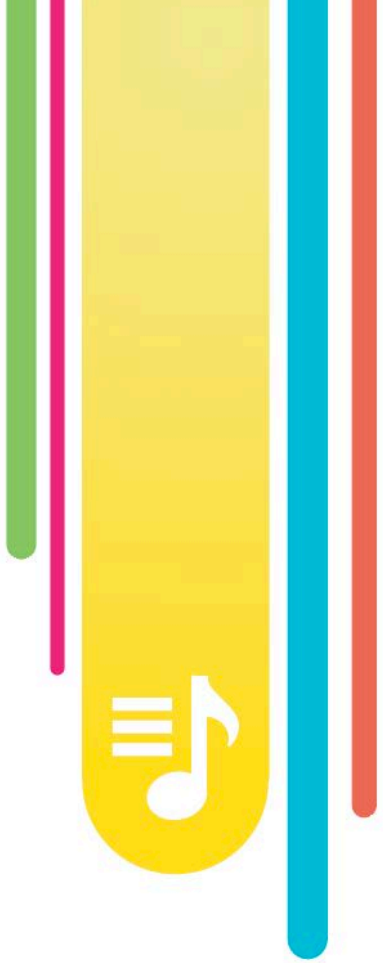
MU:Re7.2.T.IIIa Demonstrate and justify how an **analysis** of the **structural** characteristics, **context** and technological and creative decisions influences interest and response to the music.

MU:Re8.1.T.IIIa Examine, cite research and multiple sources to connect the influence of the treatment of the **elements of music**, digital and electronic features, **context**, **purpose**, and other art forms to the **expressive intent** of **musical works**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Music Composition and Theory

[MUSIC]



1187

HS PROFICIENT

CREATING

MU: Cr1.1.C.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Describe how sounds and short **musical ideas** can be used to represent personal experiences, **moods**, visual images, and/or **storylines**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.C.I HS PROFICIENT	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Assemble and organize sounds or short **musical ideas** to **create** initial **expressions** of selected experiences, **moods**, images, or **storylines**. b. Identify and describe the development of sounds or short **musical ideas** in drafts of music within **simple forms** (such as **one-part**, **cyclical**, or **binary**).	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.C.I HS PROFICIENT	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Identify, describe, and apply **teacher-provided criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1188

HS PROFICIENT

CREATING

MU: Cr3.2.C.I
HS PROFICIENT

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** music through the use of notation, **performance**, or technology, and demonstrate how the **elements of music** have been employed to realize **expressive intent**.
b. Describe the given **context** and performance medium for presenting personal works, and how they impact the final **composition** and presentation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.C.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Identify and select specific excerpts, passages, or **sections in musical works** that express a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire? 1189

MU: Pr4.2.C.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. **Analyze** how the **elements of music** (including **form**) of selected works relate to **style** and **mood**, and explain the implications for rehearsal or **performance**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS PROFICIENT

PERFORMING

MU: Pr4.3.C.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET

a. Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, and **mood**, explaining how the interpretive choices reflect the creators' **intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

MU: Pr5.1.C.I
HS PROFICIENT

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Create rehearsal plans for works, identifying repetition and variation within the **form**.
b. Using **established criteria** and feedback, identify the way(s) in which **performances** convey the **elements of music**, **style**, and **mood**.
c. Identify and implement strategies for improving the **technical** and **expressive aspects** of multiple works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance? 1190

MU: Pr6.1.C.I
HS PROFICIENT

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Share live or recorded **performances** of works (both personal and others'), and explain how the **elements of music** are used to convey **intent**.
b. Identify how **compositions** are appropriate for an audience or **context**, and how this will shape future compositions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS PROFICIENT

RESPONDING

MU: Re7.1.C.I HS PROFICIENT	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Apply **teacher-provided criteria** to select music that expresses a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**), and describe the choices as models for **composition**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.C.I HS PROFICIENT	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. **Analyze** aurally the **elements of music** (including **form**) of **musical works**, relating them to **style**, **mood**, and **context**, and describe how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.C.I HS PROFICIENT	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Develop and explain **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing **technical** and **expressive aspects** as well as the **style**/**genre** of each work.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

1191

HS PROFICIENT

RESPONDING

MU: Re9.1.C.I
HS PROFICIENT

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Describe the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of **fundamentals of music theory**.
b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.C.I
HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 1192

Embedded within:
MU:Cr1.1.C.Ia Describe how sounds and short **musical ideas** can be used to represent personal experiences, **moods**, visual images, and/or **storylines**.
MU:Cr3.2.C.Ia **Share** music through the use of notation, **performance**, or technology, and demonstrate how the **elements of music** have been employed to realize **expressive intent**.
MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or **sections in musical works** that express a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**).
MU:Re8.1.C.Ia Develop and explain **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing **technical** and **expressive aspects** as well as the **style**/**genre** of each work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

HS PROFICIENT

CONNECTING

MU: Cn11.0.C.I
HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr2.1.C.Ia Assemble and organize sounds or short **musical ideas** to **create** initial **expressions** of selected experiences, **moods**, images, or **storylines**.
MU:Pr4.2.C.Ia **Analyze** how the **elements of music** (including **form**) of the selected work(s) relate to the **style** and **mood**, and explain the implications for rehearsal or **performance**.
MU:Pr6.1.C.Ib Identify how **compositions** are appropriate for an audience or **context**, and how this will shape future compositions.
MU:Re7.2.C.Ia **Analyze** aurally the **elements of music** (including **form**) of **musical works**, relating them to **style**, **mood**, and **context**, and describe how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1193

HS ACCOMPLISHED

CREATING

MU: Cr1.1.C.II HS ACCOMPLISHED	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Describe and demonstrate how sounds and **musical ideas** can be used to represent **sonic events**, memories, visual images, concepts, texts, or **storylines**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.C.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Assemble and organize multiple sounds or **musical ideas** to **create** initial expressive statements of selected **sonic events**, memories, images, concepts, texts, or **storylines**. b. Describe and explain the development of sounds and **musical ideas** in drafts of music within a variety of **simple** or **moderately complex forms** (such as **binary**, **rondo**, or **ternary**).	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.C.II HS ACCOMPLISHED	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Identify, describe, and apply selected **teacher-provided** or **personally-developed criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1194

HS ACCOMPLISHED

CREATING

MU: Cr3.2.C.II
HS ACCOMPLISHED

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** music through the use of notation, solo or group **performance**, or technology, and demonstrate and describe how the **elements of music** and **compositional techniques** have been employed to realize **expressive intent**.
b. Describe the selected **contexts** and performance mediums for presenting personal works, and explain why they successfully impact the final **composition** and presentation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.C.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Identify and select specific passages, **sections**, or movements in **musical works** that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **simple forms** (such as **binary**, **ternary**, **rondo**) or **moderately complex forms**.

1195

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.C.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. **Analyze** how the **elements of music** (including **form**) of selected works relate to the **style**, **function**, and **context**, and explain the implications for rehearsal and **performance**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS ACCOMPLISHED

PERFORMING

MU: Pr4.3.C.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET

a. Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, **mood**, **function**, and **context**, explaining and supporting how the interpretive choices reflect the creators' **intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

MU: Pr5.1.C.II
HS ACCOMPLISHED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Create rehearsal plans for works, identifying the **form**, repetition and variation within the form, and the **style** and **historical** or **cultural context** of the work.
b. Using **established criteria** and feedback, identify the ways in which performances convey the **formal design**, **style**, and **historical**/**cultural context** of the works.
c. Identify and implement strategies for improving the **technical** and **expressive aspects** of varied works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

1196

MU: Pr6.1.C.II
HS ACCOMPLISHED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Share live or recorded **performances** of works (both personal and others'), and explain how the **elements of music** and **compositional techniques** are used to convey **intent**.
b. Explain how **compositions** are appropriate for both audience and **context**, and how this will shape future compositions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS ACCOMPLISHED

RESPONDING

MU: Re7.1.C.II
HS ACCOMPLISHED

Perceive and analyze artistic work. SELECT
Choose music appropriate for a specific purpose or context.

a. Apply **teacher-provided** or **personally-developed criteria** to select music that expresses personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **simple** or **moderately complex forms**, and describe and defend the choices as models for **composition**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

MU: Re7.2.C.II
HS ACCOMPLISHED

Perceive and analyze artistic work. ANALYZE
Analyze how the structure and context of varied musical works inform the response.

a. **Analyze** aurally and/or by reading the **scores** of **musical works** the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to **style**, **mood**, and **context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?

MU: Re8.1.C.II
HS ACCOMPLISHED

Interpret intent and meaning in artistic work. INTERPRET
Support interpretations of musical works that reflect creators'/performers' expressive intent.

a. Develop and support **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing the use of **elements of music** (including **form**), **compositional techniques**, and the **style**/**genre** and **context** of each work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern musical creators' and performers' expressive intent?

HS ACCOMPLISHED

RESPONDING

MU: Re9.1.C.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Explain the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of **music theory** as well as **compositional techniques** and **procedures**.
b. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.C.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1198

Embedded within:
MU:Cr1.1.C.IIa Describe and demonstrate how sounds and **musical ideas** can be used to represent **sonic events**, memories, visual images, concepts, texts, or **storylines**.
MU:Cr3.2.C.IIa **Share** music through the use of notation, solo or group **performance**, or technology, and demonstrate and describe how the **elements of music** and **compositional techniques** have been employed to realize **expressive intent**.
MU:Pr4.1.C.IIa Identify and select specific passages, **sections**, or movements in **musical works** that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **simple forms** (such as **binary**, **ternary**, **rondo**) or **moderately complex forms**.
MU:Re8.1.C.IIa Develop and support **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing their use of **elements of music** (including **form**), **compositional techniques**, and the **style**/**genre** and **context** of each work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

CONNECTING

MU: Cn11.0.C.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr2.1.C.IIa Assemble and organize multiple sounds or **musical ideas** to **create** an initial expressive statement of selected **sonic events**, memories, images, concepts, texts, or **storylines**.
MU:Pr4.2.C.IIa **Analyze** how the **elements of music** (including **form**) of the selected work(s) relate to the **style**, **function**, and **context**, and explain the implications for rehearsal and **performance**.
MU:Pr6.1.C.IIb Explain how **compositions** are appropriate for both audience and **context**, and how this will shape future compositions.
MU:Re7.2.C.IIa **Analyze** aurally and/or by reading the **scores** of **musical works**, the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to **style**, **mood**, and **context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1199

HS ADVANCED

CREATING

MU: Cr1.1.C.III HS ADVANCED	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Describe and demonstrate multiple ways in which sounds and **musical ideas** can be used to represent extended **sonic experiences** or abstract ideas.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.C.III HS ADVANCED	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Assemble and organize multiple sounds or extended **musical ideas** to **create** initial expressive statements of selected extended **sonic experiences** or abstract ideas. b. Analyze and demonstrate the development of sounds and extended **musical ideas** in drafts of music within a variety of **moderately complex** or **complex forms**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions? 1200
MU: Cr3.1.C.III HS ADVANCED	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Research, identify, explain, and apply **personally-developed criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

HS ADVANCED

CREATING

MU: Cr3.2.C.III
HS ADVANCED

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** music through the use of notation, solo or group **performance**, or technology, and demonstrate and explain how the **elements of music**, **compositional techniques** and processes have been employed to realize **expressive intent**.
b. Describe a variety of possible **contexts** and mediums for presenting personal works, and explain and compare how each could impact the success of the final **composition** and presentation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.C.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Identify and select specific **sections**, movements, or entire works that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **moderately complex** or **complex forms**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S) 1201
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.C.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. **Analyze** how the **elements of music** (including **form**), and **compositional techniques** of selected works relate to the **style**, **function**, and **context**, and explain and support the **analysis** and its implications for rehearsal and **performance**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS ADVANCED

PERFORMING

MU: Pr4.3.C.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET

a. Develop **interpretations** of works based on an understanding of the use of **elements of music** (including **form**), **compositional techniques**, **style**, **function**, and **context**, explaining and justifying how the interpretive choices reflect the creators' **intent**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

MU: Pr5.1.C.III
HS ADVANCED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Create rehearsal plans for works, identifying the **form**, repetition and variation within the form, **compositional techniques**, and the **style** and **historical** or **cultural context** of the work.
b. Using **established criteria** and feedback, identify the ways in which performances use **compositional techniques** and convey the **formal design**, **style**, and **historical**/**cultural context** of the works.
c. Identify, compare, and implement strategies for improving the **technical** and **expressive aspects** of multiple contrasting works.

1202

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.C.III
HS ADVANCED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Share live or recorded **performances** of works (both personal and others'), and explain and/or demonstrate understanding of how the **expressive intent** of the music is conveyed.
b. Explain how **compositions** are appropriate for a variety of audiences and **contexts**, and how this will shape future compositions.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS ADVANCED

RESPONDING

MU: Re7.1.C.III
HS ADVANCED

Perceive and analyze artistic work. SELECT
Choose music appropriate for a specific purpose or context.

a. Apply researched or **personally-developed criteria** to select music that expresses personal experiences and interests, visual images, concepts, texts, or **storylines** in **moderately complex** or **complex forms**, and describe and justify the choice as models for **composition**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

MU: Re7.2.C.III
HS ADVANCED

Perceive and analyze artistic work. ANALYZE
Analyze how the structure and context of varied musical works inform the response.

a. **Analyze** aurally and/or by reading the **scores** of **musical works** the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to aesthetic effectiveness, **style**, **mood**, and **context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response? 1203

MU: Re8.1.C.III
HS ADVANCED

Interpret intent and meaning in artistic work. INTERPRET
Support interpretations of musical works that reflect creators'/performers' expressive intent.

a. Develop, justify and defend **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing the use of **elements of music** (including **form**), **compositional techniques**, and the **style**/**genre** and **context** of each work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern musical creators' and performers' expressive intent?

HS ADVANCED

RESPONDING

MU: Re9.1.C.III
HS ADVANCED

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Evaluate the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of theoretical concepts and complex **compositional techniques** and **procedures**.
b. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.C.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

1204

Embedded within:
MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and **musical ideas** can be used to represent extended **sonic experiences** or abstract ideas.
MU:Cr3.2.C.IIIa **Share** music through the use of notation, solo or group **performance**, or technology and demonstrate and explain how the **elements of music**, **compositional techniques** and processes have been employed to realize **expressive intent**.
MU:Pr4.1.C.IIIa Identify and select specific **sections**, movements, or entire works that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **moderately complex** or **complex forms**.
MU:Re8.1.C.IIIa Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and **expressive intent** by citing their use of **elements of music** (including **form**), **compositional techniques**, and the **style**/**genre** and **context** of each work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

CONNECTING

HS ADVANCED

MU: Cn11.0.C.III
HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Relate musical ideas and works with varied context to deepen understanding.

CONNECT

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended **musical ideas** to **create** initial expressive statements of selected extended **sonic experiences** or abstract ideas.
MU:Pr4.2.C.IIIa **Analyze** how the **elements of music** (including **form**) and **compositional techniques** of the selected work(s) relate to the **style**, **function**, and **context**, and explain and support the **analysis** and its implications for rehearsal and **performance**.
MU:Pr6.1.C.IIIb Explain how **compositions** are appropriate for a variety of audiences and **contexts**, and how this will shape future compositions.
MU:Re7.2.C.IIIa **Analyze** aurally and/or by reading the **scores** of **musical works** the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to aesthetic effectiveness, **style**, **mood**, and **context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

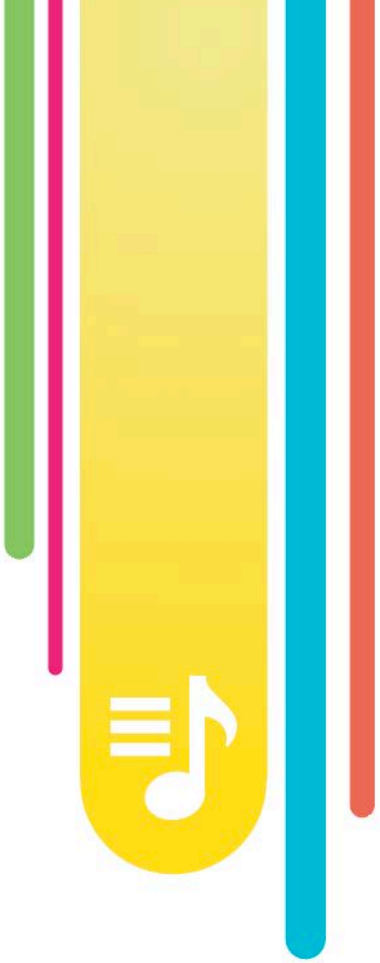
ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1205

Performing Ensembles

[MUSIC]



1206

CREATING

MU: Cr1.1.E.5 NOVICE

Generate and conceptualize artistic ideas and work. IMAGINE

Generate musical ideas for various purposes and contexts.

a. Compose and **improvise** melodic and rhythmic ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.E.5 NOVICE

Organize and develop artistic ideas and work. PLAN / MAKE

Select and develop musical ideas for defined purposes and contexts.

a. Select and develop draft melodic and rhythmic ideas or **motives** that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
b. Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?

1207

MU: Cr3.1.E.5 NOVICE

Refine and complete artistic work. EVALUATE / REFINE

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **teacher-provided criteria**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

MU: Cr3.2.E.5 NOVICE

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** personally-developed melodic and rhythmic ideas or **motives** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.E.5 NOVICE

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context**, and the **technical skill** of the individual or **ensemble**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.E.5 NOVICE

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

1208

MU: Pr4.3.E.5 NOVICE

Select, analyze and interpret artistic work for presentation. INTERPRET

Develop personal interpretations that consider creators' intent.

a. Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

MU: Pr5.1.E.5 NOVICE

Develop and refine artistic techniques and work for presentation. REHEARSE / EVALUATE / REFINE

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

a. Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

5 NOVICE

PERFORMING

MU: Pr6.1.E.5 NOVICE

Convey meaning through the presentation of artistic work. PRESENT

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

a. Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.
b. Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.E.5 NOVICE

Perceive and analyze artistic work. SELECT

Choose music appropriate for a specific purpose or context.

a. Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

1209

MU: Re7.2.E.5 NOVICE

Perceive and analyze artistic work. ANALYZE

Analyze how the structure and context of varied musical works inform the response.

a. Identify how knowledge of **context** and the use of repetition, similarities, and contrasts inform the response to music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?

5 NOVICE

RESPONDING

MU: Re8.1.E.5 NOVICE

Interpret intent and meaning in artistic work. INTERPRET

Support interpretations of musical works that reflect creators'/performers' expressive intent.

a. Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern musical creators' and performers' expressive intent?

MU: Re9.1.E.5 NOVICE

Apply criteria to evaluate artistic work. EVALUATE

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

a. Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

1210

CONNECTING

MU: Cn10.0.E.5 NOVICE

Synthesize and relate knowledge and personal experiences to make art. CONNECT

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.E.5a **Share** personally-developed melodic and rhythmic ideas or **motives** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU:Pr4.1.E.5a Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context**, and the **technical skills** of the individual or **ensemble**.
MU:Pr4.3.E.5a Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.
MU:Re7.1E.5a Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

5 NOVICE

CONNECTING

MU: Cn11.0.E.5
NOVICE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr1.1.E.5a Compose and **improvise** melodic and rhythmic ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr3.2.E.5a **Share** personally-developed melodic and rhythmic ideas or **motives** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU:Pr6.1.E.5b Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**.
MU:Re9.1.E.5a Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1211

8 INTERMEDIATE

CREATING

MU: Cr1.1.E.8 INTERMEDIATE	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Compose and **improvise** ideas for **melodies** and **rhythmic passages** based on characteristic(s) of music or text(s) studied in rehearsal.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.E.8 INTERMEDIATE	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select and develop draft **melodies** and **rhythmic passages** that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.E.8 INTERMEDIATE	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **collaboratively-developed criteria**.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.E.8 INTERMEDIATE	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. **Share** personally-developed **melodies** and **rhythmic passages** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

1212

PERFORMING

MU: Pr4.1.E.8 INTERMEDIATE	**Select, analyze and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. Select a varied **repertoire** to study based on music reading skills (where appropriate), an understanding of **formal design** in the music, **context**, and the **technical skill** of the individual and **ensemble**.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.E.8 INTERMEDIATE	**Select, analyze and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. Demonstrate, using music reading skills where appropriate, how the **setting** and formal characteristics of **musical works** contribute to understanding the **context** of the music in prepared or improvised **performances**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance? 1213
MU: Pr4.3.E.8 INTERMEDIATE	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Demonstrate understanding and application of **expressive qualities** in a varied **repertoire** of music through prepared and improvised **performances**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

PERFORMING

MU: Pr5.1.E.8
INTERMEDIATE

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Develop strategies to address **technical challenges** in a varied **repertoire** of music and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.E.8
INTERMEDIATE

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures** and **styles**.
b. Demonstrate an understanding of the **context** of the music through prepared and improvised **performances**.

1214

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.E.8
INTERMEDIATE

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. Explain reasons for selecting music citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

RESPONDING

MU: Re7.2.E.8 INTERMEDIATE	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Describe how understanding **context** and the way the **elements of music** are manipulated inform the response to music.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.E.8 INTERMEDIATE	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Identify and support **interpretations** of the **expressive intent** and meaning of **musical works**, citing as evidence the treatment of the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent? 1215
MU: Re9.1.E.8 INTERMEDIATE	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Explain the influence of experiences, **analysis**, and **context** on interest in and evaluation of music.	
	ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

8 INTERMEDIATE

CONNECTING

MU: Cn10.0.E.8
INTERMEDIATE

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.E.8a **Share** personally-developed **melodies** and **rhythmic passages** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU:Pr4.1.E.5a Select a varied **repertoire** to study based on music reading skills (where appropriate), an understanding of **formal design** in the music, **context**, and the **technical skills** of the individual and **ensemble**.
MU:Pr4.3.E.5c Demonstrate understanding and application of **expressive qualities** in a varied **repertoire** of music through prepared and improvised **performances**.
MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.E.8
INTERMEDIATE

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT 1216

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

Embedded within:
MU:Cr1.1.E.8a Compose and **improvise** ideas for **melodies** and **rhythmic passages** based on characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr3.2.E.8a **Share** personally-developed **melodies** and **rhythmic passages** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU:Pr6.1.E.5b Demonstrate an understanding of the **context** of the music through prepared and improvised **performances**.
MU:Re9.1.E.8a Explain the influence of experiences, **analysis**, and **context** on interest in and evaluation of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

HS PROFICIENT

CREATING

MU: Cr1.1.E.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Compose and **improvise** ideas for **melodies**, **rhythmic passages**, and **arrangements** for specific **purposes** that reflect characteristic(s) of music from a variety of **historical periods** studied in rehearsal.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.E.I HS PROFICIENT	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select and develop draft **melodies**, **rhythmic passages**, and **arrangements** for specific **purposes** that demonstrate understanding of characteristic(s) of music from a variety of **historical periods** studied in rehearsal. b. Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.E.I HS PROFICIENT	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate and **refine** draft **melodies**, **rhythmic passages**, **arrangements**, and **improvisations** based on **established criteria**, including the extent to which they address identified **purposes**.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?

1217

HS PROFICIENT

CREATING

MU: Cr3.2.E.I
HS PROFICIENT

Refine and complete artistic work. PRESENT
Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** personally-developed **melodies**, **rhythmic passages**, and **arrangements** – individually or as an **ensemble** – that address identified **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.E.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation. SELECT
Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Explain the **criteria** used to select a varied **repertoire** to study based on an understanding of **theoretical** and **structural** characteristics of the music, the **technical skill** of the individual or **ensemble**, and the **purpose** or **context** of the **performance**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire? 1218

MU: Pr4.2.E.I
HS PROFICIENT

Select, analyze and interpret artistic work for presentation. ANALYZE
Analyze the structure and context of varied musical works and their implications for performance.

a. Demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** impact and inform prepared or improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS PROFICIENT

PERFORMING

MU: Pr4.3.E.I HS PROFICIENT	**Select, analyze and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. Demonstrate an understanding of **context** in a varied **repertoire** of music through prepared and improvised **performances**.	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?
MU: Pr5.1.E.I HS PROFICIENT	**Develop and refine artistic techniques and work for presentation.** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*	REHEARSE / EVALUATE / REFINE
	a. Develop strategies to address expressive challenges in a varied **repertoire** of music, and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.	
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance? 1219
MU: Pr6.1.E.I HS PROFICIENT	**Convey meaning through the presentation of artistic work.** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*	PRESENT
	a. Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, and **genres**. b. Demonstrate an understanding of **expressive intent** by connecting with an audience through prepared and improvised **performances**.	
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS PROFICIENT

RESPONDING

MU: Re7.1.E.I HS PROFICIENT	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Apply **criteria** to select music for specified purposes, supporting choices by citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.E.I HS PROFICIENT	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Explain how the **analysis** of passages and understanding the way the **elements of music** are manipulated inform the response to music.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.E.I HS PROFICIENT	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET 1220
	a. Explain and support **interpretations** of the **expressive intent** and meaning of **musical works**, citing as evidence the treatment of the **elements of music**, **contexts**, (when appropriate) the **setting of the text**, and personal research.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

HS PROFICIENT

RESPONDING

MU: Re9.1.E.I
HS PROFICIENT

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Evaluate works and **performances** based on **personally-** or **collaboratively-developed criteria**, including **analysis** of the **structure** and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.E.I
HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.E.Ia **Share** personally-developed **melodies**, **rhythmic passages**, and **arrangements** – individually or as an **ensemble** – that address identified **purposes**.
MU:Pr4.1.E.Ia Explain the **criteria** used to select a varied **repertoire** to study based on an understanding of **theoretical** and **structural** characteristics of the music, the **technical skills** of the individual or **ensemble**, and the **purpose** or **context** of the **performance**.
MU:Pr4.3.E.Ia Demonstrate an understanding of **context** in a varied **repertoire** of music through prepared and improvised **performances**.
MU:Re7.1.E.Ia Apply **criteria** to select music for specified purposes, supporting choices by citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

1221

HS PROFICIENT

CONNECTING

MU: Cn11.0.E.I
HS PROFICIENT

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr1.1.E.Ia Compose and **improvise** ideas for **melodies**, **rhythmic passages**, and **arrangements** for specific **purposes** that reflect characteristic(s) of music from a variety of **historical periods** studied in rehearsal.
MU:Cr3.2.E.Ia **Share** personally-developed **melodies**, **rhythmic passages**, and **arrangements** – individually or as an **ensemble** – that address identified **purposes**.
MU:Pr6.1.E.Ib Demonstrate an understanding of **expressive intent** by connecting with an audience through prepared and improvised **performances**.
MU:Re9.1.E.Ia Evaluate works and **performances** based on **personally-** or **collaboratively-developed criteria**, including **analysis** of the **structure** and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1222

HS ACCOMPLISHED

CREATING

MU: Cr1.1.E.II
HS ACCOMPLISHED

Generate and conceptualize artistic ideas and work. IMAGINE

Generate musical ideas for various purposes and contexts.

a. Compose and **improvise** ideas for **arrangements**, **sections**, and short **compositions** for specific **purposes** that reflect characteristic(s) of music from a variety of **cultures** studied in rehearsal.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?

MU: Cr2.1.E.II
HS ACCOMPLISHED

Organize and develop artistic ideas and work. PLAN / MAKE

Select and develop musical ideas for defined purposes and contexts.

a. Select and develop **arrangements**, **sections**, and short **compositions** for specific **purposes** that demonstrate understanding of characteristic(s) of music from a variety of **cultures** studied in rehearsal.
b. Preserve draft **compositions** and **improvisations** through **standard notation**, audio, or video recording.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions? 1223

MU: Cr3.1.E.II
HS ACCOMPLISHED

Refine and complete artistic work. EVALUATE / REFINE

Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

a. Evaluate and **refine** draft **arrangements**, **sections**, short **compositions**, and **improvisations** based on **personally-developed criteria**, including the extent to which they address identified **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?

HS ACCOMPLISHED

CREATING

MU: Cr3.2.E.II
HS ACCOMPLISHED

Refine and complete artistic work. PRESENT

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

a. **Share** personally-developed **arrangements**, **sections**, and short **compositions** – individually or as an **ensemble** – that address identified **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians' presentation of creative work is the culmination of a process of creation and communication.	When is creative work ready to share?

PERFORMING

MU: Pr4.1.E.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation. SELECT

Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Develop and apply **criteria** to select a varied **repertoire** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire? 1224

MU: Pr4.2.E.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation. ANALYZE

Analyze the structure and context of varied musical works and their implications for performance.

a. Document and demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** may impact and inform prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?

HS ACCOMPLISHED

PERFORMING

MU: Pr4.3.E.II
HS ACCOMPLISHED

Select, analyze and interpret artistic work for presentation.
Develop personal interpretations that consider creators' intent.

INTERPRET

a. Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music influences prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

MU: Pr5.1.E.II
HS ACCOMPLISHED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Develop and apply appropriate rehearsal strategies to address individual and **ensemble** challenges in a varied **repertoire** of music, and evaluate their success.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

1225

MU: Pr6.1.E.II
HS ACCOMPLISHED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Demonstrate mastery of the technical demands and an understanding of **expressive qualities** of the music in prepared and improvised **performances** of a varied **repertoire** representing diverse **cultures**, **styles**, **genres**, and **historical periods**.
b. Demonstrate an understanding of **intent** as a means for connecting with an audience through prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

HS ACCOMPLISHED

RESPONDING

MU: Re7.1.E.II HS ACCOMPLISHED	**Perceive and analyze artistic work.** *Choose music appropriate for a specific purpose or context.*	SELECT
	a. Apply **criteria** to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context**.	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?
MU: Re7.2.E.II HS ACCOMPLISHED	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Explain how the **analysis** of **structures** and **contexts** inform the response to music.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.E.II HS ACCOMPLISHED	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Support **interpretations** of the **expressive intent** and meaning of **musical works** citing as evidence the treatment of the **elements of music**, **contexts**, (when appropriate) the **setting of the text**, and varied researched sources.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?

1226

HS ACCOMPLISHED

RESPONDING

MU: Re9.1.E.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work.
Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

EVALUATE

a. Evaluate works and **performances** based on research as well as **personally-** and **collaboratively-developed criteria**, including **analysis** and **interpretation** of the **structure** and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.E.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.E.IIa **Share** personally-developed **arrangements**, **sections**, and short **compositions** – individually or as an **ensemble** – to address identified **purposes**.
MU:Pr4.1.E.IIa Develop and apply **criteria** to select a varied **repertoire** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skills** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.
MU:Pr4.3.E.IIa Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music influences prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.
MU:Re7.1.E.IIa Apply **criteria** to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

HS ACCOMPLISHED

CONNECTING

MU: Cn11.0.E.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT

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

Embedded within:
MU:Cr1.1.E.IIa Compose and **improvise** ideas for **arrangements**, **sections**, and short **compositions** for specific **purposes** that reflect characteristic(s) of music from a variety of **cultures** studied in rehearsal.
MU:Cr3.2.E.IIa **Share** personally-developed **arrangements**, **sections**, and short **compositions** – individually or as an **ensemble** – that address identified **purposes**.
MU:Pr6.1.E.IIb Demonstrate an understanding of **intent** as a means for connecting with an audience through prepared and improvised **performances**.
MU:Re9.1.E.IIa Evaluate works and **performances** based on research as well as **personally-** and **collaboratively-developed criteria**, including **analysis** and **interpretation** of the **structure** and **context**.

ENDURING UNDERSTANDING
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)
How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

1228

HS ADVANCED

CREATING

MU: Cr1.1.E.III HS ADVANCED	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Compose and **improvise musical ideas** for a variety of **purposes** and **contexts**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.E.III HS ADVANCED	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. Select and develop composed and improvised ideas into draft **musical works** organized for a variety of **purposes** and **contexts**. b. Preserve draft **musical works** through **standard notation**, audio, or video recording.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.E.III HS ADVANCED	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate and **refine** varied draft **musical works** based on appropriate **criteria**, including the extent to which they address identified **purposes** and **contexts**.	
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.E.III HS ADVANCED	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. **Share** varied, personally-developed **musical works** – individually or as an **ensemble** – that address identified **purposes** and **contexts**.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

HS ADVANCED

PERFORMING

MU: Pr4.1.E.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. SELECT
Select varied musical works to present based on interest, knowledge, technical skill, and context.

a. Develop and apply **criteria** to select varied **programs** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?

MU: Pr4.2.E.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. ANALYZE
Analyze the structure and context of varied musical works and their implications for performance.

a. Examine, evaluate, and critique, using music reading skills where appropriate, how the **structure** and **context** impact and inform prepared and improvised **performances**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance? 1230

MU: Pr4.3.E.III
HS ADVANCED

Select, analyze and interpret artistic work for presentation. INTERPRET
Develop personal interpretations that consider creators' intent.

a. Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music informs prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Performers make interpretive decisions based on their understanding of context and intent.	How do performers interpret musical works?

HS ADVANCED

PERFORMING

MU: Pr5.1.E.III
HS ADVANCED

Develop and refine artistic techniques and work for presentation.
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Develop, apply, and **refine** appropriate rehearsal strategies to address individual and **ensemble** challenges in a varied **repertoire** of music.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.E.III
HS ADVANCED

Convey meaning through the presentation of artistic work.
Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. Demonstrate an understanding and mastery of the technical demands and **expressive qualities** of the music through prepared and improvised **performances** of a varied **repertoire** representing diverse **cultures**, **styles**, **genres**, and **historical periods** in multiple types of **ensembles**.
b. Demonstrate an **ability** to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised **performances**.

1231

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.E.III
HS ADVANCED

Perceive and analyze artistic work.
Choose music appropriate for a specific purpose or context.

SELECT

a. Use research and **personally-developed criteria** to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble **purpose** and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

HS ADVANCED

RESPONDING

MU: Re7.2.E.III HS ADVANCED	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. Demonstrate and justify how the **analysis** of **structures**, **contexts**, and performance decisions inform the response to music.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.E.III HS ADVANCED	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. Justify **interpretations** of the **expressive intent** and meaning of **musical works** by comparing and synthesizing varied researched sources, including reference to other art forms.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent? 1232
MU: Re9.1.E.III HS ADVANCED	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Develop and justify evaluations of music, **programs** of music, and **performances** based on **criteria**, personal decision-making, research, and understanding of **contexts**.	
	ENDURING UNDERSTANDING The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

HS ADVANCED

CONNECTING

MU: Cn10.0.E.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art.
Synthesize and relate knowledge and personal experiences to make music.

CONNECT

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:
MU:Cr3.2.E.IIIa **Share** varied, personally-developed **musical works** – individually or as an **ensemble** – that address identified **purposes** and **contexts**.
MU:Pr4.1.E.IIIa Develop and apply **criteria** to select varied **programs** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skills** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.
MU:Pr4.3.E.IIIa Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music informs prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.
MU:Re7.1.E.IIIa Use research and **personally-developed criteria** to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble **purpose** and **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	How do musicians make meaningful connections to creating, performing and responding?

MU: Cn11.0.E.III
HS ADVANCED

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Relate musical ideas and works with varied context to deepen understanding.

CONNECT 1233

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

Embedded within:
MU:Cr1.1.E.IIIa Compose and **improvise musical ideas** for a variety of **purposes** and **contexts**.
MU:Cr3.2.E.IIIb **Share** varied, personally-developed **musical works** – individually or as an **ensemble** – that address identified **purposes** and **contexts**.
MU:Pr6.1.E.IIIb Demonstrate an **ability** to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised **performances**.
MU:Re9.1.E.IIIa Develop and justify evaluations of music, **programs** of music, and **performances** based on **criteria**, personal decision-making, research, and understanding of **contexts**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

GLOSSARY

AB
Musical form consisting of two sections, A and B, which contrast with each other (binary form).

ABA
Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form).

ABILITY
Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction.

ACADEMIC VOCABULARY
Words that traditionally are used in academic dialogue and text.

ANALOG TOOLS
Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers.

ANALYSIS
(See **ANALYZE**).

ANALYZE
Examine in detail the structure and context of the music.

ARRANGEMENT
Setting or adaptation of an existing musical composition.

ARRANGER
Person who creates alternative settings or adaptations of existing music.

ARTICULATION
Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones).

ARTISTIC LITERACY
Knowledge and understanding required to participate authentically in the Arts.

ATONALITY
Music in which no tonic or key center is apparent.

AUDIATE
Hear and comprehend sounds in one's head (inner hearing), even when no sound is present.

AUDIENCE ETIQUETTE
Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed.

BEAT
Underlying steady pulse present in most music.

BENCHMARK
Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set).

BINARY FORM
(See **AB**).

BODY PERCUSSION
Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping.

BORDUN
Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating.

CHANT
Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm.

CHART
Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes.

CHORD PROGRESSION
Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music.

COLLABORATIVELY
Working together on a common (musical) task or goal.

COLLABORATIVELY-DEVELOPED CRITERIA
Qualities or traits for assessing achievement level that have been through a process of collective decision-making.

COMPLEX FORMAL STRUCTURE
Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections.

COMPOSER
One who creates music compositions.

COMPOSITION
Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording.

COMPOSITIONAL DEVICES
Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form.

COMPOSITIONAL PROCEDURES
Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing.

COMPOSITIONAL TECHNIQUES
Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices.

CONCEPTS, MUSIC
Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas.

CONNECTION
Relationship among artistic ideas, personal meaning, and/or external context.

CONTEXT
Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

CONTEXT, CULTURAL
Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

CONTEXT, HISTORICAL
Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience.

CONTEXT, PERSONAL
Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

CONTEXT, SOCIAL ENVIRONMENT
Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

CRAFTSMANSHIP
Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

CREATE
Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work.

CREATIVE INTENT
Shaping of the elements of music to express and convey emotions, thoughts, and ideas.

CREATOR
One who originates a music composition, arrangement, or improvisation.

CRITERIA
Guidelines used to judge the quality of a student's performance (See **RUBRIC**).

CULTURAL CONTEXT
Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

CULTURALLY AUTHENTIC PERFORMANCE
Presentation that reflects practices and interpretation representative of the style and traditions of a culture.

CULTURE
Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.

CYCLICAL STRUCTURE
Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements.

DEMONSTRATE
Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

DIATONIC
Seven-tone scale consisting of five whole steps and two half steps.

DIGITAL ENVIRONMENT
Simulated place made or created through the use of one or more computers, sensors, or equipment.

DIGITAL NOTATION
A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers.

DIGITAL RESOURCES
Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone.

DIGITAL SYSTEMS
Platforms that allow interaction and the conversion between and through the audio and digital domains.

DIGITAL TOOLS
Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software.

DYNAMICS
Level or range of loudness of a sound or sounds.

ELEMENTS OF MUSIC
Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music.

ENDURING UNDERSTANDING
Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations.

ENSEMBLE
Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming.

ESSENTIAL QUESTION
Question that is central to the core of a discipline – in this case, music – and promotes investigation to uncover corresponding enduring understanding(s).

ESTABLISHED CRITERIA
Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time.

EXPANDED FORM
Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda.

EXPLORE
Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

EXPRESSION
Feeling conveyed through music.

EXPRESSIVE ASPECTS
Characteristics that convey feeling in the presentation of musical ideas.

EXPRESSIVE INTENT
The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music.

EXPRESSIVE QUALITIES
Qualities such as dynamics, tempo, articulation which when combined with other elements of music give a composition its musical identity.

FORM
Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form.

FORMAL DESIGN
Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece.

FRET
Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch.

FUNCTION
Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising.

FUNDAMENTALS OF MUSIC THEORY
Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords.

FUSION
Type of music created by combining contrasting styles into a new style.

GENRE
Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country.

GUIDANCE
Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently.

HARMONIC SEQUENCES
Series of two or more chords commonly used to support melody(ies).

HARMONIZING INSTRUMENTS
Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs.

HARMONIZATION
Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material.

HARMONY
Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions.

HETEROPHONIC
Musical texture in which slightly different versions of the same melody sound simultaneously.

HISTORICAL CONTEXT
Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience.

HISTORICAL PERIODS
Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-).

HOMOPHONIC
Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords.

ICONIC NOTATION
Representation of sound and its treatment using lines, drawings, pictures.

IMAGINE
Generate musical ideas for various purposes and contexts.

IMAGINATION
Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See **AUDIATE**).

IMPROVISATION
Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style.

IMPROVISER
One who creates music spontaneously or "in-the-moment".

INDEPENDENTLY
Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed.

INTENT
Meaning or feeling of the music planned and conveyed by a creator or performer.

INTERPRET
Determine and demonstrate music's expressive intent and meaning when responding and performing.

INTERPRETATION
Intent and meaning that a performer realizes in studying and performing a piece of music.

INTERVALS
Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively.

INTONATION
Singing or playing the correct pitch in tune.

KEY SIGNATURE
Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode.

LEAD-SHEET NOTATION
System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played.

LYRICS
Words of a song.

MAJOR SCALE
Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half.

MELODIC CONTOUR
Shape of a melody created by the way its pitches repeat and move up and down in steps and skips.

MELODIC PASSAGE
Short section or series of notes within a larger work that constitutes a single coherent melodic idea.

MELODIC PATTERN
Grouping, generally brief, of tones or pitches.

MELODY
Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music.

METER
Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter).

MINOR SCALE
Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic.

MODAL
Music based on a mode other than major or minor.

MODES
Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian — were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged.

MODEL CORNERSTONE ASSESSMENT
Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components.

MODERATELY COMPLEX FORMAL STRUCTURE
Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way.

MOOD
Over-all feeling that a section or piece of music conveys.

MONOPHONIC
Musical texture consisting of a single, unaccompanied melodic line.

MOTIF/MOTIVE
Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element.

MOVEMENT
Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds.

MUSIC LITERACY
Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding.

MUSIC THEORY
Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works.

MUSIC VOCABULARY
Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary).

MUSICAL CRITERIA
Traits relevant to assessing music attributes of a work or performance.

MUSICAL IDEA
Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

MUSICAL RANGE
Span between the highest and lowest pitches of a melody, instrument, or voice.

MUSICAL WORK
Piece of music preserved as a notated copy or sound recording or passed through oral tradition.

NON-PITCHED INSTRUMENTS
Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones.

NOTATION
Visual representation of musical sounds.

ONE-PART FORMAL STRUCTURE
Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as through-composed.

OPEN-ENDED ASSESSMENT
Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting.

PENTATONIC SCALE
Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible.

PERFORM
Process of realizing artistic ideas and work through interpretation and presentation.

PERFORMING, PERFORMANCE
Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing).

PERFORMANCE DECORUM
Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire.

PERFORMANCE PRACTICE
Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work.

PERFORMANCE TECHNIQUE
Personal technical skills developed and used by a performer.

PERSONAL CONTEXT
Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

PERSONALLY-DEVELOPED CRITERIA
Qualities or traits for assessing achievement level developed by students individually.

PHRASE
Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text.

PHRASING
Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling.

PIECE
General, non-technical term referring to a composition or musical work.

PITCH
Identification of a tone or note with respect to highness or lowness (i.e., frequency).

PLAN
Select and develop musical ideas for creating a musical work.

POLYPHONIC
Musical texture in which two or more melodies sound simultaneously.

POLYTONAL
Music in which two or more tonalities (keys) sound simultaneously.

PRESENT
Share artistic work (e.g., a composition) with others.

PROGRAM
Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting.

PURPOSE
Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

REFINE
Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

REPERTOIRE
Body or set of musical works that can be performed.

RESPOND
Understand and evaluate how the arts convey meaning.

RHYTHM
Duration or length of sounds and silences that occur in music; organization of sounds and silences in time.

RHYTHMIC PASSAGE
Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea.

RHYTHMIC PATTERN
Grouping, generally brief, of long and short sounds and silences.

RONDO
Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA.

RUBRIC
Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement.

SCALE
Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps.

SCORE
Written notation of an entire music composition.

SECTION
One of a number of distinct segments that together comprise a composition; a section consists of several phrases.

SELECT
Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

SENSITIVITY
Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression.

SET
Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording.

SETTING
Specified or implied instrumentation, voicing, or orchestration of a musical work.

SETTING OF THE TEXT
Musical treatment of text as presented in the music.

SHARE
Present artistic work (e.g., a composition) to others.

SIGHT-READING
First attempt to perform a notated musical work.

SIMPLE FORMAL STRUCTURE
Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections.

SOCIAL CONTEXT
Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

SONIC EVENTS
Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical.

SONIC EXPERIENCE
Perception and understanding of the sounds and silences of a musical work and their inter-relationship.

STAGE PRESENCE
Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression.

STAGING
Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance.

STANDARD NOTATION
System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation.

STORYLINE
Extra-musical narrative that inspires or explains the structure of a piece of music.

STROPHIC FORM
Vocal music in which the music repeats with a new set of text each time.

STRUCTURAL
(See **STRUCTURE**).

STRUCTURE
Totality of a musical work.

STYLE
Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre.

STYLISTIC EXPRESSION
Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin.

TABLATURE
System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board.

TEACHER-PROVIDED CRITERIA
Qualities or traits for assessing achievement level that are provided to students by the teacher.

TECHNICAL ASPECTS
Characteristics enabling the accurate representation/presentation of musical ideas.

TECHNICAL CHALLENGES
Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution.

TECHNICAL ACCURACY, TECHNICAL SKILL
Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work.

TEMPO
Rate or speed of the beat in a musical work or performance.

TENSION/RELEASE
Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling.

TERNARY FORM
(See **ABA**).

TEXTURE
Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound.

THEME AND VARIATIONS
Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody.

THEORETICAL
(See **FUNDAMENTALS OF MUSIC THEORY**).

TIMBRE
Tone color or tone quality that distinguishes one sound source, instrument, or voice from another.

TONAL PATTERN
Grouping, generally brief, of tones or pitches.

TONALITY
Tonic or key tone around which a piece of music is centered.

TRANSFER
Use music knowledge and skills appropriately in a new context.

UNITY
Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See **VARIETY**).

VARIETY
Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See **UNITY**).

VENUE
Physical setting in which a musical event takes place.

VOCABLES
Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent.

VOCALIZATIONS
Vocal exercises that include no text and are sung to one or more vowels.

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Source: *Miss. Code Ann. §37-1-3*

MISSISSIPPI

College- and Career-Readiness

Arts Learning Standards for THEATRE

2017

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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ACKNOWLEDGEMENTS

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Table of Contents

Acknowledgements 3

Purpose of the Arts Learning Standards 5

Mission of Arts Education 6

Arts Integration 6

Artistic Literacy 6

Overview of the Arts Learning Standards 7

Benefits of the Arts in Education 7

Foundations and Goals 8

Understanding the Arts Learning Standards 9

Introduction to the Arts Learning Standards for Theatre 13

Guide to the Arts Learning Standards Notation 14

Pre-Kindergarten through 8th Grade 16

High School 56

Glossary 69

References 72

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

Mission of Arts Education

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

Arts Integration

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

Artistic Literacy

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Student should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

Overview of the Arts Learning Standards

The primary purpose of the 2017 Mississippi College-and-Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for Grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.
This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Benefits of the Arts in Education

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

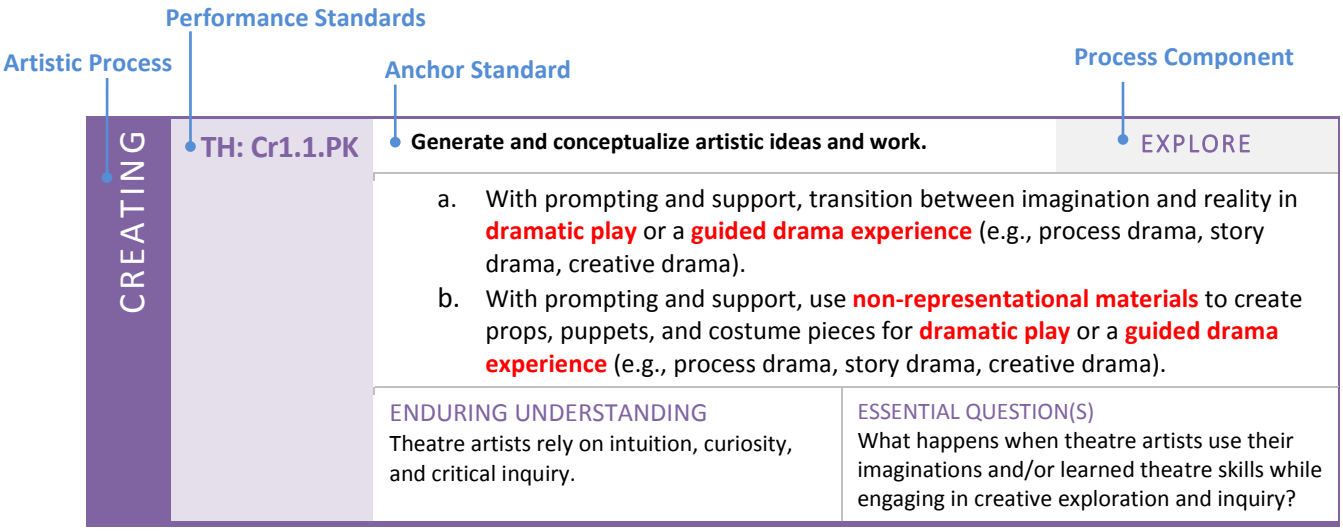
UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the Arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	**Pr**— PERFORMING/ PRESENTING/ PRODUCING	**Re**— RESPONDING	**Cn**— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	**PERFORMING** (dance, music, theatre)**:** Realizing artistic ideas and work through interpretation and presentation. **PRESENTING** (visual arts): Interpreting and sharing artistic work. **PRODUCING** (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- **HS - Proficient**
  Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- **HS - Accomplished**
  Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- **HS - Advanced**
  Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components**.** Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

Introduction to the Arts Learning Standards for Theatre

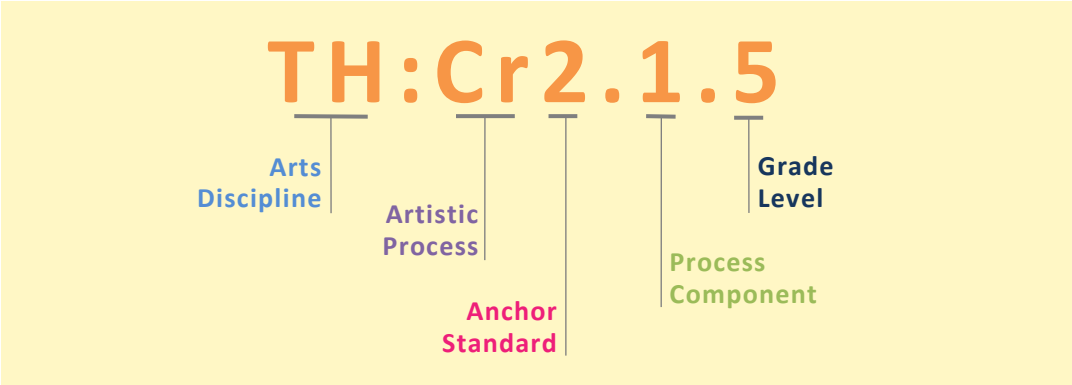
The Mississippi College- and Career-Readiness Arts Learning Standards for Theatre are designed to guide theatre educators as they help their students achieve independent theatre literacy. These grade-by-grade standards are an effort to articulate the most fundamental elements of theatre, in the hope that by doing so there will be recognition that every student can and should achieve a level of proficiency or beyond in this ancient and honorable craft.

The Mississippi College- and Career-Readiness Arts Learning Standards in Theatre are written with both drama processes and theatre products in mind. While many secondary theatre programs focus on performance and design in staged productions as evidence of a student's understanding and achievement in the art, ongoing student engagement in theatre without an end product in mind has not always been defined and valued. These standards address those drama processes as well as traditional theatre. Drama processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; theatre includes the broader and more traditional conventions of the craft that have been developed over the centuries—scripted plays, acting, public performance, and stagecraft.

To address both process and product in theatre, the grade 3 through high school standards of Proficient, Advanced, and Accomplished often include the term "drama/theatre" to clarify the distinct but companion parts of theatre education. The Pre-Kindergarten through grade 2 standards, acknowledging the early childhood need for supervision and unfettered play, employ the phraseology "dramatic play" and/or "guided drama experience."

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline — The first two letters are codes for the arts discipline notation: **TH** = for Theatre

Artistic Process — The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Performing **Re** = Responding **Cn** = Connecting

Anchor Standard — The next number is the anchor standard, numbers 1 to 11.

Process Component — The next number after the period is the process components which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level — The next number is the grade level. (Pre- Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Dance:

TH:Cr1.1.PK				
TH	**Cr**	**1**	**1**	**PK**
Arts discipline of Theatre	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

TH:Pr5.1.4				
TH	**Pr**	**5**	**1**	**4**
Arts discipline of Theatre	Artistic process of Performing	Anchor standard five	Process component	Grade four

TH:Re8.1.6				
TH	**Re**	**8**	**1**	**6**
Arts discipline of Theatre	Artistic process of Responding	Anchor standard eight	Process component	Grade six

TH:Cn10.1.II				
TH	**Cn**	**10**	**1**	**II**
Arts discipline of Theatre	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH

8th Grade

[THEATRE]

1260

PK

CREATING

TH: Cr1.1.PK	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. With prompting and support, transition between imagination and reality in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama). b. With prompting and support, use **non-representational materials** to create props, puppets, and costume pieces for **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.PK	**Organize and develop artistic ideas and work.**	DEVELOP
	a. With prompting and support, contribute through **gestures** and words to **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.PK	**Refine and complete artistic work.**	REHEARSE
	a. With prompting and support, answer questions in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

1261

PK

PERFORMING

TH: Pr4.1.PK

Select, analyze, and interpret artistic work for presentation. SELECT

a. With prompting and support, identify characters in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.PK

Develop and refine artistic techniques and work for presentation. PREPARE

a. With prompting and support, understand that imagination is fundamental to **dramatic play** and **guided drama experience** (e.g., process drama, story drama, creative drama).
b. With prompting and support, explore and experiment with various **technical elements** in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.PK

Convey meaning through the presentation of artistic work. SHARE / PRESENT

1262

a. With prompting and support, engage in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.PK

Perceive and analyze artistic work. REFLECT

a. With prompting and support, recall an emotional response in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

PK

RESPONDING

TH: Re8.1.PK — INTERPRET

Interpret intent and meaning in artistic work.

a. With prompting and support, explore preferences in **dramatic play**, **guided drama experience** (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
b. With prompting and support, name and describe characters in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.PK — EVALUATE

Apply criteria to evaluate artistic work.

a. With prompting and support, actively engage in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1263

CONNECTING

TH: Cn10.1.PK — EMPATHIZE

Synthesize and relate knowledge and personal experiences to make art.

a. With prompting and support, identify similarities between a story and personal experience in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH: Cn11.1.PK — INTERRELATE

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

a. With prompting and support, use skills and knowledge from other areas in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

CONNECTING

TH: Cn11.2.PK

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

RESEARCH

a. With prompting and support, identify stories that are similar to one another in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. With prompting and support, tell a short story in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1264

CREATING

TH: Cr1.1.K	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. With prompting and support, invent and inhabit an **imaginary elsewhere** in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama). b. With prompting and support, use **non-representational materials** to create props, puppets, and costume pieces for **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.K	**Organize and develop artistic ideas and work.**	DEVELOP
	a. With prompting and support, interact with peers and contribute to **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in **dramatic play** or a **guided drama experience** (e.g., creative drama, process drama, story drama).	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.K	**Refine and complete artistic work.**	REHEARSE
	a. With prompting and support, ask and answer questions in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

K

PERFORMING

TH: Pr4.1.K — Select, analyze, and interpret artistic work for presentation. — SELECT

a. With prompting and support, identify characters in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.K — Develop and refine artistic techniques and work for presentation. — PREPARE

a. With prompting and support, understand that voice and sound are fundamental to **dramatic play** and **guided drama experiences** (e.g., process drama, story drama, creative drama).
b. With prompting and support, explore and experiment with various technical elements in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.K — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

1266

a. With prompting and support, use voice and sound in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.K — Perceive and analyze artistic work. — REFLECT

a. With prompting and support, express an emotional response to characters in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.K

Interpret intent and meaning in artistic work. — INTERPRET

a. With prompting and support, identify preferences in **dramatic play**, a **guided drama experience** (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
b. With prompting and support, name and describe settings in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.K

Apply criteria to evaluate artistic work. — EVALUATE

a. With prompting and support, actively engage with others in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1267

CONNECTING

TH: Cn10.1.K

Synthesize and relate knowledge and personal experiences to make art. — EMPATHIZE

a. With prompting and support, identify similarities between characters and oneself in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

K

CONNECTING

TH: Cn11.1.K	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. With prompting and support, identify skills and knowledge from other areas in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH: Cn11.2.K	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. With prompting and support, identify stories that are different from one another in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama). b. With prompting and support, tell a short story in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1268

1

CREATING

TH: Cr1.1.1	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE

a. Propose potential choices characters could make in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Collaborate with peers to conceptualize costumes and props in a **guided drama experience** (e.g., process drama, story drama, creative drama).
c. Identify ways in which **gestures** and movement may be used to create or retell a story in **guided drama experiences** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH: Cr2.1.1	**Organize and develop artistic ideas and work.**	DEVELOP

a. Contribute to the development of a sequential **plot** in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. With prompting and support, participate in group decision making in a **guided drama experience** (e.g., process drama, story drama, creative drama).

1269

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?

TH: Cr3.1.1	**Refine and complete artistic work.**	REHEARSE

a. Contribute to the adaptation of the **plot** in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Identify similarities and differences in sounds and movements in a **guided drama experience** (e.g., process drama, story drama, creative drama).
c. Collaborate to imagine multiple representations of a single object in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?

PERFORMING

TH: Pr4.1.1 — Select, analyze, and interpret artistic work for presentation. — SELECT

a. Describe a story's character actions and **dialogue** in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Use body, face, **gestures**, and voice to communicate **character traits** and emotions in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.1 — Develop and refine artistic techniques and work for presentation. — PREPARE

a. With prompting and support, identify and understand that physical movement is fundamental to **guided drama experiences** (e.g., process drama, story drama, creative drama).
b. With prompting and support, identify technical elements that can be used in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

1270

TH: Pr6.1.1 — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

a. With prompting and support, use movement and **gestures** to communicate emotions in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.1 — Perceive and analyze artistic work. — REFLECT

a. Recall choices made in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

1

RESPONDING

TH: Re8.1.1 — Interpret intent and meaning in artistic work. — INTERPRET

a. Explain preferences and emotions in a **guided drama experience** (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
b. Identify causes of character actions in a **guided drama experience** (e.g., process drama, story drama, or creative drama).
c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.1 — Apply criteria to evaluate artistic work. — EVALUATE

a. Build on others' ideas in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Identify props and costumes that might be used in a **guided drama experience** (e.g., process drama, story drama, creative drama).
c. Compare and contrast the experiences of characters in a **guided drama experience** (e.g., process drama, story drama, creative drama).

1271

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

CONNECTING

TH: Cn10.1.1 — Synthesize and relate knowledge and personal experiences to make art. — EMPATHIZE

a. Identify character emotions in a **guided drama experience** (e.g., process drama, story drama, creative drama) and relate it to personal experience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

CONNECTING 1

TH: Cn11.1.1	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. Apply skills and knowledge from different art forms and content areas in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH: Cn11.2.1	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Identify similarities and differences in stories from one's own community in a **guided drama experience** (e.g., process drama, story drama, creative drama). b. Collaborate on the creation of a short scene based on a fictional literary source in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1272

2

CREATING

TH: Cr1.1.2	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE

a. Propose potential new details to **plot** and story in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Collaborate with peers to conceptualize scenery in a **guided drama experience** (e.g., **process drama**, story **drama**, **creative drama**).
c. Identify ways in which voice and sounds may be used to create or retell a story in **guided drama experiences** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH: Cr2.1.2	**Organize and develop artistic ideas and work.**	DEVELOP

a. Collaborate with peers to devise meaningful **dialogue** in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Contribute ideas and make decisions as a group to advance a story in a **guided drama experience** (e.g., process drama, story drama, creative drama).

1273

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?

TH: Cr3.1.2	**Refine and complete artistic work.**	REHEARSE

a. Contribute to the adaptation of **dialogue** in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Use and adapt sounds and movements in a **guided drama experience** (e.g., process drama, story drama, creative drama).
c. Generate independently multiple representations of a single object in a **guided drama experience** (e.g., process drama, story drama, creative drama.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?

PERFORMING

TH: Pr4.1.2 — Select, analyze, and interpret artistic work for presentation. — SELECT

a. Interpret **story elements** in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Alter voice and body to expand and articulate nuances of a character in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.2 — Develop and refine artistic techniques and work for presentation. — PREPARE

a. Demonstrate the relationship between and among body, voice, and mind in a **guided drama experience** (e.g., process drama, story drama, creative drama).
b. Explore technical elements in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.2 — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

1274

a. Contribute to group **guided drama experiences** (e.g., process drama, story drama, creative drama) and informally share with peers.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.2 — Perceive and analyze artistic work. — REFLECT

a. Recognize when artistic choices are made in a **guided drama experience** (e.g., process drama, story drama, creative drama).

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.2	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Explain how personal preferences and emotions affect an observer's response in a **guided drama experience** (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. Identify causes and consequences of character actions in a **guided drama experience** (e.g., process drama, story drama, or creative drama). c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
TH: Re9.1.2	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Collaborate on a **scene** in a **guided drama experience** (e.g., process drama, story drama, creative drama). b. Use a prop or costume in a **guided drama experience** (e.g., process drama, story drama, creative drama) to describe characters, settings, or events. c. Describe how characters respond to challenges in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1275

CONNECTING

TH: Cn10.1.2	**Synthesize and relate knowledge and personal experiences to make art.**	EMPATHIZE
	a. Relate character experiences to personal experiences in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

CONNECTING 2

TH: Cn11.1.2	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH: Cn11.2.2	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Identify similarities and differences in stories from multiple cultures in a **guided drama experience** (e.g., process drama, story drama, creative drama). b. Collaborate on the creation of a short scene based on a non-fiction literary source in a **guided drama experience** (e.g., process drama, story drama, creative drama).	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1276

CREATING

TH: Cr1.1.3	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. Create roles, **imagined worlds**, and **improvised** stories in a drama/theatre work. b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. c. Collaborate to determine how characters might move and speak to support the story and **given circumstances** in drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.3	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Participate in methods of investigation to devise original ideas for a drama/theatre work. b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.3	**Refine and complete artistic work.**	REHEARSE
	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work. b. Participate and contribute to physical and vocal exploration in an **improvised** or scripted drama/theatre work. c. Practice and refine **design and technical** choices to support a **devised** or scripted drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

1277

PERFORMING

TH: Pr4.1.3 — Select, analyze, and interpret artistic work for presentation. — SELECT

a. Apply the elements of dramatic structure to a story and create a drama/theatre work.
b. Investigate how movement and voice are incorporated into drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.3 — Develop and refine artistic techniques and work for presentation. — PREPARE

a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
b. Identify the basic **technical elements** that can be used in drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.3 — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

a. Practice drama/theatre work and share reflections individually and in small groups.

1278

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.3 — Perceive and analyze artistic work. — REFLECT

a. Understand why artistic choices are made in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.3	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Consider multiple personal experiences when participating in or observing a drama/theatre work. b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work. c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
TH: Re9.1.3	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Understand how and why groups evaluate drama/theatre work. b. Consider and analyze **technical elements** from multiple drama/theatre works. c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.	
	ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1279

CONNECTING

TH: Cn10.1.3	**Synthesize and relate knowledge and personal experiences to make art.**	EMPATHIZE
	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
TH: Cn11.1.3	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. Identify connections to community, social issues and other content areas in drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

3

CONNECTING

TH: Cn11.2.3	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Explore how stories are adapted from literature to drama/theatre work. b. Examine how artists have historically presented the same stories using different art forms, **genres**, or drama/theatre **conventions**.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1280

CREATING

TH: Cr1.1.4	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. Articulate the visual details of **imagined worlds**, and **improvised** stories that support the **given circumstances** in a drama/theatre work. b. Visualize and design **technical elements** that support the story and **given circumstances** in a drama/theatre work. c. Imagine how a character might move to support the story and **given circumstances** in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.4	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and **plots**. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.4	**Refine and complete artistic work.**	REHEARSE
	a. Revise and improve an **improvised** or **scripted** drama/theatre work through repetition and collaborative review. b. Develop physical and vocal exercise techniques for an **improvised** or scripted drama/theatre work. c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

1281

PERFORMING

TH: Pr4.1.4	**Select, analyze, and interpret artistic work for presentation.**	SELECT
	a. Modify the **dialogue** and action to change the story in a drama/theatre work. b. Make physical choices to develop a character in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists make strong choices to effectively convey meaning.	ESSENTIAL QUESTION(S) Why are strong choices essential to interpreting a drama or theatre piece?
TH: Pr5.1.4	**Develop and refine artistic techniques and work for presentation.**	PREPARE
	a. Practice selected exercises that can be used in a group setting for drama/theatre work. b. Propose the use of **technical elements** in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?
TH: Pr6.1.4	**Convey meaning through the presentation of artistic work.**	SHARE / PRESENT
	a. Share small-group drama/theatre work, with peers as audience.	
	ENDURING UNDERSTANDING Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	ESSENTIAL QUESTION(S) What happens when theatre artists and audiences share a creative experience?

1282

RESPONDING

TH: Re7.1.4	**Perceive and analyze artistic work.**	REFLECT
	a. Identify artistic choices made in a drama/theatre work through participation and observation.	
	ENDURING UNDERSTANDING Theatre artists reflect to understand the impact of drama processes and theatre experiences.	ESSENTIAL QUESTION(S) How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.4	**Interpret intent and meaning in artistic work.**	INTERPRET
	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives. c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.	
	ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
TH: Re9.1.4	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Propose a plan to evaluate drama/theatre work. b. Investigate how **technical elements** may support a **theme** or idea in a drama/theatre work. c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 1283

CONNECTING

TH: Cn10.1.4	**Synthesize and relate knowledge and personal experiences to make art.**	EMPATHIZE
	a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	
	ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
TH: Cn11.1.4	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

CONNECTING

TH: Cn11.2.4	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Investigate cross-cultural approaches to storytelling in drama/theatre work. b. Compare the drama/theatre **conventions** of a given time period with those of the present.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1284

CREATING

TH: Cr1.1.5 — Generate and conceptualize artistic ideas and work. — ENVISION / CONCEPTUALIZE

a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
b. Propose design ideas that support the story and **given circumstances** in a drama/theatre work.
c. Imagine how a character's **inner thoughts** impact the story and **given circumstances** in a drama/ theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH: Cr2.1.5 — Organize and develop artistic ideas and work. — DEVELOP

a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their **given circumstances**.
b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?

1285

TH: Cr3.1.5 — Refine and complete artistic work. — REHEARSE

a. Revise and improve an **improvised** or **scripted** drama/theatre work through repetition and self-review.
b. Use physical and vocal exploration for character development in an **improvised** or scripted drama/theatre work.
c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?

PERFORMING

TH: Pr4.1.5 — Select, analyze, and interpret artistic work for presentation. — SELECT

a. Describe the underlying thoughts and emotions that create **dialogue** and action in a drama/theatre work.
b. Use physical choices to create meaning in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

PERFORMING

TH: Pr5.1.5 — Develop and refine artistic techniques and work for presentation. — PREPARE

a. Choose acting exercises that can be applied to a drama/theatre work.
b. Demonstrate the use of **technical elements** in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.5 — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

a. Present drama/theatre work informally to an audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.5 — Perceive and analyze artistic work. — REFLECT

a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

TH: Re8.1.5 — Interpret intent and meaning in artistic work. — INTERPRET

a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.
b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
c. Investigate the effects of emotions on posture, **gesture**, breathing, and vocal intonation in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

RESPONDING

TH: Re9.1.5	**Apply criteria to evaluate artistic work.**	EVALUATE
	a. Develop and implement a plan to evaluate drama/theatre work. b. Assess how **technical elements** represent the **theme** of a drama/theatre work. c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

CONNECTING

TH: Cn10.1.5	**Synthesize and relate knowledge and personal experiences to make art.**	EMPATHIZE
	a. Explain how drama/theatre connects oneself to a community or culture.	
	ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
TH: Cn11.1.5	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE 1287
	a. Investigate historical, global and social issues expressed in drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH: Cn11.2.5	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. b. Identify historical sources that explain drama/theatre terminology and **conventions**.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

CREATING

TH: Cr1.1.6	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. Identify possible solutions to **staging** challenges in a drama/theatre work. b. Identify solutions to design challenges in a drama/theatre work. c. Explore a scripted or **improvised** character by imagining the **given circumstances** in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.6	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a **devised** or scripted drama/theatre work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.6	**Refine and complete artistic work.**	REHEARSE
	a. Articulate and examine choices to refine a **devised** or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an **improvised** or scripted drama/theatre work. c. Explore a planned technical design during the rehearsal process for a **devised** or scripted drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

1288

PERFORMING

TH: Pr4.1.6	**Select, analyze, and interpret artistic work for presentation.**	SELECT
	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work b. Experiment with various physical choices to communicate character in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists make strong choices to effectively convey meaning.	ESSENTIAL QUESTION(S) Why are strong choices essential to interpreting a drama or theatre piece?
TH: Pr5.1.6	**Develop and refine artistic techniques and work for presentation.**	PREPARE
	a. Recognize how acting exercises and **techniques** can be applied to a drama/theatre work. b. Articulate how **technical elements** are integrated into a drama/ theatre work.	
	ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?
TH: Pr6.1.6	**Convey meaning through the presentation of artistic work.**	SHARE / PRESENT
	a. Adapt a drama/theatre work and present it informally for an audience.	
	ENDURING UNDERSTANDING Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	ESSENTIAL QUESTION(S) What happens when theatre artists and audiences share a creative experience?

1289

RESPONDING

TH: Re7.1.6	**Perceive and analyze artistic work.**	REFLECT
	a. Describe and record personal reactions to artistic choices in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists reflect to understand the impact of drama processes and theatre experiences.	ESSENTIAL QUESTION(S) How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.6 — INTERPRET

Interpret intent and meaning in artistic work.

a. Explain how artists make choices based on personal experience in a drama/theatre work.
b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.6 — EVALUATE

Apply criteria to evaluate artistic work.

a. Use supporting evidence and criteria to evaluate drama/theatre work.
b. Apply the **production elements** used in a drama/theatre work to assess aesthetic choices.
c. Identify a specific audience or purpose for a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1290

CONNECTING

TH: Cn10.1.6 — EMPATHIZE

Synthesize and relate knowledge and personal experiences to make art.

a. Explain how the actions and **motivations** of characters in a drama/theatre work impact perspectives of a community or culture.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH: Cn11.1.6 — INTERRELATE

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

a. Identify universal **themes** or common social issues and express them through a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

CONNECTING 6

TH: Cn11.2.6	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story. b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1291

CREATING

TH: Cr1.1.7	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. Investigate multiple perspectives and solutions to **staging** challenges in a drama/theatre work b. Explain and present solutions to design challenges in a drama/ theatre work. c. Envision and describe a scripted or **improvised** character's **inner thoughts** and **objectives** in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.7	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.7	**Refine and complete artistic work.**	REHEARSE
	a. Demonstrate **focus** and concentration in the rehearsal process to analyze and refine choices in a **devised** or scripted drama/theatre work. b. Develop effective physical and vocal traits of characters in an **improvised** or scripted drama/theatre work c. Consider multiple planned **technical design elements** during the rehearsal process for a **devised** or scripted drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

1292

PERFORMING

TH: Pr4.1.7 — Select, analyze, and interpret artistic work for presentation. — SELECT

a. Consider various **staging** choices to enhance the story in a drama/theatre work.
b. Use various character **objectives** in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.7 — Develop and refine artistic techniques and work for presentation. — PREPARE

a. Participate in a variety of acting exercises and **techniques** that can be applied in a rehearsal or drama/theatre performance.
b. Choose a variety of **technical elements** that can be applied to a design in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.7 — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

a. Participate in rehearsals for a drama/theatre work that will be shared with an audience. 1293

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.7 — Perceive and analyze artistic work. — REFLECT

a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.7 — Interpret intent and meaning in artistic work. — INTERPRET

a. Identify the artistic choices made based on personal experience in a drama/theatre work.
b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.7 — Apply criteria to evaluate artistic work. — EVALUATE

a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
b. Consider the aesthetics of the **production elements** in a drama/theatre work
c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1294

CONNECTING

TH: Cn10.1.7 — Synthesize and relate knowledge and personal experiences to make art. — EMPATHIZE

a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH: Cn11.1.7 — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — INTERRELATE

a. Incorporate music, dance, art, and/or media to strengthen the meaning and **conflict** in a drama/theatre work with a particular cultural, global, or historic context.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

7

CONNECTING

TH: Cn11.2.7	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced. b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1295

CREATING

TH: Cr1.1.8	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. Imagine and explore multiple perspectives and solutions to **staging** problems in a drama/ theatre work. b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. c. Develop a scripted or **improvised** character by articulating the character's **inner thoughts**, **objectives**, and **motivations** in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.8	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change? 1296
TH: Cr3.1.8	**Refine and complete artistic work.**	REHEARSE
	a. Use repetition and analysis in order to revise **devised** or scripted drama/theatre work. b. Refine effective physical, vocal, and physiological traits of characters in an **improvised** or scripted drama/theatre work. c. Implement and refine a planned **technical design** using simple technology during the rehearsal process for **devised** or scripted drama/ theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

PERFORMING

TH: Pr4.1.8 — Select, analyze, and interpret artistic work for presentation. — SELECT

a. Explore different pacing to better communicate the story in a drama/theatre work.
b. Use various character **objectives** and **tactics** in a drama/theatre work to overcome an obstacle.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.8 — Develop and refine artistic techniques and work for presentation. — PREPARE

a. Use a variety of **acting techniques** to increase skills in a rehearsal or drama/theatre performance.
b. Use a variety of **technical elements** to create a design for a rehearsal or drama/theatre production.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.8 — Convey meaning through the presentation of artistic work. — SHARE / PRESENT

a. Perform a rehearsed drama/theatre work for an audience.

1297

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.8 — Perceive and analyze artistic work. — REFLECT

a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

RESPONDING

TH: Re8.1.8 — Interpret intent and meaning in artistic work. — INTERPRET

a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.8 — Apply criteria to evaluate artistic work. — EVALUATE

a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
b. Apply the **production elements** used in a drama/theatre work to assess aesthetic choices.
c. Assess the impact of a drama/theatre work on a specific audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1298

CONNECTING

TH: Cn10.1.8 — Synthesize and relate knowledge and personal experiences to make art. — EMPATHIZE

a. Examine a community issue through multiple perspectives in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH: Cn11.1.8 — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — INTERRELATE

a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

8

CONNECTING

TH: Cn11.2.8 **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

RESEARCH

a. Research the **story elements** of a staged drama/theatre work and compare them to another production of the same work.
b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1299

High School

PROFICIENT
ACCOMPLISHED
ADVANCED
[THEATRE]

1300

HS PROFICIENT

CREATING

TH: Cr1.1.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONECEPTUALIZE
	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. b. Explore the impact of technology on design choices in a drama/theatre work. c. Use **script analysis** to generate ideas about a character that is **believable** and authentic in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.I HS PROFICIENT	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change? 1301
TH: Cr3.1.I HS PROFICIENT	**Refine and complete artistic work.**	REHEARSE
	a. Practice and revise a **devised** or scripted drama/theatre work using theatrical staging **conventions**. b. Explore physical, vocal and physiological choices to develop a performance that is **believable**, authentic, and relevant to a drama/theatre work. c. Refine **technical design** choices to support the story and emotional impact of a **devised** or scripted drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

HS PROFICIENT

PERFORMING

TH: Pr4.1.I
HS PROFICIENT

Select, analyze, and interpret artistic work for presentation. — SELECT

a. Examine how character relationships assist in telling the story of a drama/theatre work.
b. Shape character choices using **given circumstances** in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.I
HS PROFICIENT

Develop and refine artistic techniques and work for presentation. — PREPARE

a. Practice various **acting techniques** to expand skills in a rehearsal or drama/theatre performance.
b. Use researched **technical elements** to increase the impact of design for a drama/theatre production.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.I
HS PROFICIENT

Convey meaning through the presentation of artistic work. — SHARE / PRESENT

a. Perform a **scripted** drama/theatre work for a specific audience.

1302

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.I
HS PROFICIENT

Perceive and analyze artistic work. — REFLECT

a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

HS PROFICIENT

RESPONDING

TH: Re8.1.I
HS PROFICIENT

Interpret intent and meaning in artistic work. INTERPRET

a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.I
HS PROFICIENT

Apply criteria to evaluate artistic work. EVALUATE

a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
b. Consider the aesthetics of the **production elements** in a drama/theatre work.
c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1303

CONNECTING

TH: Cn10.1.I
HS PROFICIENT

Synthesize and relate knowledge and personal experiences to make art. EMPATHIZE

a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

HS PROFICIENT

CONNECTING

TH: Cn11.1.I HS PROFICIENT	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH: Cn11.2.I HS PROFICIENT	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Research how other theatre artists apply creative processes to tell stories in a **devised** or **scripted** drama/theatre work, using theatre research methods. b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1304

CREATING

TH: Cr1.1.II HS ACCOMPLISHED	**Generate and conceptualize artistic ideas and work.**	ENVISION / CONCEPTUALIZE
	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work. b. Understand and apply technology to design solutions for a drama/theatre work. c. Use personal experiences and knowledge to develop a character that is **believable** and authentic in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
TH: Cr2.1.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.**	DEVELOP
	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work. b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
TH: Cr3.1.II HS ACCOMPLISHED	**Refine and complete artistic work.**	REHEARSE
	a. Use the rehearsal process to analyze the dramatic concept and **technical design elements** of a **devised** or scripted drama/theatre work. b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the **believability** and relevance of a drama/ theatre work. c. Re-imagine and revise **technical design** choices during the course of a rehearsal process to enhance the story and emotional impact of a **devised** or scripted drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.	ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?

HS ACCOMPLISHED

PERFORMING

TH: Pr4.1.II
HS ACCOMPLISHED

Select, analyze, and interpret artistic work for presentation. SELECT

a. Discover how unique choices shape **believable** and sustainable drama/ theatre work.
b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.II
HS ACCOMPLISHED

Develop and refine artistic techniques and work for presentation. PREPARE

a. Refine a range of acting skills to build a **believable** and sustainable drama/theatre performance.
b. Apply **technical elements** and research to create a design that communicates the concept of a drama/theatre production.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

TH: Pr6.1.II
HS ACCOMPLISHED

Convey meaning through the presentation of artistic work. SHARE / PRESENT

a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

1306

RESPONDING

TH: Re7.1.II
HS ACCOMPLISHED

Perceive and analyze artistic work. REFLECT

a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

HS ACCOMPLISHED

RESPONDING

TH: Re8.1.II
HS ACCOMPLISHED

Interpret intent and meaning in artistic work. INTERPRET

a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work. EVALUATE

a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of **production elements** while respecting others' interpretations.
c. Verify how a drama/theatre work communicates for a specific purpose and audience.

1307

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

CONNECTING

TH: Cn10.1.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art. EMPATHIZE

a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

CONNECTING

TH: Cn11.1.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

INTERRELATE

a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

TH: Cn11.2.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

RESEARCH

a. Formulate creative choices for a **devised** or **scripted** drama/theatre work based on theatre research about the selected topic.
b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1308

HS ADVANCED

CREATING

TH: Cr1.1.III
HS ADVANCED

Generate and conceptualize artistic ideas and work. ENVISION / CONCEPTUALIZE

a. Synthesize knowledge from a variety of dramatic forms, **theatrical conventions**, and technologies to create the visual composition of a drama/ theatre work.
b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
c. Integrate cultural and historical contexts with personal experiences to create a character that is **believable** and authentic, in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH: Cr2.1.III
HS ADVANCED

Organize and develop artistic ideas and work. DEVELOP

a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.
b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a **devised** or scripted drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?

1309

TH: Cr3.1.III
HS ADVANCED

Refine and complete artistic work. REHEARSE

a. Refine, transform, and re-imagine a **devised** or scripted drama/theatre work using the rehearsal process to invent or re-imagine **style**, **genre**, form, and **conventions**.
b. Synthesize ideas from research, **script analysis**, and context to create a performance that is **believable**, authentic, and relevant in a drama/theatre work.
c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a **devised** or scripted drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?

HS ADVANCED

PERFORMING

TH: Pr4.1.III
HS ADVANCED

Select, analyze, and interpret artistic work for presentation. SELECT

a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
b. Apply a variety of researched **acting techniques** as an approach to character choices in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?

TH: Pr5.1.III
HS ADVANCED

Develop and refine artistic techniques and work for presentation. PREPARE

a. Use and justify a collection of acting exercises from reliable resources to prepare a **believable** and sustainable performance.
b. Explain and justify the selection of **technical elements** used to build a design that communicates the concept of a drama/theatre production.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?

1310

TH: Pr6.1.III
HS ADVANCED

Convey meaning through the presentation of artistic work. SHARE / PRESENT

a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?

RESPONDING

TH: Re7.1.III
HS ADVANCED

Perceive and analyze artistic work. REFLECT

a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?

HS ADVANCED

RESPONDING

TH: Re8.1.III
HS ADVANCED

Interpret intent and meaning in artistic work. INTERPRET

a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.
b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?

TH: Re9.1.III
HS ADVANCED

Apply criteria to evaluate artistic work. EVALUATE

a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
b. Analyze and evaluate varied aesthetic interpretations of **production elements** for the same drama/theatre work.
c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

1311

CONNECTING

TH: Cn10.1.III
HS ADVANCED

Synthesize and relate knowledge and personal experiences to make art. EMPATHIZE

a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

HS ADVANCED

CONNECTING

TH: Cn11.1.III HS ADVANCED	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	INTERRELATE
	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	
	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
TH: Cn11.2.III HS ADVANCED	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RESEARCH
	a. Justify the creative choices made in a **devised** or **scripted** drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

1312

GLOSSARY

ACTING TECHNIQUES
Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance.

BELIEVABILITY
Theatrical choices thought to be "true" based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction.

CHARACTER TRAITS
Observable embodied actions that illustrate a character's personality, values, beliefs, and history.

CONFLICT
The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural.

CREATIVE DRAMA
A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative.

CREATIVE PROCESSES
The application of production and technical elements (see the definitions) to a theatrical production.

DEVISED DRAMA
Creation of an original performance piece by an ensemble.

DIALOGUE
A conversation between two or more characters.

DRAMATIC PLAY
Make-believe where children naturally assign and accept roles, then act them out.

FOCUS
Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play.

GENRE
Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce.

GESTURE
An expressive and planned movement of the body or limbs.

GIVEN CIRCUMSTANCES
The underlying actions and events that have happened before the play, story, or devised piece begins.

GUIDED DRAMA EXPERIENCE
A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role.

IMPROVISE
The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed.

IMAGINARY ELSEWHERE
An imagined location which can be historical, fictional, or realistic.

IMAGINED WORLDS
An imaginary world created collectively by participants in a drama experience.

INNER THOUGHTS
The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext).

MOTIVATION
Reasons why a character behaves or reacts in a particular way in a scene or play.

NON-REPRESENTATIONAL MATERIALS
Objects which can be transformed into specific props through the imagination.

OBJECTIVE
A goal or particular need or want that a character has within a scene or play.

PLOT
A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action.

PROCESS DRAMA
A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves.

PRODUCTION ELEMENTS
Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts.

SCRIPTED DRAMA
A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters.

SCRIPT ANALYSIS
The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters.

STAGING
Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning.

STORY DRAMA
Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves.

STORY ELEMENTS
Characters, setting, dialogue, and plot that create a story.

STYLE
The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor.

TACTIC
The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb.

TECHNICAL ELEMENTS
The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.

THEATRICAL CONVENTIONS
Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside.

THEME
The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas.

VISAL COMPOSITION
The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as mise en scène.

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7 Miss. Admin. Code, Part 188

MISSISSIPPI

College- and Career-Readiness

Arts Learning Standards

for **VISUAL ARTS**

2017

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ACKNOWLEDGEMENTS

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D.
STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.
CHIEF ACADEMIC OFFICER

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1319

Table of Contents

Acknowledgements 3

Purpose of the Arts Learning Standards 5

Mission of Arts Education 6

Arts Integration 6

Artistic Literacy 6

Overview of the Arts Learning Standards 7

Benefits of the Arts in Education 7

Foundations and Goals 8

Understanding the Arts Learning Standards 9

Introduction to the Arts Learning Standards For Visual Arts 13

Guide to the Arts Learning Standards Notation 15

Pre-Kindergarten through 8th Grade 17

High School 65

Glossary 81

References 85

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

Mission of Arts Education

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

Arts Integration

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

Artistic Literacy

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that art form and be able to reflect, critique, and connect personal experience to the arts.

Overview of the Arts Learning Standards

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Benefits of the Arts in Education

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

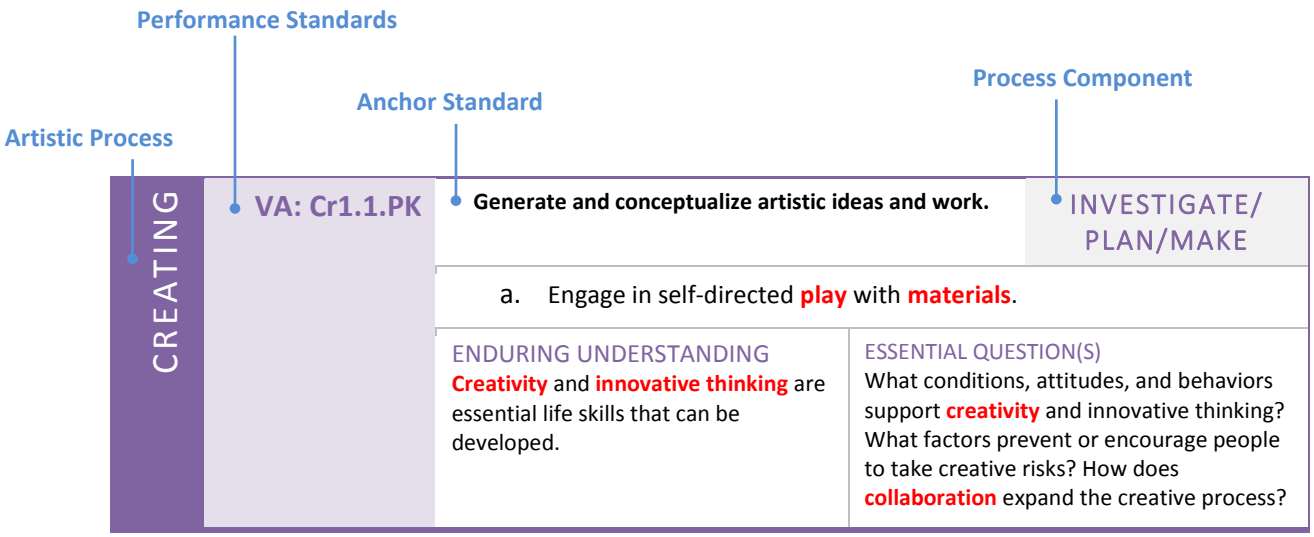
Understanding the Arts Learning Standards

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the Arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the Arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts (dance, media arts, music, theatre, and visual arts).

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	**Pr**— PERFORMING/ PRESENTING/ PRODUCING	**Re**— RESPONDING	**Cn**— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	**PERFORMING** (dance, music, theatre)**:** Realizing artistic ideas and work through interpretation and presentation. **PRESENTING** (visual arts): Interpreting and sharing artistic work. **PRODUCING** (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- **HS - Proficient**
  Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- **HS - Accomplished**
  Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- **HS - Advanced**
  Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an "a" or "b" listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

Process Component

Each artistic process branches into Process Components**.** Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

Enduring Understandings

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student's ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

Essential Questions

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

Introduction to the Arts Learning Standards For Visual Arts

The Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (National Art Education Association)

The Visual Arts Standards provide learning progressions from Pre-Kindergarten–12th grade and provide a context for the grade level visual arts Performance Standards. These include Philosophical Foundations and Lifelong Goals for Artistic Literacy; Definitions of the artistic processes of Creating, Presenting, Responding, and Connecting; and Anchor Standards which are common across all five of the arts disciplines. The glossary provides definitions for those terms which the writing team felt would benefit from explaining the context or point of view regarding the use of the term within the standards.

1. The standards provide the foundation for visual art education for all students. The standards support student-learning outcomes through big ideas – enduring understandings and essential questions. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings - taught through study of the visual arts. By including all aspects of creating, presenting, responding, and connecting in study of the visual arts, student learning through these standards explores the full scope of what it means to be an artistically literate citizen. While presented chronologically, the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors.

2. The standards provide ways to address the content of visual art education within the school year. There are 15 Enduring Understandings with 15 correlated grade-by-grade (Pre-Kindergarten-8th grade and three levels for high school) Performance Standards. Art educators will be able to cluster group standards using more than one within a given instructional unit. The Performance Standards offer a practical system for teachers to use to inform their instruction.

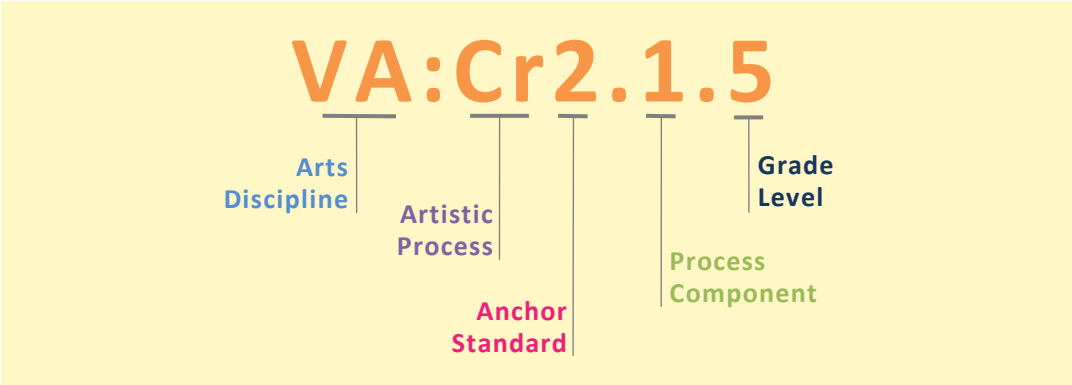
3. The standards emphasize deep learning in the visual arts creating higher expectations and support college, career and citizenship readiness for all students. The performance standards offer learning progressions for students. Embedded in the standards are ideas about how arts learning can be broadened and deepened to support students in making meaning of their lives and their world. Essential questions are provided for teachers as thought starters promoting inquiry based teaching and learning. They support communicating

and learning in art by providing language needed for students and stakeholders alike.

4. The standards provide opportunities for educators to reflect on their practice. The visual arts performance standards are fundamentally grounded in collective beliefs about what constitutes effective teaching and learning. Individual educators are encouraged to review and use the standards in achieving the goal of continuous improvement. Whether it means updating curriculum or adapting an individual art lesson or curriculum unit, the visual arts standards inspire and support the ways in which art educators keep their teaching fresh and dynamic.

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline — The first two letters are codes for the arts discipline notation: **VA** = for Visual Arts

Artistic Process — The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Presenting **Re** = Responding **Cn** = Connecting

Anchor Standard — The next number is the anchor standard, numbers 1 to 11.

Process Component — The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level — The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Visual Arts:

VA:Cr1.1.PK				
VA	**Cr**	**1**	**1**	**PK**
Arts discipline of Visual Arts	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

VA:Pr5.1.4				
VA	**Pr**	**5**	**1**	**4**
Arts discipline of Visual Arts	Artistic process of Presenting	Anchor standard five	Process component	Grade four

VA:Re8.1.6				
VA	**Re**	**8**	**1**	**6**
Arts discipline of Visual Arts	Artistic process of Responding	Anchor standard eight	Process component	Grade six

VA:Cn10.1.II				
VA	**Cn**	**10**	**1**	**II**
Arts discipline of Visual Arts	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH

8th Grade

[VISUAL ARTS]

1333

CREATING

VA: Cr1.1.PK	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Engage in self-directed **play** with **materials**.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.PK	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Engage in self-directed, creative making.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.PK	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Use a variety of art-making tools.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
VA: Cr2.2.PK	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Share **materials** with others.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?

1334

CREATING

VA: Cr2.3.PK

Organize and develop artistic ideas and work. — INVESTIGATE

a. Create and tell about art that communicates a story about a familiar place or object.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA: Cr3.1.PK

Refine and complete artistic work. — REFLECT / REFINE / COMPLETE

a. Share and talk about personal artwork.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely? 1335

PRESENTING

VA: Pr4.1.PK

Select, analyze and interpret artistic work for presentation. — SELECT

a. Identify reasons for saving and displaying objects, artifacts, and artwork.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

PK

PRESENTING

VA: Pr5.1.PK

Develop and refine artistic techniques and work for presentation. — ANALYZE

a. Identify places where art may be displayed or saved.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?

VA: Pr6.1.PK

Convey meaning through the presentation of artistic work. — SHARE

a. Identify where art is displayed both inside and outside of school.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1336

RESPONDING

VA: Re7.1.PK

Perceive and analyze artistic work. — PERCEIVE

a. Recognize art in one's environment.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA: Re7.2.PK

Perceive and analyze artistic work. — PERCEIVE

a. Distinguish between **images** and real objects.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Visual imagery influences understanding of and responses to the world.	What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?

RESPONDING

VA: Re8.1.PK

Interpret intent and meaning in artistic work. — ANALYZE

a. Interpret art by identifying and describing subject matter.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA: Re9.1.PK

Apply criteria to evaluate artistic work. — INTERPRET

a. Select a preferred artwork.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People evaluate art based on various **criteria**	How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.PK

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE 1337

a. Explore the world using descriptive and expressive words and art-making.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA: Cn11.1.PK

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Recognize that people make art.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

CREATING

VA: Cr1.1.K	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Engage in exploration and **imaginative play** with **materials**.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.K	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Engage **collaboratively** in creative art-making in response to an artistic problem.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.K	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Through experimentation, build skills in various **media** and approaches to art-making.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
VA: Cr2.2.K	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Identify safe and non-toxic art **materials**, tools, and equipment.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?

1338

CREATING

VA: Cr2.3.K	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Create art that represents natural and constructed environments.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.K	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Explain the process of making art while creating.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1339

K

PRESENTING

VA: Pr4.1.K	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Select art objects for personal **portfolio** and display, explaining why they were chosen.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.K	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Explain the purpose of a **portfolio** or collection.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection? 1340
VA: Pr6.1.K	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Explain what an art museum is and distinguish how an art museum is different from other buildings.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

K

RESPONDING

VA: Re7.1.K	**Perceive and analyze artistic work.**	PERCEIVE
	a. Identify uses of art within one's personal environment.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.K	**Perceive and analyze artistic work.**	PERCEIVE
	a. Describe what an **image** represents.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.K	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Interpret art by identifying subject matter and describing relevant details.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.K	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Explain reasons for selecting a preferred artwork.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

1341

CONNECTING	**VA: Cn10.1.K**	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
		a. Create art that tells a story about a life experience.	
		ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
	VA: Cn11.1.K	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
		a. Identify a purpose of an artwork.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1342

1

CREATING

VA: Cr1.1.1	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Engage **collaboratively** in exploration and **imaginative play** with **materials**.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.1	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Use observation and investigation in preparation for making a work of art.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.1	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Explore uses of **materials** and tools to create works of art or design.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
VA: Cr2.2.1	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate safe and proper procedures for using **materials**, tools, and equipment while making art.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?

1343

CREATING

VA: Cr2.3.1 — Organize and develop artistic ideas and work. — INVESTIGATE

a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA: Cr3.1.1 — Refine and complete artistic work. — REFLECT / REFINE / COMPLETE

a. Use art vocabulary to describe choices while creating art.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1344

PRESENTING

VA: Pr4.1.1 — Select, analyze and interpret artistic work for presentation. — SELECT

a. Explain why some objects, artifacts, and artwork are valued over others.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

PRESENTING

VA: Pr5.1.1 — Develop and refine artistic techniques and work for presentation. — ANALYZE

a. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or **preservation**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?

VA: Pr6.1.1 — Convey meaning through the presentation of artistic work. — SHARE

a. Identify the roles and responsibilities of people who work in and visit museums and other art **venues**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1345

RESPONDING

VA: Re7.1.1 — Perceive and analyze artistic work. — PERCEIVE

a. Select and describe works of art that illustrate daily life experiences of one's self and others.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA: Re7.2.1 — Perceive and analyze artistic work. — PERCEIVE

a. Compare **images** that represent the same subject.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Visual imagery influences understanding of and responses to the world.	What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?

RESPONDING

VA: Re8.1.1

Interpret intent and meaning in artistic work. — ANALYZE

a. Interpret art by categorizing subject matter and identifying the **characteristics of form**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA: Re9.1.1

Apply criteria to evaluate artistic work. — INTERPRET

a. Classify artwork based on different reasons for preferences.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People evaluate art based on various **criteria**.	How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.1

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE 1346

a. Identify times, places, and reasons by which students make art outside of school.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA: Cn11.1.1

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Understand that people from different places and times have made art for a variety of reasons.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

CREATING

VA: Cr1.1.2	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. **Brainstorm collaboratively** multiple approaches to an art or design problem.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.2	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.2	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Experiment with various **materials** and tools to explore personal interests in a work of art or design.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
VA: Cr2.2.2	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?

1347

CREATING

VA: Cr2.3.2	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Repurpose objects to make something new.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.2	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Discuss and reflect with peers about choices made in creating artwork.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely? 1348

PRESENTING

VA: Pr4.1.2	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Categorize artwork based on a theme or concept for an exhibit.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

PRESENTING

VA: Pr5.1.2 — Develop and refine artistic techniques and work for presentation. — ANALYZE

a. Distinguish between different **materials** or artistic techniques for preparing artwork for presentation.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?

VA: Pr6.1.2 — Convey meaning through the presentation of artistic work. — SHARE

a. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other **venues**) contributes to communities.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1349

RESPONDING

VA: Re7.1.2 — Perceive and analyze artistic work. — PERCEIVE

a. Perceive and describe aesthetic **characteristics** of one's natural world and constructed environments.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA: Re7.2.2 — Perceive and analyze artistic work. — PERCEIVE

a. Categorize **images** based on **expressive properties**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Visual imagery influences understanding of and responses to the world.	What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?

RESPONDING

VA: Re8.1.2

Interpret intent and meaning in artistic work. — ANALYZE

a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and **characteristics of form**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA: Re9.1.2

Apply criteria to evaluate artistic work. — INTERPRET

a. Use learned art vocabulary to express preferences about artwork.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People evaluate art based on various **criteria**.	How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

1350

CONNECTING

VA: Cn10.1.2

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Create works of art about events in home, school, or community life.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA: Cn11.1.2

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Compare and contrast cultural uses of artwork from different times and places.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

CREATING

VA: Cr1.1.3	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Elaborate on an imaginative idea.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.3	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Apply knowledge of available resources, tools, and **technologies** to investigate personal ideas through the art-making process.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.3	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Create personally satisfying artwork using a variety of artistic processes and **materials**.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

CREATING

VA: Cr2.2.3	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate an understanding of the safe and proficient use of **materials**, tools, and equipment for a variety of artistic processes.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.3	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Individually or **collaboratively** construct representations, diagrams, or maps of places that are part of everyday life.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?1352 How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.3	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

PRESENTING

VA: Pr4.1.3	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.3	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Identify exhibit space and prepare works of art including **artists' statements**, for presentation.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.3	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1353

RESPONDING

VA: Re7.1.3	**Perceive and analyze artistic work.**	PERCEIVE
	a. Speculate about processes an artist uses to create a work of art.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.3	**Perceive and analyze artistic work.**	PERCEIVE
	a. Determine messages communicated by an **image**.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.3	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Interpret art by analyzing use of **media** to create subject matter, **characteristics of form**, and mood.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.3	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Evaluate an artwork based on given **criteria**.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

1354

CONNECTING

VA: Cn10.1.3	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Develop a work of art based on observations of surroundings.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.3	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1355

CREATING

VA: Cr1.1.4	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. **Brainstorm** multiple approaches to a creative art or design problem.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.4	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. **Collaboratively** set goals and create artwork that is meaningful and has purpose to the makers.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.4	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Explore and invent art-making techniques and approaches.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
VA: Cr2.2.4	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. When making works of art, utilize and care for **materials**, tools, and equipment in a manner that prevents danger to oneself and others.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?

1356

CREATING

VA: Cr2.3.4

Organize and develop artistic ideas and work. — INVESTIGATE

a. Document, describe, and represent regional constructed environments.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA: Cr3.1.4

Refine and complete artistic work. — REFLECT / REFINE / COMPLETE

a. Revise artwork in progress on the basis of insights gained through peer discussion.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1357

PRESENTING

VA: Pr4.1.4

Select, analyze and interpret artistic work for presentation. — SELECT

a. Analyze how past, present, and emerging **technologies** have impacted the **preservation** and presentation of artwork.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

PRESENTING

VA: Pr5.1.4	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or **digital formats**.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.4	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1358

RESPONDING

VA: Re7.1.4	**Perceive and analyze artistic work.**	PERCEIVE
	a. Compare responses to a work of art before and after working in similar **media**.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

RESPONDING

VA: Re7.2.4

Perceive and analyze artistic work. — PERCEIVE

a. Analyze components in **visual imagery** that convey messages.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Visual imagery influences understanding of and responses to the world.	What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?

VA: Re8.1.4

Interpret intent and meaning in artistic work. — ANALYZE

a. Interpret art by referring to contextual information and analyzing relevant subject matter, **characteristics of form**, and use of **media**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA: Re9.1.4

Apply criteria to evaluate artistic work. — INTERPRET 1359

a. Apply one set of **criteria** to evaluate more than one work of art.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People evaluate art based on various **criteria**.	How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.4

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Create works of art that reflect community **cultural traditions**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

CONNECTING	VA: Cn11.1.4	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
		a. Through observation, infer information about time, place, and culture in which a work of art was created.	
		ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1360

CREATING

VA: Cr1.1.5	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Combine ideas to generate an innovative idea for art-making.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.5	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Identify and demonstrate diverse methods of **artistic investigation** to choose an approach for beginning a work of art.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.5	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Experiment and develop skills in multiple art-making techniques and approaches through practice.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

1361

CREATING

VA: Cr2.2.5	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate quality craftsmanship through care for and use of **materials**, tools, and equipment.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.5	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Identify, describe, and visually document places and/or objects of personal significance.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? 1362
VA: Cr3.1.5	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Create **artist statements** using art vocabulary to describe personal choices in art-making.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

PRESENTING

VA: Pr4.1.5	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in **preserving**, maintaining, and presenting objects, artifacts, and artwork.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.5	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.5	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1363

RESPONDING

VA: Re7.1.5	**Perceive and analyze artistic work.**	PERCEIVE
	a. Compare one's own interpretation of a work of art with the interpretation of others.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.5	**Perceive and analyze artistic work.**	PERCEIVE
	a. Identify and analyze cultural associations suggested by **visual imagery**.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.5	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Interpret **art** by analyzing **characteristics of form** and structure, contextual information, subject matter, visual elements, and use of **media** to identify ideas and mood conveyed. 1364	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.5	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Recognize differences in **criteria** used to evaluate works of art depending on **styles**, **genres**, and **media** as well as historical and **cultural contexts**.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.5	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Apply **formal and conceptual vocabularies** of art and design to view surroundings in new ways through art-making.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.5	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1365

CREATING

VA: Cr1.1.6	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Combine **concepts collaboratively** to generate innovative ideas for creating art.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.6	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Formulate an **artistic investigation** of personally relevant content for creating art.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.6	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate openness in trying new ideas, **materials**, methods, and approaches in making works of art and design.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

1366

CREATING

VA: Cr2.2.6	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Explain environmental implications of conservation, care, and clean-up of art **materials**, tools, and equipment.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.6	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. **Design** or redesign objects, places, or systems that meet the identified needs of diverse users.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? 1367
VA: Cr3.1.6	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

6

PRESENTING

VA: Pr4.1.6	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Analyze similarities and differences associated with **preserving** and presenting two-dimensional, three-dimensional, and digital artwork.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.6	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Individually or **collaboratively**, develop a **visual plan** for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.6	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Assess, explain, and provide evidence of how museums or other **venues** reflect history and values of a community.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1368

RESPONDING

VA: Re7.1.6	**Perceive and analyze artistic work.**	PERCEIVE
	a. Identify and interpret works of art or design that reveal how people live around the world and what they value.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.6	**Perceive and analyze artistic work.**	PERCEIVE
	a. Analyze ways that **visual components** and cultural associations suggested by images influence ideas, emotions, and actions.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.6	**Interpret intent and meaning in artistic work.**	ANALYZE 1369
	a. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, **characteristics of form** and structure, and use of **media** to identify ideas and mood conveyed.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.6	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Develop and apply **relevant criteria** to evaluate a work of art.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.6	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.6	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Analyze how art reflects changing times, traditions, resources, and cultural uses.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1370

CREATING

VA: Cr1.1.7	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Apply methods to overcome creative blocks.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.7	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Develop **criteria** to guide making a work of art or design to meet an identified goal.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.7	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate persistence in developing skills with various **materials**, methods, and approaches in creating works of art or design.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

1371

CREATING

VA: Cr2.2.7	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing **images** and other materials through the Internet, social media, and other communication formats.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.7	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Apply **visual organizational strategies** to design and produce a work of art, **design**, or media that clearly communicates information or ideas.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? 1372
VA: Cr3.1.7	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Reflect on and explain important information about personal artwork in an **artist statement** or another format.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

PRESENTING

VA: Pr4.1.7	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Compare and contrast how **technologies** have changed the way artwork is preserved, presented, and experienced.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.7	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Based on **criteria**, analyze and evaluate methods for preparing and presenting art.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection? 1373
VA: Pr6.1.7	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Compare and contrast viewing and experiencing collections and exhibitions in different **venues**.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

RESPONDING

VA: Re7.1.7	**Perceive and analyze artistic work.**	PERCEIVE
	a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.7	**Perceive and analyze artistic work.**	PERCEIVE
	a. Analyze multiple ways that **images** influence specific audiences.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.7	**Interpret intent and meaning in artistic work.**	ANALYZE 1374
	a. Interpret art by analyzing art-making approaches, the **characteristics of form** and structure, relevant contextual information, subject matter, and use of **media** to identify ideas and mood conveyed.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.7	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Compare and explain the difference between an evaluation of an artwork based on **personal criteria** and an evaluation of an artwork based on a set of **established criteria**.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.7	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Individually or **collaboratively** create visual documentation of places and times in which people gather to make and experience art or design in the community.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.7	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1375

CREATING

VA: Cr1.1.8	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Document early stages of the creative process visually and/or verbally in traditional or new **media**.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.8	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. **Collaboratively** shape an **artistic investigation** of an aspect of present-day life using a contemporary practice of art and design.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.8	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

1376

CREATING

VA: Cr2.2.8	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate awareness of practices, issues, and ethics of **appropriation**, **fair use**, **copyright**, **open source**, and **creative commons** as they apply to creating works of art and design.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.8	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Select, organize, and **design images** and words to make visually clear and compelling presentations.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.8	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Apply relevant **criteria** to examine, reflect on, and plan revisions for a work of art or design in progress.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1377

PRESENTING

VA: Pr4.1.8	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Develop and apply **criteria** for evaluating a collection of artwork for presentation.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.8	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. **Collaboratively** prepare and present selected theme-based artwork for display, and formulate **exhibition narratives** for the viewer.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection? 1378
VA: Pr6.1.8	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

RESPONDING

VA: Re7.1.8	**Perceive and analyze artistic work.**	PERCEIVE
	a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.8	**Perceive and analyze artistic work.**	PERCEIVE
	a. Compare and contrast **contexts** and **media** in which viewers encounter images that influence ideas, emotions, and actions.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.8	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Interpret art by analyzing how the interaction of subject matter, **characteristics of form** and structure, use of **media**, **art-making approaches**, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.8	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Create a convincing and logical argument to support an evaluation of art.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.8	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Make art **collaboratively** to reflect on and reinforce positive aspects of group identity.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.8	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1380

High School

PROFICIENT
ACCOMPLISHED
ADVANCED
[VISUAL ARTS]

1381

HS PROFICIENT

CREATING

VA: Cr1.1.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Use multiple approaches to begin creative endeavors.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.I HS PROFICIENT	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Shape an **artistic investigation** of an aspect of present-day life using a contemporary practice of art or design.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.I HS PROFICIENT	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Engage in making a work of art or design without having a preconceived plan.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

1382

HS PROFICIENT

CREATING

VA: Cr2.2.I HS PROFICIENT	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Explain how traditional and non-traditional **materials** may impact human health and the environment and demonstrate safe handling of **materials**, tools, and equipment.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.I HS PROFICIENT	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. **Collaboratively** develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.I HS PROFICIENT	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Apply **relevant criteria** from traditional and contemporary **cultural contexts** to examine, reflect on, and plan revisions for works of art and design in progress.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1383

HS PROFICIENT

PRESENTING

VA: Pr4.1.I HS PROFICIENT	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Analyze, select, and **curate** artifacts and/or artworks for presentation and **preservation**.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.I HS PROFICIENT	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Analyze and evaluate the reasons and ways an exhibition is presented.	
	ENDURING UNDERSTANDING Artists, **curators**, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and/or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection? 1384
VA: Pr6.1.HS.I HS PROFICIENT	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

HS PROFICIENT

RESPONDING

VA: Re7.1.I HS PROFICIENT	**Perceive and analyze artistic work.**	PERCEIVE
	a. Hypothesize ways in which art influences perception and understanding of human experiences.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.I HS PROFICIENT	**Perceive and analyze artistic work.**	PERCEIVE
	a. Analyze how one's understanding of the world is affected by experiencing **visual imagery**.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.I HS PROFICIENT	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various **contexts**.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.I HS PROFICIENT	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Establish **relevant criteria** in order to evaluate a work of art or collection of works.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

1385

HS PROFICIENT

CONNECTING

VA: Cn10.1.I HS PROFICIENT	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Document the process of developing ideas from early stages to fully elaborated ideas.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.I HS PROFICIENT	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1386

HS ACCOMPLISHED

CREATING

VA: Cr1.1.II HS ACCOMPLISHED	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Individually or **collaboratively** formulate new creative problems based on student's existing artwork.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.II HS ACCOMPLISHED	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Choose from a range of **materials** and methods of traditional and **contemporary artistic practices** to plan works of art and design.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

1387

CREATING

VA: Cr2.2.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate awareness of ethical implications of making and distributing creative work.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.II HS ACCOMPLISHED	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Redesign an object, system, place, or design in response to contemporary issues.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.II HS ACCOMPLISHED	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Engage in constructive **critique** with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1388

HS ACCOMPLISHED

PRESENTING

VA: Pr4.1.II HS ACCOMPLISHED	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Analyze, select, and **critique** personal artwork for a collection or **portfolio** presentation.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.II HS ACCOMPLISHED	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.II HS ACCOMPLISHED	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1389

RESPONDING

VA: Re7.1.II HS ACCOMPLISHED	**Perceive and analyze artistic work.**	PERCEIVE
	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.II HS ACCOMPLISHED	**Perceive and analyze artistic work.**	PERCEIVE
	a. Evaluate the effectiveness of an **image** or images to influence ideas, feelings, and behaviors of specific audiences.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.II HS ACCOMPLISHED	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?

1390

HS ACCOMPLISHED

RESPONDING

VA: Re9.1.II
HS ACCOMPLISHED

Apply criteria to evaluate artistic work. — INTERPRET

a. Determine the relevance of **criteria** used by others to evaluate a work of art or collection of works.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People evaluate art based on various **criteria**.	How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.II
HS ACCOMPLISHED

Synthesize and relate knowledge and personal experiences to make art. — SYNTHESIZE

a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

1391

VA: Cn11.1.II
HS ACCOMPLISHED

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. — RELATE

a. Compare uses of art in a variety of societal, cultural, and historical **contexts** and make connections to uses of art in contemporary and local **contexts**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

HS ADVANCED

CREATING

VA: Cr1.1.III HS ADVANCED	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.III HS ADVANCED	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Choose from a range of **materials** and methods of traditional and **contemporary artistic practices**, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or **concept**.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.III HS ADVANCED	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or **concept**.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

HS ADVANCED

CREATING

VA: Cr2.2.III HS ADVANCED	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of **images**, **materials**, tools, and equipment in the creation and circulation of creative work.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.III HS ADVANCED	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate in works of art or design how visual and **material culture** defines, shapes, enhances, inhibits, and/or empowers people's lives.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.III HS ADVANCED	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and **contemporary criteria** as well as personal artistic vision.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

1393

HS ADVANCED

PRESENTING

VA: Pr4.1.III HS ADVANCED	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. **Critique**, justify, and present choices in the process of analyzing, selecting, **curating**, and presenting artwork for a specific exhibit or event	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.III HS ADVANCED	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Investigate, compare, and contrast methods for **preserving** and protecting art.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.HS.III HS ADVANCED	**Convey meaning through the presentation of artistic work.**	SHARE
	a. **Curate** a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

1394

HS ADVANCED

RESPONDING

VA: Re7.1.III HS ADVANCED	**Perceive and analyze artistic work.**	PERCEIVE
	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.III HS ADVANCED	**Perceive and analyze artistic work.**	PERCEIVE
	a. Determine the commonalities within a group of artists or visual **images** attributed to a particular type of art, timeframe, or culture.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.III HS ADVANCED	**Interpret intent and meaning in artistic work.**	ANALYZE 1395
	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.III HS ADVANCED	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Construct evaluations of a work of art or collection of works based on differing sets of **criteria**.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

HS ADVANCED

CONNECTING

VA: Cn10.1.III HS ADVANCED	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Synthesize knowledge of social, cultural, historical, and personal life with **art-making approaches** to create meaningful works of art or design.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.III HS ADVANCED	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art **preserve** aspects of life?

1396

GLOSSARY

VISUAL ARTS, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials (Revised July 2012).

ART
In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, "The Role of Theory in Aesthetics," Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art.

In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean "an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated".

An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of "good art".

APPROPRIATION
Intentional borrowing, copying, and alteration of preexisting images and objects.

ARTIST STATEMENT
Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

ARTISTIC INVESTIGATIONS
In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing.

ART-MAKING APPROACHES
Diverse strategies and procedures by which artists initiate and pursue making a work.

ARTWORK
Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

BRAINSTORM
Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment.

CHARACTERISTIC(S)
Attribute, feature, property, or essential quality.

CHARACTERISTICS OF FORM (AND STRUCTURE)
Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

COLLABORATION
Joint effort of working together to formulate and solve creative problems.

COLLABORATIVELY
Joining with others in attentive participation in an activity of imagining, exploring, and/or making.

CONCEPTS
Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form.

CONSTRUCTED ENVIRONMENT
Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play.

CONTEMPORARY ARTISTIC PRACTICE
Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces.

CONTEXT
Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception.

COPYRIGHT
Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works.

CREATIVE COMMONS
Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice.

CREATIVITY
Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

CRITERIA
In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success.

CONTEMPORARY CRITERIA
Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings.

ESTABLISHED CRITERIA
Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design.

PERSONAL CRITERIA
Principles for evaluating art and design based on individual preferences.

RELEVANT CRITERIA
Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work.

CRITIQUE
Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design.

CULTURAL CONTEXTS
Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art.

CULTURAL TRADITIONS
Pattern of practices and beliefs within a societal group.

CURATE
Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits.

CURATOR
Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts.

DESIGN
Application of creativity to planning the optimal solution to a given problem and communication of that plan to others.

DIGITAL FORMAT
Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device.

ENGAGEMENT
Attentive participation in an activity of imagining, exploring, and making.

EXHIBITION NARRATIVE
Written description of an exhibition intended to educate viewers about its purpose.

EXPRESSIVE PROPERTIES
Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art.

FAIR USE
Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work.

FORMAL AND CONCEPTUAL VOCABULARIES
Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

GENRE
Category of art or design identified by similarities in form, subject matter, content, or technique.

IMAGE
Visual representation of a person, animal, thing, idea, or concept.

IMAGINATIVE PLAY
Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating.

INNOVATIVE THINKING
Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.

MATERIAL CULTURE
Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals.

MATERIALS
Substances out of which art is made or composed, ranging from the traditional to "non-art" material and virtual, cybernetic, and simulated materials.

MEDIUM/MEDIA
Mode(s) of artistic expression or communication; material or other resources used for creating art.

OPEN SOURCE
Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (http://opensource.org).

PLAY
Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.

PORTFOLIO
Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy.

PRESERVATION
Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means.

PRESERVE
Protect, save, and care for (curate) objects, artifacts, and artworks.

STYLE
Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist.

TECHNOLOGIES
Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments.

TEXT
A form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps.

VENUE
Place or setting for an art exhibition, either a physical space or a virtual environment.

VISUAL COMPONENTS
Properties of an image that can be perceived.

VISUAL IMAGERY
Group of images; images in general.

VISUAL ORGANIZATION APPROACHES AND STRATEGIES
Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work.

VISUAL PLAN
Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue.

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Source: *Miss. Code Ann. §37-1-3*

Contemporary Health (K-8)

Mississippi Department of Education

2012

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P.O. Box 771
Mississippi Department of Education
Jackson, MS 39201

The Office of Healthy Schools is a part of the Mississippi Department of Education and is located in Jackson, MS. In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools.

Mississippi Healthy Students Act

The Mississippi Healthy Students Act of 2007 strengthened health education and physical education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Forty-five (45) minutes of health education is required each week for students in K-8 grades and 150 minutes of physical education/physical activity per week is also required.

Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. This Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

This curriculum is designed to provide teachers the resources that they need to integrate the teaching of health education standards and skills into their academic classrooms. It also provides the health-endorsed teacher guidance and resources needed to teach K-8 health.

Table of Contents

Acknowledgments 3
Standards 4
Preface 5
Contemporary Health (K-8) Executive Summary 6
Contemporary Health - First Grade 21
Contemporary Health - Second Grade 33
Contemporary Health - Third Grade 45
Contemporary Health - Fourth Grade 56
Contemporary Health - Fifth Grade 67
Contemporary Health - Sixth Grade 77
Contemporary Health - Seventh Grade 87
Contemporary Health - Eighth Grade 97
Student Competency Profile - Kindergarten 108
Student Competency Profile - First Grade 109
Student Competency Profile – Second Grade 110
Student Competency Profile – Third Grade 111
Student Competency Profile – Fourth Grade 112
Student Competency Profile – Fifth Grade 113
Student Competency Profile – Sixth Grade 114
Student Competency Profile – Seventh Grade 115
Student Competency Profile – Eighth Grade 116
Appendix A: Activities and Rubrics 117
Appendix B: Industry Standards 159
Appendix C: Common Core Standards 161
Appendix D: Mississippi House Bill 999 165
Appendix E: Mississippi Senate Bill 2472 – Nathan's Law 172

Acknowledgments

The Contemporary Health (K-8) curriculum was presented to the Mississippi Board of Education on_____. The following persons were serving on the state board at the time:

Dr. Lynn House, Interim State Superintendent
Mr. Charles McClelland, Chair
Dr. O. Wayne Gann, Vice Chair
Ms. Kami Bumgarner
Mr. Howell "Hal" N. Gage
Mr. Claude Hartley
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Richard Morrison
Ms. Martha "Jackie" Murphy

Scott Clements, Bureau Director for the Office of Healthy Schools, provided guidance as the taskforce committee was assembled and provided input throughout the development of the Contemporary Health (K-8). Members of this taskforce were as follows:

Janet Hankins, Retired, Clinton Public School District, Clinton, MS
Betty Kennedy, Byram Middle School, Hinds County School District, Terry, MS
Pam Piazza, Byram Middle School, Hinds County School District, Terry, MS
Dixie Pogue, District Health Coordinator, South Panola School District, Batesville, MS
Kay Strickland, Corinth Elementary School, Corinth School District, Corinth, MS

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Christine Philley, M.Ed., CFCS, School Health Administrator, Office of Healthy Schools, Mississippi Department of Education, Jackson, MS

Estelle Watts, MSN, NCSN, State School Health Consultant, Office of Healthy Schools, Mississippi Department of Education, Jackson, MS

Standards

Standards in the *Contemporary Health (K-8) Curriculum Framework and Supporting Materials* are based on the following:

National Health Education Standards

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, American Public Health Association, American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, are meant for public use, and are not subject to copyright law protections. Permission is not required for use of public domain items.

Common Core State Standards Initiative

The Common Core State Standards© provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School** Officers. All rights reserved. **States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from http://www.corestandards.org/.

National standards are superscripted in each unit and are referenced in Appendix B. Common Core State standards are referenced in Appendix C.

Preface

As with all disciplines, Contemporary Health (K-8) must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These standards provide a way of making the school program more responsive to student, family, and community needs.

The 2012 Mississippi Contemporary Health (K-8) Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 2011; House Bill 999, Section 37-13-171, Mississippi Code of 1972, as amended (Section 37-13-171 and 37-13-173); and Nathan's Law Section 63-3- 615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33) . In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 2002, ch. 585, § 2; Laws, 2003, ch. 436, § 1; Laws, 2006, ch. 401, § 1; Laws, 2007, ch. 521, § 2, eff from and after July 1, 2007; and No Child Left Behind Act of 2001).

Contemporary Health (K-8) Executive Summary

PHILOSOPHY

Learning is an active process and individuals learn best from instruction that is hands-on and related to life experiences. All students should have the opportunity to learn. However, the capacity for success is diminished if students are absent or distracted by unhealthy behaviors or hazardous situations. Health Education must be a collaborative process between family, school and community. Health-literate students should have the capacity to obtain, interpret, and use basic health information and skills to enhance individual health. Health instruction focuses on the health and wellness of students and must become an integral and consistent part of the total school program. Instruction that begins while children are young and continues through youth reinforces the positive behaviors to be sustained throughout adulthood.

MISSION STATEMENT

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students gain information to develop positive attitudes, behaviors, and skills necessary to make health-enhancing decisions that are age and developmentally appropriate with the ability to apply skills responsibly for a lifetime.

PURPOSE

The 2012 Mississippi Contemporary Health (K-8) Framework promotes the development of health skills needed to improve quality of life. Based on the National Health Education Standards, the framework emphasizes the holistic dimensions of health education. It enables students to become health literate, self-directed learners, which establishes foundations for leading healthy and productive lives.

CYCLE

The pilot (optional) year for the framework is 2012- 2013. Implementation of the framework begins in the school year, 2013-2014.

ORGANIZATION

The 2012 Mississippi Contemporary Health (K-8) Framework ensures that all students will have the opportunity to gain information and skills appropriate to age level and apply skills to everyday health-related behaviors.

Each grade level has eight competencies that focus on healthful living behaviors. Each competency has suggested objectives designed to reinforce the competency. There are also suggested teaching strategies and assessment methods that can be applied to the objectives. These competencies are based on the National Health Education Standards.

This framework is designed to be progressive. Beginning in Kindergarten, the students should receive the basic skills so that by Twelfth grade the students are proficient in many of the competencies.

CONTENT STRANDS/TOPICS

The 2012 Mississippi Contemporary Health (K-8) Framework consists of nine content strands. These content strands identify the aspect of health that should be taught and ensures continuity throughout the process of teaching Contemporary Health (K-8).

Contemporary Health (K-8) Content Strands/Topics:

Personal and Consumer Health (PH) (CH)	Nutrition and Fitness (N)
Mental Health (M)	Substance Abuse Prevention (SA)
Family/Social Health (F)	Community and Environmental Health ©
Human Growth and Development (H)	Safety and First Aid (S)
Disease Prevention and Control (D)	

The strand/topic code is identified in parentheses at the end of each competency.

COMPETENCIES/STANDARDS

A competency/standard represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a strand/topic. Competencies/standards are required to be taught to all students and are printed in bold face type. The competencies/standards are directly correlated to the eight national and state health education standards. However, they do not have to be taught in the order presented within the framework. The competencies/standards are intentionally broad to allow school districts and teachers' flexibility in developing curriculum unique to their students' needs.

SUGGESTED OBJECTIVES

Suggested objectives are not mandatory. The objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Multiple objectives should be taught in a well-organized activity. The suggested objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the suggested objectives or modify them; and are encouraged to write their own objectives to meet the needs of students in their school district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies are designed only to be the starting point for creative teaching. These strategies can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

SUGGESTED ASSESSMENTS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves; the way parents, community, and governing bodies evaluate schools and districts; and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. Assessment in Contemporary Health (K-8) should focus on students' attainment of health literacy, which includes the knowledge of health-related information as well as critical thinking, problem solving, responsible citizenship, self-directed learning and effective communication. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

REFERENCES

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

THE REVISION PROCESS FOR THE CONTEMPORARY HEALTH (K-8) FRAMEWORK

Six present and former elementary and middle school teachers were asked to be part of the Contemporary Health (K-8) Revision Team. Members for the Revision Team were selected on the basis of their participation in and completion of health education professional development opportunities offered by the Office of Healthy Schools and their involvement in the teaching of health education strands/topics in schools across the state. The goal of the team was to draft a new Contemporary Health (K-8) framework.

State and National Health Education Standards were used to help in the development of the framework. Finally, drafts of the document were made available to all educational stakeholders for input and were revised accordingly.

TEACHER ENDORSEMENTS

The Mississippi Healthy Students Act of 2007 (Senate Bill 2369) requires that "45 minutes per week of health education instruction be provided for students in grades K-8 as defined by the State Board of Education." These minutes should be provided by a certified teacher/instructor in any way that a school determines to be a school best practice. Often times, there is not a certified health teacher in the elementary or middle school setting, so academic instructors, school nurses or counselors are asked to integrate health education instruction into academic classrooms (science, math, language arts, etc.).

The goal of the Contemporary Health (K-8) Curriculum is to provide instructors a rich resource for teaching health concepts and skills in any classroom setting. Teachers are encouraged to remember these things when integrating health education instruction into their classrooms:

- Health education does not have to be limited to "health" class – health information can be provided in many different ways.
- Health education should be skill-based. Do not limit education strategies to providing information only. Make learning fun with the hands-on teaching strategies that are provided.
- Invite partners from the community to make presentations about different health topics. Make sure that they present accurate and evidence-based information.

There is a Mississippi teacher license endorsement 142 (grades 7-12) or 143 (grades 9-12) that is required is to teach the ½ Carnegie Unit Health Course in high school. Requirements for the 142 or 143 educator endorsement are listed below.

1. Applicants must have a bachelor's degree or higher in Teacher Education from a state approved or NCATE approved program from a regionally/nationally accredited institution of higher learning.
2. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
3. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
4. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 142 or 143 endorsement-- – a 5 year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Contemporary Health – Kindergarten

Course Description

Contemporary Health (Kindergarten) reinforces the importance of gaining a basic understanding of health promotion and disease prevention at an early age. This initial exposure is a sequential building process for the health of individuals.

Understandings and Goals

Enduring Understandings
In this grade, the student will:

- learn that it is important to grow up healthy.
- learn healthy habits to become healthy.
- learn that behavior can affect health.
- learn that setting health goals early in life, can impact health later in life.
- learn that my behavior affects my health and well-being and the health and well-being of others.

Essential Questions

- What is health?
- What does it mean to be healthy?
- What are things I can do to stay healthy?
- How can goal setting create a safe environment for me, my family, and my friends?
- How can I avoid dangerous situations and keep myself safe?
- How does what I eat affect my health?
- In what ways does physical activity impact health and well-being?

Vocabulary

Identify and review the unit vocabulary.

- Anger: the general term for a sudden violent displeasure.
- Behavior: the way in which one conducts oneself.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Decisions: the act or result of deciding.
- Deodorant: a grooming product used under the arms to control body odor.
- Emergency: a sudden, urgent, usually unexpected occurrence or occasion requiring immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive of a plant or animal or ecological community.
- Exercise: the act of putting into use, action, or practice.
- Food Group: foods that contain the same nutrients.

- Goal: the end toward which effort is directed, the target or aim of an activity.
- Grooming: taking care of your body and having a neat and clean appearance.
- Health: a state of complete physical, mental and social well- being and not merely the absence of disease or infirmity.
- Healthy helper: a person that helps or gives assistance, support, etc. relating to health
- Hygiene: conditions or practices of cleanliness.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Nutrition: the taking in and use of food and other nourishing materials by the body.
- Peer: a person who is equal to another in abilities, qualifications, age, background, and social status.
- Physical activity: any bodily movement produced by skeletal muscles that result in energy expenditure.
- Risk: to expose to danger.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain how childhood injuries and illnesses can be prevented or treated.	Show and discuss pictures of safe and unsafe practices. Risk Watch Resources	Teacher Observation
Describe relationships between personal health behaviors and individual well-being.	Have students decide whose heart is working harder after viewing pictures of people sleeping, running, riding a bike, and sitting.	Teacher Observation
Describe the functions of the five senses.	Read and discuss *My Five Senses* and/or *Brown Bear, Brown Bear* Barney - The Five Senses Song Video	Teacher Observation
Identify the food groups of the Choose My Plate.	Use Choose My Plate teaching materials to identify foods in each food group. Choose My Plate for Educators Nourishinteractive Printables	Teacher Observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Understand the differences among peers and how they relate to culture.	Read *We're Different, We're All the Same* and discuss. Have students draw a picture of them. Allow students to compare the characteristics they put in their picture with another student's picture. Identify which characteristics are the same and which characteristics are different. Emphasize to the students that these different characteristics are what make each of us unique.	Teacher Observation Student Journal

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) [NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate healthy behavior in daily	Invite professionals to demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant,	Teacher Observation

activities.	soap). Have students practice proper use of personal hygiene items. Bright Smiles, Bright Futures Curriculum Personal Hygiene Worksheets Part I Personal Hygiene Worksheets Part II Healthy Habits Activity Booklet	Grade and review student's worksheets.
Identify healthy helpers in the community.	Cut pictures from magazines that show people in the family, school, and community who promote health and safety.	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate ability to work in group settings without interfering with others.	Explain the difference between personal space and shared space. Have students work on art project together. Display student art work. And/or have students in groups to clean a specific area in the room, stack books, or work center. Ask the question, "How does it feel to work with your class members to complete a project?"	Teacher Observation Art/Poster Rubric – Appendix A
Explain healthy ways to express feelings.	Read *When Sophie Gets Angry - Really, Really, Angry.* by Molly Bang	Teacher Observation
Identify positive and negative ways to get attention.	Ask these key questions about the book: • What is anger? • Why did Sophie get mad? • What does Sophie do to calm herself down? • Is that a good way to deal with her anger?	Teacher Observation
Identify ways families meet the needs and wants of each family member.	Define family and roles of each family member. Discuss how roles affect the needs and wants of each family member.	Teacher Observation
Identify characteristics of a friend.	Have students name a friend and tell why that person is a friend.	Teacher Observation

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)[NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**

Identify healthy foods to include snacks and drinks.	Use Choose My Plate to identify foods in each food group. Give examples of healthy choices for foods, snacks and drinks. Nourish Interactive Printables	Teacher Observation My Plate Checklist – Appendix A
Identify healthy activity choices.	Read the book *The Berenstein Bears and Too Much Junk Food* to students. Discuss the importance of eating healthy foods, participating in physical activity and getting a check-up.	Teacher Observation Student Journal
Identify characteristics of a healthy home and community	Discuss what makes a safe healthy home and community. Introduce RED means to stop!!! And the "tell an adult" safety principal. Have students complete the activity sheets that help them identify safe environments and practices Risk Watch Poison Control Activity Booklet Students will post completed activity sheets around the room.	Teacher Observation

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)[NHES 6]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain how to set personal health goals and track progress toward achievement.	Discuss setting healthy goals. Have students participate in a health goal and track progress in meeting the goal. Use goals sheets and tracking sheets from the web site below. Helping Kids Set Healthy Goals	Teacher Observation Tracking Sheets

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Define germs and list methods of protection from illness.	View videos regarding germs and discuss how students can protect each other from germs. SID THE SCIENCE KID-"The Journey of a Germ" Video	Teacher Observation

	Crawford the Cat – Hand Washing for Kids Video Demonstrate passing of germs using glitter activity. (See Appendix A) Lather Up for Good Health	
Recognize strangers and how to respond.	Discuss "Who is a stranger and who is not a stranger?" KidsHealth Resources about Strangers Invite professional to discuss strangers and how to respond. Practice safety rules pertaining to threatening strangers: **shout, kick or scream; tell an adult; avoid a stranger's vehicle.** Strangers and 9-1-1 Lesson Plan Role-play ways to avoid a stranger. Identify adults to notify for help. (school, family, community)	Teacher Observation Role Play Participation - Appendix A
Understand procedures in the case of an emergency.	Discuss importance of emergency numbers and how to use them properly. Strangers and 9-1-1 Lesson Plan Use a telephone to demonstrate how to dial 911 and role play a conversation with the operator. Is It An Emergency Activity Booklet	Teacher Observation Class Participation Rubric – Appendix A

Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)[NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Recognize health services in the community that promote health and safety (i.e., firefighter, sanitation worker, police officer, paramedics, etc.).	Cut pictures from magazines that show people in the family, school, and community who promote health and safety. Take students on a field trip to tour the various emergency agencies in the community (i.e., fire department, police department, hospital, etc.). Have student's role play each service. Ben's Guide to the Neighborhood	Teacher Observation Role Play Rubric – Appendix A Student Journal

Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Mr. Germ Head	H1	H-PH		The Five Senses - Sight	H1	H-PH
My Allergies Make Me Sneeze	H1	H-PH		The Five Senses - Smell	H1	H-PH
Where is the Heart?	H1	H-H		The Five Senses - Taste	H1	H-PH
I Can Hear the Heart Beat	H1	H-PH		The Five Senses - Touch	H1	H-PH
What is Asthma?	H1	H-PH		Introduction to the Food Pyramid	H1	H-N
Food Group Puzzle	H1	H-N		Safe Routes to School - K-2 - Lesson 2	H1	H-PH
Dairy Products	H1	H-N		Dylan the Smokey Dragon - Lesson 1	H1	H-PH
What is Asthma?	H1	H-PH		Dylan the Smokey Dragon - Lesson 2	H1	H-PH
Is This House Safe?	H1	H-S		Dylan the Smokey Dragon - Lesson 3	H1	H-PH
Apples and Oranges	H1	H-N		Dylan the Smokey Dragon - Lesson 4	H1	H-PH
9-1-1 May I Help You?	H1	H-PH		Reject All Tobacco(RAT) - Lesson 5	H1	H-D
Diabetes	H1	H-D		Reject All Tobacco(RAT) - Lesson 7	H1	H-D
The Five Senses - Hearing	H1	H-PH		Reject All Tobacco (RAT) - Lesson 13	H1	H-PH
Can You Hear Me?	H2	H-PH		Fighting is Not the Answer	H2	H-M
I am Special	H2	H-M		Please Don't Tease Me	H2	H-H
Smoke Alarms	H2	H-CH		Standing Up for Yourself	H2	H-M
Technologies That Influence Health	H2	H-CH		Working Out Conflicts	H2	H-H
Honesty is the Best Policy	H2	H-M		Responsibility Collage	H2	H-PH
It's Okay to Be Different	H2	H-F		Back to School - Being Prepared	H2	H-M
I'm a Late Bloomer	H2	H-M		Teasing Can Hurt	H2	H-H
It's All about Respect	H2	H-M		Creating Classroom Rules	H2	H-F
Responsibility	H2	H-PH		Groups We Belong To	H2	H-F
May I Have a Snack?	H3	H-N		Community Helper - Nurse	H3	H-C
Immunizations	H3	H-D		I Don't Want That Shot!	H3	H-PH
Dogs Have Jobs Too?	H3	H-C		Firefighters and Fire Safety	H3	H-S
Health Workers Collage	H3	H-C		Health Worker - Physical	H3	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
				Therapist		
Going to the Dentist	H3	H-PH		Health Worker - Respiratory Therapist	H3	H-C
Going to the Hospital	H3	H-M		Home Health Agencies	H3	H-C
What's My Job?	H3	H-C		Pharmacist	H3	H-C
Safety and Medicines	H3	H-PH		Safe Routes to School - K-2 - Lesson 3	H3	H-PH
Community Helper - Emergency Medical Technician	H3	H-C		Safe Routes to School - K-2 - Lesson 4	H3	H-PH
Community Helper - Policeman	H3	H-C		Reject All Tobacco(RAT) - Lesson 1	H3	H-D
Community Helper - Firefighter	H3	H-C		Reject All Tobacco(RAT) - Lesson 8	H3	H-PH
Back to School - The Healthy Me	H4	H-PH		Will You Be My Friend?	H4	H-M
Compliments	H4	H-H		I Can Listen	H4	H-M
No Name Calling Allowed	H4	H-M		Dealing with Anger	H4	H-M
Knowing When to Say No	H4	H-H		I Had That First	H4	H-M
Are You a Tattle Tale?	H4	H-M		Don't Talk to Me That Way!	H4	H-M
Mind Your Manners	H4	H-F		Back to School - Community Classroom Builder	H4	H-M
Bullying	H4	H-M		Words Can Hurt	H4	H-M
Cooperation Nation	H4	H-M		You're Going to Eat That?	H4	H-C
How Are You Feeling Today?	H4	H-M		Help Me Feel Better - Please!	H4	H-M
Do You Hear What I Hear?	H4	H-M		Dylan the Smokey Dragon - Lesson 5	H4	H-PH
Honesty	H4	H-PH		Dylan the Smokey Dragon - Lesson 6	H4	H-PH
I Made a Mistake	H4	H-PH		Reject All Tobacco(RAT) - Lesson 2	H4	H-PH
Manners Matter	H4	H-F		Reject All Tobacco(RAT) - Lesson 3	H4	H-PH
Please Stop Teasing Me	H4	H-M		Reject All Tobacco(RAT) - Lesson 4	H4	H-PH
Settling Conflicts	H4	H-H		Reject All Tobacco(RAT) - Lesson 6	H4	H-PH
Solving Problems	H4	H-PH		Reject All Tobacco(RAT) - Lesson 9	H4	H-PH
Is This Necessary?	H5	H-PH		Choosing Healthy Foods	H5	H-N
9-1-1 Emergency	H5	H-S		An Introduction to the Food Pyramid	H5	H-N
It's Too Cold for Shorts!	H5	H-PH		What Are You Having for Breakfast?	H5	H-N
That's Not Food	H5	H-D		Making Good Decisions	H5	H-M

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Let's Get Active	H5	H-PH		If it's Not Yours, Don't Touch It!	H5	H-DA
Am I Making a Good Decision?	H5	H-PH		My Body Helps Me Get Food	H5	H-PH
Practicing Healthy Habits	H5	H-PH		Think Before You Act	H5	H-M
The Importance of Choosing Healthy Beverages	H5	H-PH		Vegetables	H5	H-N
One Minute Physical Activity	H5	H-PH		Wants and Needs	H5	H-F
Eating Patterns	H5	H-N		Reject All Tobacco (RAT) - Lesson 12	H5	H-PH
Food Sort	H5	H-N				
My Healthy New Year's Resolution	H6	H-PH		My Personal Safety Goal	H6	H-CH
Back to School the Healthy Way	H6	H-C		Reject All Tobacco(RAT) - Lesson 11	H6	H-PH
Food Pyramid Power	H6	H-N		Reject All Tobacco (RAT) - Lesson 17	H6	H-PH
What's My Goal?	H6	H-PH				
Backpack Safety	H7	H-PH		Halloween Safety	H7	H-S
Happy Teeth	H7	H-PH		Home Alone Safety	H7	H-S
My Hands Are Clean	H7	H-D		School Bus Safety	H7	H-S
Healthy Alphabet Book	H7	H-N		Drugs Are Bad for You	H7	H-DA
Exercise is Good For My Heart	H7	H-PH		Safe Places and Safe People	H7	H-C
I Can Eat Healthy	H7	H-CH		Stop, Look and Listen	H7	H-S
I Can Play the Safe Way	H7	H-S		Saying No to Drugs	H7	H-DA
I'm So Stressed Out!	H7	H-M		Can Soap Really Float?	H7	H-PH
Ouch! I've Hurt Myself	H7	H-S		Fire Safety Know How	H7	H-S
What is Peer Pressure?	H7	H-M		Move It to Lose It	H7	H-PH
Keeping the Flu Away	H7	H-D		Choices	H7	H-PH
Test for saving - delete later	H7	H-H		Developer Test Strategy (Please do not delete)	H7	H-DA
Poison Safety	H7	H-S		Reject All Tobacco(RAT) - Lesson 10	H7	H-PH
Five a Day, the Healthy Way	H7	H-N		Reject All Tobacco (RAT) - Lesson 14	H7	H-D
Tornado Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 15	H7	H-D
Medicine Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 16	H7	H-F
Don't Talk to Strangers	H7	H-S		Reject All Tobacco(RAT) - Lesson 18	H7	H-D
Community Helpers	H8	H-C		That Water Looks Funny	H8	H-C
Drug Free Kids	H8	H-DA		Playground Safety	H8	H-S

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
If You Lead, I Will Follow	H8	H-H		Cleaning Up the Environment	H8	H-C
I Am Responsible	H8	H-M		Families	H8	H-F
Litter Free is What I'll Be	H8	H-C		Healthy Choices	H8	H-PH
Showing Respect for the Environment	H8	H-C		Farmer's Market Fresh	H8	H-N
Someone I Respect	H8	H-PH		Sanitation Workers	H8	H-C
Land Pollution	H8	H-C		Stop, Drop and Roll	H8	H-S
Water Pollution	H8	H-C		When I Grow Up I Want to be a Firefighter	H8	H-F
My Field Trip to the Fire Station	H8	H-S		When I Grow Up I Want to be a Police Officer	H8	H-C
Recycling	H8	H-C		Working Together	H8	H-F
Why Does the Sky Look Like That?	H8	H-C		Safe Routes to School - Kindergarten - Lesson 3	H8	H-S

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching kindergarten students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
Taking Arthritis to School by DeeDee L. Miller – JayJo Books
Taking Asthma to School by Kim Gosselin – JayJo Books
Taking Autism to School by Andreanna Edwards – JayJo Books
Taking Cancer to School by Cynthia S. Henry – JayJo Books
Taking Cerebal Palsy to School by Mary Elizabeth Anderson – JayJo Books
Taking Cystic Fribrosis to School by Cynthia S, Henry – JayJo Books
Taking Depression to School by Kathy Khalsa – JayJo Books
Taking Diabetes to School by Kim Gosselin – JayJo Books
Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
Taking Dylexia to School by Lauren E. Moynihan – JayJo Books
Taking Food Allergies to School – Ellen Weiner – JayJo Books
Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
Taking Speech Disorders to School by John Bryant – JayJo Books
Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
Taking Weight Problems to School by Michelle L. Dean – JayJo Books
Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.
It's Not Your Fault – KoKo Bear by Vicki Lansky – Book Peddlers
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O'Neill – Awaken Speciality Press
Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Randon House
Clifford's Manners by Norman Bridwell – Scholastic, Inc
Eating the Alphabet by Lois Ehlert – Harcourt, Inc

Just Go to Bed by Mercer Mayer – Randon House Children's Books

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness.* Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - First Grade

Course Description

Contemporary Health (First Grade) focuses on the relationship between personal health behaviors and individual well-being. Emphasis should be placed on the basic structure and functions of the human body systems. The health of individuals is a building process; the teacher must continue to reinforce the importance of gaining a basic understanding of health promotion and disease prevention at an early age.

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- know how to prevent injuries and illnesses.
- know the five senses and their functions.
- identify the foods in each food group.
- identify the characteristics of and understand differences in other cultures.
- know how to properly wash their hands and use proper hygiene techniques.
- identify community helpers and the services they provide.
- understand the difference between personal and shared space.
- know the roles of each family member.
- give examples of healthy food choices.
- understand the benefits of physical activity.
- understand use and misuse of medicine.
- know how alcohol and tobacco affects the body.
- understand how to set healthy goals.
- know how to avoid and prevent the spread of germs.
- recognize strangers and know how to respond.
- understand emergency procedures.

Essential Questions

- Why is it important to wash your hands?
- What is the first step in preventing accidents?
- Who are healthy helpers in your community?
- What is anger?
- Why is it important to eat healthy foods?
- How are you alike and different from your peers?
- Why is your family important?
- How can choosing the wrong medicine affect your health?
- Why is physical activity important?
- What are the five senses?
- What are the nutrient groups?

Vocabulary

Identify and review the unit vocabulary.

- Community: a group of people with a common characteristic or interest living together within a larger society.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: all living and non-living things around you.
- Family: the basic unit of society that includes two or more people joined by marriage, blood, or adoption.
- Friendship: a relationship with someone you know, trust, and regard with affection.
- Germs: organisms that are so small that they can only be seen through a microscope.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind, or spirit; especially the freedom of physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids in good health.
- Medicine: a drug that prevents or cures an illness or eases its symptoms.
- Nutrition: the process by which an animal or plant takes in and makes use of food substances.
- Prescription: a written direction or order for the preparation and use of medicine.
- Safety: being careful to act in a safe manner.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify ways of preventing and controlling disease.	View videos regarding germs and discuss how student can protect each other from germs. SID THE SCIENCE KID-"The Journey of a Germ" Video Crawford the Cat – Hand Washing for Kids Video Demonstrate passing of germs using glitter activity. (See Appendix A) Helping Kids Set Healthy Goals	Teacher Observation Role Play Rubric – Appendix A
Identify items appropriate for sharing and items not appropriate for sharing.	Have students brain storm items appropriate for sharing and for not sharing. Teacher will list ideas. Read *Germs Make Me Sick* by Melvin Berger, *Miss Bindergarten Stays Home From Kindergarten* by Joseph Slate, or *Germs, Germs, Germs* by B. Katz OR Helping Kids Set Healthy Goals Have the students make corrections or deletions to the list.	Teacher Observation
Introduce healthy snacks.	Use the EdSaid website to introduce students to Ed, a boy who loves to learn about healthy eating and being active. Identify healthy quick snacks (i.e., whole fruit, yogurt) and easy to make snacks (i.e., cinnamon toast, 100% fruit juice pops). Choose My Plate for Educators	Teacher Observation
Identify reasons for taking medicine.	Invite school nurse to explain the benefits of taking medicine as prescribed. What Medicines Are and What They Do - KidsHealth	Teacher Observation
Recognize that health problems should be detected and treated early.	Read the book *Froggy Goes to the Doctor* by Jonathan London. Discuss the need to detect and treat health problems early. Health Problem Series Lesson Plans from KidsHealth I Feel Sick	Teacher Observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify factors that contribute to individuality.	Discuss characteristics that create distinctiveness in individuals (i.e., singing, athletics, hobbies, etc.).	Student Journal
Introduce technologies that influence health	Discuss the importance of 911, when to use it, and how to use it. Have student simulate a 911 call.(Use 911 Scenario – Appendix A) Discuss how media influences thoughts, feelings, health and behaviors. Use Health in Action Lesson Plan "Technologies that Influence Health" – # 244 to teach about technologies that influence health.	Role Play Rubric – Appendix A Teacher Observation

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) [NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain the roles of various types of workers in the field of health.	Discuss community helpers and have students identify each through pictures. Use Wordclouds to generate a collage. Cut pictures from magazines that show people in the family, school, and community who promote health and safety.	Teacher Observation
Discuss the roles of emergency workers.	Invite emergency and community workers to demonstrate the equipment they use.	Teacher Observation
Identify sources of health products and services in the community.	Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use. Demonstrate the proper way to floss teeth. Bright Smiles, Bright Futures Curriculum Personal Hygiene Worksheets Part I	Teacher Observation Demonstration/Modeling

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) [NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe the difference in verbal and nonverbal communication.	Explain how students can express their feelings through verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.). Using a scenario, have students turn negative comments into positive comments. (See Appendix A) Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).	Student Journal Teacher Observation
Demonstrate attentive listening skills to build and maintain healthy relationships.	Have students listen to various sounds (recordings, music, or voices) and identify the sounds. Discuss "What it means to listen." Have students develop rules for listening. Use the findings to design a classroom poster about listening. Listening Skills Lesson Plan	Teacher Observation

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify guidelines for making wise food choices.	Use *Fabulous Fruits, Various Vegetables* from the Mississippi Department of Education, Office of Nutrition, to encourage students to eat different fruits and vegetables. Teaching Resources EdSaid Nourish Interactive Keep a log of fruits students eat for lunch and create a pictograph.	Food Log
Explore a variety of physical activities.	Students will brainstorm physical activities that they like to do and make a graph of the activities. Students will choose physical activities to participate in throughout the school year. Active Academics	Teacher Observation

	JAMmin' Minute	
Identify safe and unsafe behaviors.	Discuss with students the harmful effects of sniffing strong fumes from products such as gasoline, model airplane glue, aerosol sprays, correction fluid and other household products. Use To Smell or Not to Smell handout found on page 32 in Kindergarten Teacher Guide developed by the USM Institute for Disability Studies Kindergarten Health Literacy Guide What Medicines Are and What They Do Use the **Stories to be Used with the Right Thing To Do** handout found on page 33 in Kindergarten Teacher Guide developed by the USM Institute for Disability Studies, Kindergarten Health Literacy Guide, Read the statements and have students identify the right and wrong behaviors. Use the Dylan the Smokey Dragon or RAT lessons provided in the Health In Action website to teach the unsafe behavior of smoking. (all materials needed to teach these lessons are provided)	Teacher Observation

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Set a personal health goal and track progress toward its achievement.	Guide students in developing a healthy class goal (i.e., Exercising ten minutes each day). Each student will choose physical activities to participate in throughout the school year and will track their progress on a weekly activity chart. Healthy Goals Tracking Charts	Student Journal Weekly Physical Activity Chart – Appendix A

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain ways family members work together to obtain and maintain healthy behaviors.	Use the scenarios in ***Stories to be Used with the Right Thing to Do*** provided in Appendix A. Have students stand up when the right thing is done and remain seated with the wrong thing is done.	Teacher Observation Scenario – Appendix A
Contrast safe and risky behaviors.	Identify and discuss safety rules for bus, playground and street.	Teacher Observation

	Have students practice these skills. Use Safe Routes to School lesson plans (#1195, 1197, 1200 and 1201) found in Health in Action to teach safe walking. All resources needed to teach these lessons are provided.	
Identify healthy habits that ensure good hygiene.	Invite professionals to demonstrate proper use of personal hygiene items (i.e., toothbrush, deodorant, soap). Have students practice proper use of personal hygiene items. Bright Smiles, Bright Futures Curriculum Personal Hygiene Worksheets Part I Healthy Habits Activity Booklet	Teacher Observation Demonstration/Modeling

Competency 8: Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Understand the importance of influencing others to make healthy choices.	Discuss the health benefits associated with making healthy choices. Have students work in groups to identify ways they can help others make healthy choices. Using the healthy choices they identified, the groups will play Charades.	Teacher Observation Group role play
Work collaboratively in small groups to achieve a common goal.	Students will work together to pick up litter on the playground.	Teacher observation

Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx .

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Mr. Germ Head	H1	H-PH		The Five Senses - Sight	H1	H-PH
My Allergies Make Me Sneeze	H1	H-PH		The Five Senses - Smell	H1	H-PH
Where is the Heart?	H1	H-H		The Five Senses - Taste	H1	H-PH
I Can Hear the Heart Beat	H1	H-PH		The Five Senses - Touch	H1	H-PH
What is Asthma?	H1	H-PH		Introduction to the Food Pyramid	H1	H-N
Food Group Puzzle	H1	H-N		Safe Routes to School - K-2 - Lesson 2	H1	H-PH
Dairy Products	H1	H-N		Dylan the Smokey Dragon - Lesson 1	H1	H-PH
What is Asthma?	H1	H-PH		Dylan the Smokey Dragon - Lesson 2	H1	H-PH
Is This House Safe?	H1	H-S		Dylan the Smokey Dragon - Lesson 3	H1	H-PH
Apples and Oranges	H1	H-N		Dylan the Smokey Dragon - Lesson 4	H1	H-PH
9-1-1 May I Help You?	H1	H-PH		Reject All Tobacco(RAT) - Lesson 5	H1	H-D
Diabetes	H1	H-D		Reject All Tobacco(RAT) - Lesson 7	H1	H-D
The Five Senses - Hearing	H1	H-PH		Reject All Tobacco (RAT) - Lesson 13	H1	H-PH
Can You Hear Me?	H2	H-PH		Fighting is Not the Answer	H2	H-M
I am Special	H2	H-M		Please Don't Tease Me	H2	H-H
Smoke Alarms	H2	H-CH		Standing Up for Yourself	H2	H-M
Technologies That Influence Health	H2	H-CH		Working Out Conflicts	H2	H-H
Honesty is the Best Policy	H2	H-M		Responsibility Collage	H2	H-PH
It's Okay to Be Different	H2	H-F		Back to School - Being Prepared	H2	H-M
I'm a Late Bloomer	H2	H-M		Teasing Can Hurt	H2	H-H
It's All about Respect	H2	H-M		Creating Classroom Rules	H2	H-F
Responsibility	H2	H-PH		Groups We Belong To	H2	H-F
May I Have a Snack?	H3	H-N		Community Helper - Nurse	H3	H-C
Immunizations	H3	H-D		I Don't Want That Shot!	H3	H-PH
Dogs Have Jobs Too?	H3	H-C		Firefighters and Fire Safety	H3	H-S
Health Workers Collage	H3	H-C		Health Worker - Physical	H3	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
				Therapist		
Going to the Dentist	H3	H-PH		Health Worker - Respiratory Therapist	H3	H-C
Going to the Hospital	H3	H-M		Home Health Agencies	H3	H-C
What's My Job?	H3	H-C		Pharmacist	H3	H-C
Safety and Medicines	H3	H-PH		Safe Routes to School - K-2 - Lesson 3	H3	H-PH
Community Helper - Emergency Medical Technician	H3	H-C		Safe Routes to School - K-2 - Lesson 4	H3	H-PH
Community Helper - Policeman	H3	H-C		Reject All Tobacco(RAT) - Lesson 1	H3	H-D
Community Helper - Firefighter	H3	H-C		Reject All Tobacco(RAT) - Lesson 8	H3	H-PH
Back to School - The Healthy Me	H4	H-PH		Will You Be My Friend?	H4	H-M
Compliments	H4	H-H		I Can Listen	H4	H-M
No Name Calling Allowed	H4	H-M		Dealing with Anger	H4	H-M
Knowing When to Say No	H4	H-H		I Had That First	H4	H-M
Are You a Tattle Tale?	H4	H-M		Don't Talk to Me That Way!	H4	H-M
Mind Your Manners	H4	H-F		Back to School - Community Classroom Builder	H4	H-M
Bullying	H4	H-M		Words Can Hurt	H4	H-M
Cooperation Nation	H4	H-M		You're Going to Eat That?	H4	H-C
How Are You Feeling Today?	H4	H-M		Help Me Feel Better - Please!	H4	H-M
Do You Hear What I Hear?	H4	H-M		Dylan the Smokey Dragon - Lesson 5	H4	H-PH
Honesty	H4	H-PH		Dylan the Smokey Dragon - Lesson 6	H4	H-PH
I Made a Mistake	H4	H-PH		Reject All Tobacco(RAT) - Lesson 2	H4	H-PH
Manners Matter	H4	H-F		Reject All Tobacco(RAT) - Lesson 3	H4	H-PH
Please Stop Teasing Me	H4	H-M		Reject All Tobacco(RAT) - Lesson 4	H4	H-PH
Settling Conflicts	H4	H-H		Reject All Tobacco(RAT) - Lesson 6	H4	H-PH
Solving Problems	H4	H-PH		Reject All Tobacco(RAT) - Lesson 9	H4	H-PH
Is This Necessary?	H5	H-PH		Choosing Healthy Foods	H5	H-N
9-1-1 Emergency	H5	H-S		An Introduction to the Food Pyramid	H5	H-N
It's Too Cold for Shorts!	H5	H-PH		What Are You Having for Breakfast?	H5	H-N
That's Not Food	H5	H-D		Making Good Decisions	H5	H-M

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Let's Get Active	H5	H-PH		If it's Not Yours, Don't Touch It!	H5	H-DA
Am I Making a Good Decision?	H5	H-PH		My Body Helps Me Get Food	H5	H-PH
Practicing Healthy Habits	H5	H-PH		Think Before You Act	H5	H-M
The Importance of Choosing Healthy Beverages	H5	H-PH		Vegetables	H5	H-N
One Minute Physical Activity	H5	H-PH		Wants and Needs	H5	H-F
Eating Patterns	H5	H-N		Reject All Tobacco (RAT) - Lesson 12	H5	H-PH
Food Sort	H5	H-N				
My Healthy New Year's Resolution	H6	H-PH		My Personal Safety Goal	H6	H-CH
Back to School the Healthy Way	H6	H-C		Reject All Tobacco(RAT) - Lesson 11	H6	H-PH
Food Pyramid Power	H6	H-N		Reject All Tobacco (RAT) - Lesson 17	H6	H-PH
What's My Goal?	H6	H-PH				
Backpack Safety	H7	H-PH		Halloween Safety	H7	H-S
Happy Teeth	H7	H-PH		Home Alone Safety	H7	H-S
My Hands Are Clean	H7	H-D		School Bus Safety	H7	H-S
Healthy Alphabet Book	H7	H-N		Drugs Are Bad for You	H7	H-DA
Exercise is Good For My Heart	H7	H-PH		Safe Places and Safe People	H7	H-C
I Can Eat Healthy	H7	H-CH		Stop, Look and Listen	H7	H-S
I Can Play the Safe Way	H7	H-S		Saying No to Drugs	H7	H-DA
I'm So Stressed Out!	H7	H-M		Can Soap Really Float?	H7	H-PH
Ouch! I've Hurt Myself	H7	H-S		Fire Safety Know How	H7	H-S
What is Peer Pressure?	H7	H-M		Move It to Lose It	H7	H-PH
Keeping the Flu Away	H7	H-D		Choices	H7	H-PH
Test for saving - delete later	H7	H-H		Developer Test Strategy (Please do not delete)	H7	H-DA
Poison Safety	H7	H-S		Reject All Tobacco(RAT) - Lesson 10	H7	H-PH
Five a Day, the Healthy Way	H7	H-N		Reject All Tobacco (RAT) - Lesson 14	H7	H-D
Tornado Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 15	H7	H-D
Medicine Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 16	H7	H-F
Don't Talk to Strangers	H7	H-S		Reject All Tobacco(RAT) - Lesson 18	H7	H-D
Community Helpers	H8	H-C		That Water Looks Funny	H8	H-C
Drug Free Kids	H8	H-DA		Playground Safety	H8	H-S

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
If You Lead, I Will Follow	H8	H-H		Cleaning Up the Environment	H8	H-C
I Am Responsible	H8	H-M		Families	H8	H-F
Litter Free is What I'll Be	H8	H-C		Healthy Choices	H8	H-PH
Showing Respect for the Environment	H8	H-C		Farmer's Market Fresh	H8	H-N
Someone I Respect	H8	H-PH		Sanitation Workers	H8	H-C
Land Pollution	H8	H-C		Stop, Drop and Roll	H8	H-S
Water Pollution	H8	H-C		When I Grow Up I Want to be a Firefighter	H8	H-F
My Field Trip to the Fire Station	H8	H-S		When I Grow Up I Want to be a Police Officer	H8	H-C
Recycling	H8	H-C		Working Together	H8	H-F
Why Does the Sky Look Like That?	H8	H-C		Safe Routes to School - Kindergarten - Lesson 3	H8	H-S

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching first grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
Taking Arthritis to School by DeeDee L. Miller – JayJo Books
Taking Asthma to School by Kim Gosselin – JayJo Books
Taking Autism to School by Andreanna Edwards – JayJo Books
Taking Cancer to School by Cynthia S. Henry – JayJo Books
Taking Cerebal Palsy to School by Mary Elizabeth Anderson – JayJo Books
Taking Cystic Fribrosis to School by Cynthia S, Henry – JayJo Books
Taking Depression to School by Kathy Khalsa – JayJo Books
Taking Diabetes to School by Kim Gosselin – JayJo Books
Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
Taking Dylexia to School by Lauren E. Moynihan – JayJo Books
Taking Food Allergies to School – Ellen Weiner – JayJo Books
Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
Taking Speech Disorders to School by John Bryant – JayJo Books
Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
Taking Weight Problems to School by Michelle L. Dean – JayJo Books
Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.
It's Not Your Fault – KoKo Bear by Vicki Lansky – Book Peddlers
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O'Neill – Awaken Speciality Press
Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Way to Go Alex! By Robin Pulver – Albert Whitman and Company
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Bully Trouble by Joanna Cole – Random House Children's Books

Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
Healthy Snacks for Blue by J-P Chanda – Simon Spotlight – Simon and Schuster Children's Publishing Division
King of the Playground by Phyllis Reynolds Naylor – Simon and Schuster
My Five Senses by Aliki – HarperCollins
My Friend Isabelle by Eliza Woloson – Woodbine House, Inc.
Since We're Friends by Celeste Shally & David Harrington – Comtempory Realistic Fiction
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Randon House
Clifford's Manners by Norman Bridwell – Scholastic, Inc
Eating the Alphabet by Lois Ehlert – Harcourt, Inc
Just Go to Bed by Mercer Mayer – Randon House Children's Books

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness.* Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Second Grade

Course Description

Contemporary Health (Second Grade) focuses on teaching students how physical, social, and emotional well-being influence personal health and how to identify common health problems that should be detected and treated early.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- that it is important to grow up healthy.
- healthy habits to become healthy.
- ways to prevent illnesses.
- that the environment can contribute to illness or disease.
- that behavior can affect health.
- that setting health goals early in life, can impact health later in life.
- that people, places and things compete for my health choices.
- that my behavior affects my health and well-being and the health the well-being of others.
- that it is important to treat others with respect.

Essential Questions

- What does it mean to be healthy?
- Why is it important that I make healthy choices?
- How can I prevent illness and injury?
- How can goal setting impact health outcomes?
- How does the environment contribute to illness and injury?
- How does the media influence health choices?
- Why is it important to be respectful of others?
- Who are community helpers who help me to be safe and healthy?
- How can I contribute to helping my community be healthier?

Vocabulary

Identify and review the unit vocabulary.

- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.

- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify how dietary habits affect health.	Use the EdSaid website to introduce students to Ed, a boy who loves to learn about healthy eating and being active. Use the Movin' with Fruits and Vegetables lesson plans found in Health in Action. Those plans are #1291- 1305. All resources needed to teach the lessons are provided.	Teacher Observation
Discuss ways to prevent injury.	Identify the proper accessories (i.e., tennis shoes, helmet to wear when riding a bike). Demonstrate the proper way to wear a bicycle helmet. Use teaching resources provided on page 24 in Third Grade Teacher Guide developed by the USM Institute for Disability Studies. Health Literacy Guide Safe Kids Activity Booklet	Teacher Observation
Explore some of the causes of illnesses and chronic disease.	Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention. Demonstrate passing of germs using glitter activity. (See Appendix A)	Teacher Observation
Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water).	Brainstorm the statement "Clean air is good for people to breathe". Allow students to share their thoughts. Access the EPA website – Air Now for information on clean air. (At this site, you can access Local Air Quality Conditions and Forecasts for our state.) EPA Teaching Resources	Teacher Observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Appreciate the differences in people and how these differences are related	Teacher will cut a large heart from bulletin board paper and ask students to share words that are hurtful or unkind to others. As the words are mentioned, the teacher will crumple a portion of the heart. Discuss how it makes a person feel when others are	Teacher Observation

to culture.	unkind. Have student's use the letters of their name and assign qualities that describe them to each letter. Have students share their qualities with the class.	
Describe how the media (i.e., Terrance the Rat) influences health choices.	Discuss ways to influence others to make healthy choices. Show how media uses athletes to influence society to make healthy choices (i.e., why drink milk, not using drugs). Use Health in Action Lesson Plans to teach this topic.	Role Play Rubric – Appendix A

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify health products and services for daily use.	Show pictures of health products (sunscreen, toothpaste, vitamins, dental floss) and explain their use. Demonstrate the proper way to brush and floss teeth, apply sunscreen, or other healthy routines. Invite school nurse, dental hygienist, or community health professionals. Bright Smiles, Bright Futures Curriculum Personal Hygiene Worksheets Part I Healthy Habits Activity Booklet	Teacher Observation Evaluate Worksheets
Understand the importance of warning labels and symbols.	Show warning labels and discuss why we need warning labels. Show warning symbols identified on page 26 in the Second Grade Teacher Guide developed by the USM Institute for Disability Studies, Health Literacy Guide or Use examples of warning symbols that you collect.	Teacher Observation
Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness.	Allow health professionals to visit and discuss their roles in health promotion/disease prevention.	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify ways to communicate care, consideration, and respect of self and others.	Define respect. Brainstorm ways to show respect. Create a classroom Motto about respect. It's My Life – Bullying Resources	Teacher Observation
Demonstrate refusal skills to enhance health (i.e., just say no, don't talk to strangers.	Discuss the difference in a safe and unsafe stranger. Explain the steps: Run, Yell, and Tell. Have a community helper (police officer) teach students how to avoid being abducted and what to do if approached by a stranger. Read the book, *Never Talk to Strangers* by Irma Joyce.	Class Participation Rubric – Appendix A
Identify individual differences and the value of those differences.	Discuss self-worth and what makes a person unique such as talents, character, or personality. To emphasize the student's personal worth in the classroom, each student will draw a self-portrait on a square piece of paper. The teacher will punch holes in each corner of the paper and tie the pictures together with yarn. Display the "classroom quilt" in the room for everyone to see.	Teacher Observation Participation Rubric – Appendix A

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain the potential results of making positive and negative health choices. (i.e., accidents, nutrition, physical activity, drug use, smoking, and bullying)	Discuss choices students make that result in a healthy or unhealthy outcome. Discuss public service announcements and how they impact healthy choices. Have students work in groups to create a public service announcement.	Public Service Announcement Rubric Group Participation Rubric

Competency 6: Demonstrate the ability to use goal setting skills to enhance health. (N, PH, H, S) [NHES 6]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain how goal-setting enhances healthy behaviors.	Have students complete a personal health inventory and evaluate present health habits. Use the Personal Health Habit Inventory found on pages 42-43 in the Fourth Grade Teacher	Personal Health Habit Inventory – Appendix A

	Guide developed by the USM Institute for Disability Studies. Health Literacy Guide Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Use the Personal Health Goal Chart provided on page 44 in the Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies. Health Literacy Guide	Personal Health Goal Chart – Appendix A

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify fair methods for settling conflicts.	Explain that a conflict is when two or more people cannot agree on something. Ask for volunteers to give examples of when they didn't agree with someone. Have student role-play conflicting situations. Conflict Management Lesson Plans	Teacher Observation Role Play Rubric – Appendix A
Demonstrate and explain proper use of seat belts.	Show videos on seat belt safety. Discuss the importance of wearing a seat belt. Invite a police officer to discuss seat belt and car seat safety laws. Students will create signs to be placed around the school to encourage students to wear their seatbelts. Booster Seat and Safety Belt Resource	Teacher Observation Art/Poster Rubric – Appendix A
Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, and visit to the principal's office).	Define stress and explain what happens to the body (i.e., eyes widen, mouth becomes dry, muscles tighten, heart rate increases) when one is experiencing a stressful situation. Invite the school counselor to speak to the class about ways to avoid or manage stress. Students will list five things that cause them stress. Stress Resources from KidsHealth	Teacher Observation
Identify negative effects of using alcohol, tobacco, and drugs.	Invite the RAT and DARE program instructors to discuss alcohol, tobacco, and drug use as they relate to health. Students will role play saying "no". Refusal Skills Health in Action Lesson Plan #'s 1238, 1242, 1243, and 1246	Teacher Observation Role Play Rubric – Appendix A

	can be used to teach this topic.	

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate an ability to influence others to become involved in healthy community projects.	Discuss ways to influence others to become involved in healthy community projects. Have students establish a classroom project to benefit others. (campus cleanup, planting flowers, can food drive, clothing closet, etc.)	Teacher Observation
Explore ways individual can contribute to on-going state/community health projects.	Identify and explain community health programs and include ways students can participate in those programs. (Let's Go Walkin' Mississippi, Adopt-A-Mile, Habitat for Humanity, Keep Mississippi Beautiful, etc.) Invite various speakers to talk about these programs.	Teacher Observation

Supplementary Lesson Plans

These lessons plans for teaching Kindergarten, First, and Second Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx .

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Mr. Germ Head	H1	H-PH		The Five Senses - Sight	H1	H-PH
My Allergies Make Me Sneeze	H1	H-PH		The Five Senses - Smell	H1	H-PH
Where is the Heart?	H1	H-H		The Five Senses - Taste	H1	H-PH
I Can Hear the Heart Beat	H1	H-PH		The Five Senses - Touch	H1	H-PH
What is Asthma?	H1	H-PH		Introduction to the Food Pyramid	H1	H-N
Food Group Puzzle	H1	H-N		Safe Routes to School - K-2 - Lesson 2	H1	H-PH
Dairy Products	H1	H-N		Dylan the Smokey Dragon - Lesson 1	H1	H-PH
What is Asthma?	H1	H-PH		Dylan the Smokey Dragon - Lesson 2	H1	H-PH
Is This House Safe?	H1	H-S		Dylan the Smokey Dragon - Lesson 3	H1	H-PH
Apples and Oranges	H1	H-N		Dylan the Smokey Dragon - Lesson 4	H1	H-PH
9-1-1 May I Help You?	H1	H-PH		Reject All Tobacco(RAT) - Lesson 5	H1	H-D

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Diabetes	H1	H-D		Reject All Tobacco(RAT) - Lesson 7	H1	H-D
The Five Senses - Hearing	H1	H-PH		Reject All Tobacco (RAT) - Lesson 13	H1	H-PH
Can You Hear Me?	H2	H-PH		Fighting is Not the Answer	H2	H-M
I am Special	H2	H-M		Please Don't Tease Me	H2	H-H
Smoke Alarms	H2	H-CH		Standing Up for Yourself	H2	H-M
Technologies That Influence Health	H2	H-CH		Working Out Conflicts	H2	H-H
Honesty is the Best Policy	H2	H-M		Responsibility Collage	H2	H-PH
It's Okay to Be Different	H2	H-F		Back to School - Being Prepared	H2	H-M
I'm a Late Bloomer	H2	H-M		Teasing Can Hurt	H2	H-H
It's All about Respect	H2	H-M		Creating Classroom Rules	H2	H-F
Responsibility	H2	H-PH		Groups We Belong To	H2	H-F
May I Have a Snack?	H3	H-N		Community Helper - Nurse	H3	H-C
Immunizations	H3	H-D		I Don't Want That Shot!	H3	H-PH
Dogs Have Jobs Too?	H3	H-C		Firefighters and Fire Safety	H3	H-S
Health Workers Collage	H3	H-C		Health Worker - Physical Therapist	H3	H-C
Going to the Dentist	H3	H-PH		Health Worker - Respiratory Therapist	H3	H-C
Going to the Hospital	H3	H-M		Home Health Agencies	H3	H-C
What's My Job?	H3	H-C		Pharmacist	H3	H-C
Safety and Medicines	H3	H-PH		Safe Routes to School - K-2 - Lesson 3	H3	H-PH
Community Helper - Emergency Medical Technician	H3	H-C		Safe Routes to School - K-2 - Lesson 4	H3	H-PH
Community Helper - Policeman	H3	H-C		Reject All Tobacco(RAT) - Lesson 1	H3	H-D
Community Helper - Firefighter	H3	H-C		Reject All Tobacco(RAT) - Lesson 8	H3	H-PH
Back to School - The Healthy Me	H4	H-PH		Will You Be My Friend?	H4	H-M
Compliments	H4	H-H		I Can Listen	H4	H-M
No Name Calling Allowed	H4	H-M		Dealing with Anger	H4	H-M
Knowing When to Say No	H4	H-H		I Had That First	H4	H-M
Are You a Tattle Tale?	H4	H-M		Don't Talk to Me That Way!	H4	H-M
Mind Your Manners	H4	H-F		Back to School - Community Classroom Builder	H4	H-M
Bullying	H4	H-M		Words Can Hurt	H4	H-M
Cooperation Nation	H4	H-M		You're Going to Eat That?	H4	H-C
How Are You Feeling	H4	H-M		Help Me Feel Better - Please!	H4	H-M

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Today?						
Do You Hear What I Hear?	H4	H-M		Dylan the Smokey Dragon - Lesson 5	H4	H-PH
Honesty	H4	H-PH		Dylan the Smokey Dragon - Lesson 6	H4	H-PH
I Made a Mistake	H4	H-PH		Reject All Tobacco(RAT) - Lesson 2	H4	H-PH
Manners Matter	H4	H-F		Reject All Tobacco(RAT) - Lesson 3	H4	H-PH
Please Stop Teasing Me	H4	H-M		Reject All Tobacco(RAT) - Lesson 4	H4	H-PH
Settling Conflicts	H4	H-H		Reject All Tobacco(RAT) - Lesson 6	H4	H-PH
Solving Problems	H4	H-PH		Reject All Tobacco(RAT) - Lesson 9	H4	H-PH
Is This Necessary?	H5	H-PH		Choosing Healthy Foods	H5	H-N
9-1-1 Emergency	H5	H-S		An Introduction to the Food Pyramid	H5	H-N
It's Too Cold for Shorts!	H5	H-PH		What Are You Having for Breakfast?	H5	H-N
That's Not Food	H5	H-D		Making Good Decisions	H5	H-M
Let's Get Active	H5	H-PH		If it's Not Yours, Don't Touch It!	H5	H-DA
Am I Making a Good Decision?	H5	H-PH		My Body Helps Me Get Food	H5	H-PH
Practicing Healthy Habits	H5	H-PH		Think Before You Act	H5	H-M
The Importance of Choosing Healthy Beverages	H5	H-PH		Vegetables	H5	H-N
One Minute Physical Activity	H5	H-PH		Wants and Needs	H5	H-F
Eating Patterns	H5	H-N		Reject All Tobacco (RAT) - Lesson 12	H5	H-PH
Food Sort	H5	H-N				
My Healthy New Year's Resolution	H6	H-PH		My Personal Safety Goal	H6	H-CH
Back to School the Healthy Way	H6	H-C		Reject All Tobacco(RAT) - Lesson 11	H6	H-PH
Food Pyramid Power	H6	H-N		Reject All Tobacco (RAT) - Lesson 17	H6	H-PH
What's My Goal?	H6	H-PH				
Backpack Safety	H7	H-PH		Halloween Safety	H7	H-S
Happy Teeth	H7	H-PH		Home Alone Safety	H7	H-S
My Hands Are Clean	H7	H-D		School Bus Safety	H7	H-S
Healthy Alphabet Book	H7	H-N		Drugs Are Bad for You	H7	H-DA
Exercise is Good For My	H7	H-PH		Safe Places and Safe People	H7	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Heart						
I Can Eat Healthy	H7	H-CH		Stop, Look and Listen	H7	H-S
I Can Play the Safe Way	H7	H-S		Saying No to Drugs	H7	H-DA
I'm So Stressed Out!	H7	H-M		Can Soap Really Float?	H7	H-PH
Ouch! I've Hurt Myself	H7	H-S		Fire Safety Know How	H7	H-S
What is Peer Pressure?	H7	H-M		Move It to Lose It	H7	H-PH
Keeping the Flu Away	H7	H-D		Choices	H7	H-PH
Test for saving - delete later	H7	H-H		Developer Test Strategy (Please do not delete)	H7	H-DA
Poison Safety	H7	H-S		Reject All Tobacco(RAT) - Lesson 10	H7	H-PH
Five a Day, the Healthy Way	H7	H-N		Reject All Tobacco (RAT) - Lesson 14	H7	H-D
Tornado Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 15	H7	H-D
Medicine Safety	H7	H-S		Reject All Tobacco (RAT) - Lesson 16	H7	H-F
Don't Talk to Strangers	H7	H-S		Reject All Tobacco(RAT) - Lesson 18	H7	H-D
Community Helpers	H8	H-C		That Water Looks Funny	H8	H-C
Drug Free Kids	H8	H-DA		Playground Safety	H8	H-S
If You Lead, I Will Follow	H8	H-H		Cleaning Up the Environment	H8	H-C
I Am Responsible	H8	H-M		Families	H8	H-F
Litter Free is What I'll Be	H8	H-C		Healthy Choices	H8	H-PH
Showing Respect for the Environment	H8	H-C		Farmer's Market Fresh	H8	H-N
Someone I Respect	H8	H-PH		Sanitation Workers	H8	H-C
Land Pollution	H8	H-C		Stop, Drop and Roll	H8	H-S
Water Pollution	H8	H-C		When I Grow Up I Want to be a Firefighter	H8	H-F
My Field Trip to the Fire Station	H8	H-S		When I Grow Up I Want to be a Police Officer	H8	H-C
Recycling	H8	H-C		Working Together	H8	H-F
Why Does the Sky Look Like That?	H8	H-C		Safe Routes to School - Kindergarten - Lesson 3	H8	H-S

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching second grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
Taking Arthritis to School by DeeDee L. Miller – JayJo Books
Taking Asthma to School by Kim Gosselin – JayJo Books
Taking Autism to School by Andreanna Edwards – JayJo Books
Taking Cancer to School by Cynthia S. Henry – JayJo Books
Taking Cerebal Palsy to School by Mary Elizabeth Anderson – JayJo Books
Taking Cystic Fribrosis to School by Cynthia S, Henry – JayJo Books
Taking Depression to School by Kathy Khalsa – JayJo Books
Taking Diabetes to School by Kim Gosselin – JayJo Books
Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
Taking Dylexia to School by Lauren E. Moynihan – JayJo Books
Taking Food Allergies to School – Ellen Weiner – JayJo Books
Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
Taking Speech Disorders to School by John Bryant – JayJo Books
Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
Taking Weight Problems to School by Michelle L. Dean – JayJo Books
Germs Make Me Sick by Melvin Berger – Harper Collins Publishers, Inc.
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Bully Trouble by Joanna Cole – Random House Children's Books
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O'Neill – Awaken Speciality Press
Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Way to Go Alex! By Robin Pulver – Albert Whitman and Company
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Bully Trouble by Joanna Cole – Random House Children's Books
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
Sorry by Tracy Ludwig – Tricycle Press
I Have Asthma by Jennifer Moore-Mallinos – Genser Publication
Just Kidding by Trudy Ludwig – Tricycle Press
Knotts on a Counting Rope by Bill Martin, Jr & John Archambault – Henry Holt & Company Alexander and the Terrible, Horrible No Good, Very Bad Day by Judith Viorst – Aladdin Paperbacks Ben Has Something to Say – A Story about Studdering by Laurie Lears – Albert Whitman & Company
The Berenstain Bears and the Bully by Stan and Jan Berenstain – Random House – New York
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York
Don't Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)
Those Mean Nasty Dirty Downright Disgusting Invisible Germs by Judith Rice – Redleaf Press
A Trip to the Dentist by Penny Smith – DK Publishing, Inc
The Berenstain Bears Visit the Dentist by Stan and Jan Berenstain – Randon House

Clifford's Manners by Norman Bridwell – Scholastic, Inc
Eating the Alphabet by Lois Ehlert – Harcourt, Inc
Just Go to Bed by Mercer Mayer – Randon House Children's Books
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
My Secret Bully by Trudy Ludwig & Abigail Marble – Riverwood Books
Oliver Button is a Sissy by Tomie dePaola – Harcourt Brace & Company
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness.* Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Third Grade

Course Description

Contemporary Health (Third Grade) reinforces the importance of gaining an understanding of how family influences personal health. Students are introduced to childhood illnesses/injuries and how they can be prevented. Students also gain an understanding about the importance of participation in physical activity.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- how to avoid injuries and illnesses.
- the effects of physical activity on the body.
- how to read a food label.
- about the different types of health products.
- about the different health care services available in the community.
- how to identify hazardous products.
- effective communication skills.
- how to set health enhancing goals.
- what personal rights are.
- the importance of community involvement.

Essential Questions

- What is an injury?
- What is an illness?
- What information is displayed on a food label?
- What are the different types of media?
- What are the available health services in the community?
- What are hazardous products?
- What is the difference between needs and wants?
- What is respect?
- Why is it important to have health goals?
- What is stress?
- What is a friend?

Vocabulary

Identify and review the unit vocabulary.

- Calories: a unit for measuring the amount of heat energy supplied by food.
- Carbohydrates: the starches and sugars present in foods.
- Cholesterol: a white fatty substance that is important in metabolism; in large amounts, cholesterol is believed to cause heart and vascular disease by collecting on the inner walls of arteries and causing them to harden.
- Fat: solidified animal or vegetable oil used when cooking.
- Fiber: the part of grains, fruit and vegetables not absorbed or digested by the human body, and stimulates the muscles of the intestinal wall.
- Flexibility: the ability to move a body part through a full range of motion.
- Grooming: cleaning and maintaining parts of the body.
- Heart rate: how fast your heart is beating.
- Hygiene: a set of practices associated with health and healthy living.
- Hospital: is a health care institution providing patient treatment.
- Muscle: a tissue composed of fibers capable of contracting to effect bodily movement.
- Muscle fatigue: when a muscle becomes tired or weak.
- Muscle strength: the amount of force a muscle can exert.
- Need: something that is necessary for a healthy life.
- Non-verbal communication: is when we communicate with body movement.
- Peer: people of similar age who share similar interests.
- Protein: nutrients that help build and maintain body cells and tissues.
- Rapid breathing: breathing faster than normal.
- Respect: to feel or show deferential regard.
- Rights: are legal, social, or ethical principles of freedom or entitlement.
- Responsibilities: moral, legal, or mental accountability.
- Serving size: the amount of a particular food that is served.
- Servings per container: the number of servings in the container.
- Sodium: a soft, light, silver-white element that is found in salt.
- Stress: the reaction of the body and mind to everyday challenges and demands.
- Sugar: any of a class of crystalline carbohydrates, such as a sucrose, glucose, or lactose, that dissolve in liquid and have a sweet taste.
- Verbal communication: is when we communicate our message verbally to whoever is receiving the message.
- Volunteer: a person who voluntarily undertakes or expresses a willingness to undertake a service.
- Want: is not necessary for a healthy life, it is a desire.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify types of childhood injuries and illnesses and ways of prevention and treatment.	Explain injuries associated with riding a bicycle. Discuss the parts of a bicycle and how to check the bicycle (i.e., reflectors, tire pressure, proper seat height) to be sure it is safe to ride. Use handout from the website below to explain bicycle safety. Kids and Bicycle Safety	Teacher Observation
Recognize and describe the relationship between personal health behaviors and individual well-being.	Describe the effects physical activity has on the body. Teacher will have students run in place for one minute. After participating in the exercise, students will write a paragraph about the physical changes in their body after exercise.	Teacher Observation Writing Rubric
Define nutritional terms on food labels (i.e., fats, calories, etc.).	Have student bring a canned food item and/or a food label to class. Discuss nutritional information on the food label, defining terms on labels. Food Label Using the worksheet link below, pair students and have them compare their labels. Food Label Worksheet	Teacher observation – giving feedback as needed

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Analyze how the media influences thoughts and feelings about healthy behavior.	Discuss how we can learn about different kinds of healthy products (food, fitness, hygiene, medical care, etc.) through the media. (television, radio, newspaper and billboards, internet, etc.) Have students write how these make them feel, think, and behave.	Teacher Observation Writing Rubric

Identify ways that health care technology can impact personal health.	Provide internet sites for students to explore health related issues. MRI Machines X-ray Machine Wheel Chairs Ventilator	Teacher Observation

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Investigate how the availability of health services affect the community.	Have students name the health services available in their community and what services they provide. Provide a list of available health services in the community (telephone directory, chamber of commerce, internet, hospital, etc.); or invite a health care professional/school nurse to talk about existing services in the community. Identify gaps in availability of health services.	Teacher Observation Class Discussion Rubric
Identify and discuss hazardous products.	Invite a local firefighter (i.e., training division) to speak to the class about hazardous products in everyday life. Student will complete a checklist of hazardous products found in the household. Risk Watch Resources	Teacher Observation Hazardous Products Checklist – Appendix A

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate ways to communicate needs, wants, and feelings through verbal and non-verbal communication.	Explain how students can express their feelings though verbal and nonverbal communication (i.e., smiling, frowning, handshake, hug, encouraging words, etc.). Have students make a chart to illustrate their needs, wants and feelings (verbal and nonverbal). Share these charts with the class, then display in the classroom or hall. Explain how facial, eye, and body gestures impacts the emotions of others. Practice using positive gestures (i.e., smiling).	Teacher Observation
Apply ways to properly communicate care, consideration and	Brainstorm ways to show respect. Create a classroom Motto about respect.	Teacher Observation Participation Rubric

respect for self and others.	Teacher will initiate a Respect Box activity. (See Appendix A) Bullying Resources Free Bullying Resources	

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Communicate information that promotes positive health choices. (i.e., nutrition, physical activity, drug use, peer choices)	Students will research newspaper and magazine articles dealing with drug abuse. They will bring an article to share with the class. Read the book, *My Big Sister Takes Drugs* by Judith Vigna. Lead a class discussion on how drug abuse affects individuals, family and the community.	Class Participation Rubric

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Develop a personal health plan and track progress toward achievement.	Have students complete a personal health inventory and evaluate present health habits. Use the Personal Health Habit Inventory found on pages 42-43 and the Personal Health Goal Chart found on Page 44 provided in Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies – Health Literacy Guide Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Read *Murphy Meets the Treadmill* by Harriet Ziefert. Ask these questions about the story: • What exercise plan did Murphy have to lose weight? • What eating plan did Murphy have to lose weight? • Was Murphy's plan a good one? How do you know that it was good? • How did Murphy feel about reaching his goals? • What are some goals that you have made?	Personal Health Habit Inventory and Personal Health Goal Chart – Appendix A Teacher Observation

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate ways to avoid and reduce threatening or stressful situations.	Discuss the importance of anger management. Read *When Sophie Gets Angry - Really, Really, Angry.* by Molly Bang Ask these key questions about the book: • What is anger? • Why did Sophie get mad? • What does Sophie do to calm herself down? • Is that a good way to deal with her anger? • Can you identify other ways to avoid or reduce threatening or stressful situations?	Teacher Observation
List personal rights and responsibilities of individuals at home and school.	Discuss personal rights: Right to Learn, Right to be Respected, Right to be Safe, Right to be Treated Fairly by Others. Students will write one or more paragraphs about a time when they or someone they know were bullied.	Writing Rubric

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe characteristics needed to be a responsible friend and family member.	Have students brainstorm and make a list of characteristics a responsible friend or family member should have. Divide the class into groups. Have each group create a want advertisement describing the characteristics students would like in a friend. Groups will share with class.	Teacher Observation Written Assessment Rubric
Identify and understand the importance of contributing to the community.	Identify and explain community health programs and include ways students can participate in those programs. (Let's Go Walkin' Mississippi, Adopt-A-Mile, Habitat for Humanity, Keep Mississippi Beautiful, etc.) Invite various speakers to talk about these programs.	Teacher Observation
Demonstrate an ability to influence others to become involved in healthy community projects.	Discuss ways to influence others to become involved in healthy community projects. Have students establish a classroom project to benefit others. (campus cleanups, planting flowers, can food drive, clothing closets, recycling, etc.)	Teacher Observation

Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx.

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
First Aid to Go	H1	H-S		Tour the Respiratory System	H1	H-H
It's a Matter of Time	H1	H-H		Tour the Digestive System	H1	H-H
Do I Have to Wash My Hands?	H1	H-D		Tour the Circulatory System	H1	H-H
The Quest for Food Safety	H1	H-D		Tour the Nervous System	H1	H-H
Tour the Skeletal System	H1	H-H		Nutrient Knowledge	H1	H-N
Tour the Muscular System	H1	H-H		Roll Out the Five Senses	H1	H-PH
Nutrition 4: Planning to Eat Healthy!	H1	H-N		Asthma: What is it?	H1	H-PH
Help! I'm Choking!	H1	H-S		Asthma Triggers, Control and Support	H1	H-PH
Safe Routes to School - 3-5 - Lesson 2	H1	H-PH				
I'm Going to Keep Those Germs Right Out of My Food!	H2	H-D		Show Respect: Lesson 1	H2	H-F
How to Study	H2	H-H		Show Respect: Lesson 2	H2	H-F
I Can Be Responsible: Lesson 1	H2	H-M		Respect, Everyone Deserves It!	H2	H-F
I Can Be Responsible: Lesson 2	H2	H-M		Dendrite Dividend: Unscrambling Respectful Facts	H2	H-M
I Can Be Responsible: Lesson 3	H2	H-M		Dendrite Dividend: Ballooning Honesty	H2	H-M
Mark It: Be Responsible	H2	H-M		Dendrite Dividend: Not in My Space!	H2	H-M
Honesty Lesson 1: Little Lies Equal Big Trouble	H2	H-M		Compute This, Computers Can Be A Pain	H2	H-PH
Honesty Lesson 2: Friends Don't Cheat	H2	H-M		It's Traditional: Lesson 1	H2	H-F
Honesty Lesson 3: It's Still Not Cool to Steal	H2	H-M		It's Traditional: Lesson 2	H2	H-F
Honesty Lesson 4: Tell a Tale	H2	H-M		My Culture - Your Culture - Our Culture	H2	H-F
Let's Compare	H3	H-CH		Grounded in the Present Against Drugs: Lesson 1	H3	H-DA
Take A Break: Direct Your Attention Here,	H3	H-C		Grounded in the Present Against Drugs: Lesson 2	H3	H-DA

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Please						
Write About It: This Story Makes Sense	H3	H-H		Grounded in the Present Against Drugs: Lesson 3	H3	H-DA
Write About It: Sensory Poetry	H3	H-H		Grounded in the Present Against Drugs: Lesson 4	H3	H-DA
Write About It: This Story Makes Sense	H3	H-H		Grounded in the Present Against Drugs: Lesson 5	H3	H-DA
Write About It: Sensory Poetry	H3	H-H		Safe Routes to School - 3-5 - Lesson 3	H3	H-PH
Diagram Sense	H3	H-H		Safety Behaviors for Pedestrians - Grades 3-5	H3	H-PH
Experimenting Makes Sense: Lesson 1	H3	H-H		The Wheels Go Round and Round	H3	H-S
Experimenting Makes Sense: Lesson 2	H3	H-H		It's RICE to Know About Injuries	H3	H-S
Tobacco Turn-Off: Lesson 1	H3	H-DA		Staying Safe in the Car	H3	H-S
Tobacco Turn-Off: Lesson 2	H3	H-DA		Nutrition 1: Labels Are Important!	H3	H-N
Lousy Lice: Lesson 1	H3	H-PH		Add Nutrition to Your List	H3	H-N
Lousy Lice: Lesson 2	H3	H-PH		A Dental Visit to Flip Over!	H3	H-PH
It “Ads” Up Fast!	H3	H-CH		The Caption: Keep a Healthy Smile	H3	H-PH
Health Products for $ale	H3	H-CH		The Illustrated Tooth	H3	H-PH
What Does It Say?	H3	H-CH		Bossy Floss	H3	H-PH
Dendrite Dividend: Words Add Up!	H4	H-M		Good Apple Compliments	H4	H-M
Dendrite Dividend: Help Me! Who or What Am I?	H4	H-M		Dendrite Dividend: Mystery Person	H4	H-C
Dendrite Dividend: Knot Us!	H4	H-M		N-O Spells No! Lesson 1	H4	H-M
Dendrite Dividend: The Webs We Spin	H4	H-M		N-O Spells No! Lesson 2	H4	H-M
Standing Up to the Bully	H4	H-M		N-O Spells No! Lesson 3	H4	H-M
Dendrite Dividend: A Circle of Friends	H4	H-M		N-O Spells No! Lesson 4	H4	H-M
Dendrite Dividend: Hang in There for the Holidays	H4	H-M		Don't Stress Over Stress	H4	H-M
Dendrite Dividend: Minute Math	H4	H-M		Problems Don't Have to Be a Curse!	H4	H-M
Dendrite Dividend: Let's Tell a Story	H4	H-M		Working Together to Help Each Other	H4	H-M
Dendrite Dividend: This Doesn’t Stack Up!	H4	H-M		All Squared Up	H4	H-M
Sidetrack Fear	H4	H-M				
Nutrition 2: Check It Out!	H5	H-N		Dendrite Dividend: Sentence Scramble	H5	H-PH
Nutrition 3: Building	H5	H-N		Dendrite Dividend: Rave	H5	H-PH

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Good Nutrition is No Mystery!				Reviews		
Decisions—Decisions—Decisions	H5	H-DA		Dendrite Dividend: Color My World!	H5	H-PH
Dendrite Dividend: Parts of Speech in Hiding	H5	H-PH		Dendrite Dividend: Whose Turn Is It Anyway?	H5	H-PH
Dendrite Dividend: Which Way Do I Go?	H5	H-PH		Participation in Mediation Lesson 2	H5	H-M
Dendrite Dividend: Knic--Knac--Know	H6	H-PH		Dendrite Dividend: What Can I Be?	H6	H-PH
What's My Goal?	H6	H-PH				
Bicycle to Safety	H7	H-S		Dendrite Dividend: Just Like Me	H7	H-M
Sports Scene Charades	H7	H-S		Dendrite Dividend: Travelin' Around Mississippi	H7	H-M
Fired Up for Home Safety	H7	H-S		Dendrite Dividend: Cards Up--Cards Around	H7	H-M
Dendrite Break: If	H7	H-C		Dendrite Dividend: Stand Up and Clap!	H7	H-M
Dendrite Dividend: Alliteration Antics	H7	H-C		Dendrite Dividend: We Remember!	H7	H-PH
Dendrite Dividend: Punctuation on the Run	H7	H-C		Dendrite Dividend: Vocabulary on the Run	H7	H-PH
Dendrite Dividend: Goin' Around the U.S.A.	H7	H-C		Dendrite Dividend: Pass the Letter Please	H7	H-PH
Take a Break: Who Has It?	H7	H-C		Friends Helping Friends	H7	H-D
Dendrite Dividend: Animated Antic Questions	H7	H-M		Athletes with Asthma	H7	H-PH
Dendrite Dividend: Move Over, Make Your Mark!	H7	H-M		Take a Break: Erase Bad Posture	H7	H-PH
Dendrite Dividend: What's in the Box?	H7	H-C		Body Systems on Review	H7	H-H
Dendrite Dividend: Line Up	H7	H-C		What Can Beat This?	H7	H-PH
Dendrite Dividend: Parts of Speech Mix-Up	H7	H-C		Preparing for an Emergency	H7	H-S
Am I in Shape Now?	H7	H-PH		Time Out: Give Them the Info	H7	H-S
Staying Dog Bite Free	H7	H-S		Dendrite Dividend, Stand up and Spell	H7	H-M
Weathering Hurricanes	H7	H-S		Dendrite Dividend: Scrambled Vocabulary	H7	H-M
Safe Ways to Take a Splash	H7	H-S		Beary Sleepy	H7	H-PH
Be Positive	H8	H-M		This Habit of Mine	H8	H-PH
Too Much Stress	H8	H-M		Reuse It or Lose It: Lesson 1	H8	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
It's Not Fun to Lose!	H8	H-F				

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching third grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

Taking A.D.D. to School by Ellen Weiner – JayJo Books
Taking Arthritis to School by DeeDee L. Miller – JayJo Books
Taking Asthma to School by Kim Gosselin – JayJo Books
Taking Autism to School by Andreanna Edwards – JayJo Books
Taking Cancer to School by Cynthia S. Henry – JayJo Books
Taking Cerebal Palsy to School by Mary Elizabeth Anderson – JayJo Books
Taking Cystic Fribrosis to School by Cynthia S, Henry – JayJo Books
Taking Depression to School by Kathy Khalsa – JayJo Books
Taking Diabetes to School by Kim Gosselin – JayJo Books
Taking Down Syndrome to School by Jenna Glatzer – JayJo Books
Taking Dylexia to School by Lauren E. Moynihan – JayJo Books
Taking Food Allergies to School – Ellen Weiner – JayJo Books
Taking Hearing Impairment to School – Elaine Ernst Schneider – JayJo Books
Taking Seizure Disorders (A Story About Epilepsy) by Kim Gosselin – JayJo Books
Taking Speech Disorders to School by John Bryant – JayJo Books
Taking Tourette Syndrome to School by Tira Krueger – JayJo Books
Taking Weight Problems to School by Michelle L. Dean – JayJo Books
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Bully Trouble by Joanna Cole – Random House Children's Books
Clark the Toothless Shark by Corine Mellor – Golden Books Publishing
The Magic School Bus Inside the Human Body by Joanna Cole & Bruce Degen – Scholastic, Inc
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O'Neill – Awaken Speciality Press
Gregory the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Way to Go Alex! By Robin Pulver – Albert Whitman and Company
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Alexander and the Terrible, Horrible No Good, Very Bad Day by Judith Viorst – Aladdin Paperbacks
Ben Has Something to Say – A Story about Studdering by Laurie Lears – Albert Whitman & Company
The Berenstain Bears and the Bully by Stan and Jan Berenstain – Random House – New York
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York
Don't Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)
Just Go to Bed by Mercer Mayer – Randon House Children's Books
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press
Plate Full of Color by Georgia Perez – CDC – www.cdc.gov/diabetes
Through the Eyes of the Eagle by Georgia Perez - CDC – www.cdc.gov/diabetes
Tricky Treats by Georgia Perez - CDC – www.cdc.gov/diabetes

Knees Lifted High by Georgia Perez - CDC – www.cdc.gov/diabetes
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Berenstain Bears and the In Crowd by Stan and Jan Berenstain – Random House – New York
The Moonlight Caterpillar by Lori Lits – LiteBooks, Inc.

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness.* Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Fourth Grade

Course Description

Contemporary Health (Fourth Grade) focuses on identifying indicators of mental, social, and physical health during childhood. Students should establish the basic health promotion and disease prevention skills and be able to apply them in their individual lives. Students should also be exposed to role-playing in various settings where the teacher reinforces the most accurate ways to resolve each issue. Teachers should reinforce the relationship between physical activity and a healthy lifestyle.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn that:

- knowledge and attitudes about health help me act in healthy ways.
- using a decision-making process enhances health outcomes.
- tracking my progress and using healthy resources will help me achieve my personal health goals.
- I am an advocate for healthy decisions.
- communication skills, including nonviolent strategies and refusal skills are needed to enhance personal health.
- there are many places to obtain health information and resources.

Essential Questions

- What influences my behaviors and decisions?
- What can I do to avoid or reduce health risks?
- How can quality communication skills help me to develop a healthy lifestyle?
- What can I do to prevent and resolve conflict?
- How can good setting enhance and improve my health?
- How do a person's unique talents contribute to a larger community?

Vocabulary

Identify and review the unit vocabulary.

- Advertising: a written or spoken media message designed to interest consumers in purchasing a product or service.
- Awareness: having or showing understanding or knowledge.
- Behavior: the way in which one conducts oneself.
- Communicable disease: a disease that is spread from one living thing to another or through the environment.
- Community: a group of people with a common characteristic or interest living together within a larger society.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.

- Disability: a physical or mental impairment that limits normal activities.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- FDA: Federal Drug Administration
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Health: the condition of being sound in body, mind or spirit; especially the freedom from physical disease or pain.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.
- Illness: an unhealthy condition of body or mind.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Non-communicable disease: a disease that is not transmitted by another person.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Prevention: the act of preventing, causing not to happen.
- Promotion: the act of furthering the growth or development of something.
- Relationship: a bond or connection that you have with other people.
- Risk: to expose to danger.
- Society: part of a community that is a unit distinguishable by particular aims or standards of living or conduct.
- Substance abuse: any unnecessary or improper use of chemical substances for nonmedical purposes.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify the relationship between health behaviors and individual well-being.	Have students brainstorm healthy and unhealthy behaviors. Prepare the *Matching Behaviors and Outcomes Activity* provided in Appendix A. Have students work in groups to match the behavior with a possible outcome of the behavior. OR Invite a fitness expert or athlete to speak to the class about the importance of a healthy lifestyle.	Teacher Observation
Distinguish between communicable and non-communicable diseases.	Create a Venn Diagram or Double Bubble Thinking Map identifying communicable and non-communicable diseases and how they are alike. Venn Diagram Double Bubble Thinking Map	Class Participation Rubric
Identify and practice strategies to reduce the spreading of germs.	Using the lesson plan below, students will identify and practice strategies to reduce the spreading of germs. Germ Lesson Plan from KidsHealth	Demonstration Class Participation Rubric – Appendix A
Identify and discuss serving sizes as recommended by the Food and Drug Administration (FDA).	Show students items that can be used to help them estimate appropriate serving sizes. Use this website to explore serving sizes using ordinary objects: Household Items	Teacher Observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify advertising techniques used in marketing health related	Have students view televised commercials or printed material on health related products.	How Effective Was The Advertisement - Appendix A

products.	Guide students to evaluate the effectiveness of the advertisement using the evaluation tool provided in Appendix A. Have the students work in groups to create a commercial highlighting a healthy product. Lesson Plan Database from Media Smarts Learn Washing Index – Help Keep Advertising Honest	Group Participation Rubric
Explore differences in cultural diets.	Divide students into groups and have them research common foods from an assigned culture using the links provided below. Have students list the nutritional value of foods in different cultures. (Greek, Hispanic, Asian, Native American, Italian, French, German, etc.) Greek Food Hispanic Food Asian Food Native American Italian Food French Food German Food Groups will share their information through oral reports, power points, or food demonstrations.	Presentation Rubric
Analyze ways health care technology can enhance personal health.	Brainstorm and make a list of types of technological tools such as heart rate monitors and pedometers to enhance personal health. Invite a guest to demonstrate how to find a healthy heart rate. Students will participate in finding their personal heart rate and check to see if their heart rate is in the correct range.	Teacher Observation

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate the ability to locate resources from home, school and community that provide valid health information.	Discuss the term "valid health information" and where to find the information. Assign students a health related topic. Students will collect valid information on that topic from various sources and design a pamphlet on the topic.	Pamphlet Rubric
Distinguish between fact and opinion in health information.	Use the list Strange and Funny but True Health Facts found in the appendix to introduce the lesson. Using the website listed below explore with students old wives tales concerning health.	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify ways to be sensitive to the feelings of others to include disabled and chronically-ill persons.	Read the book, *Be Good to Eddie Lee* by Virginia Fleming (Philomel Books – New York – ISBN – 0-399-21993-5). This book is about a child with Down-syndrome. Brainstorm ways that students can be helpful to those with disabilities. Simulate blindness or deafness by blindfolding students or by using earplugs. Students will write about their experience by answering these questions: How did it feel? What problems did you encounter? What did you learn from the experience? How will the experience affect the way you will treat an individual with a disability?	Teacher Observation Writing Rubric

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain how exercise enhances health.	You can choose moderate or vigorous intensity activities, or a mix of both each week. Activities can be considered vigorous, moderate, or light in intensity. This depends on the extent to which they make you breathe harder and your heart beat faster. Have students brainstorm and list different activities and then categorize the activities as to whether they are vigorous, moderate, or light in intensity. *View the website for a definition and a list of activities and intensity levels.* Moderate to Vigorous Physical Activity Discuss the benefits of physical activity (maintain healthy weight, keeps heart strong, boosts energy, increases self-esteem, and reduces risk of disease). Describe the physiological effects of exercise on the body (perspiration, burning calories, increase heart rate, increase metabolism). Ask the question, "Why are these effects important"?	Teacher Observation

Explain the impact of substance abuse on the individual, family, and community.	Teacher will read "My Big Sister Takes Drugs" by Judith Vigna. Have students discuss how the decision to become involved in substance abuse affects individuals, families, and the community.	Teacher Observation Class Participation Rubric – Appendix A
Identify factors that influence decision-making.	Create a diagram of the factors that influence decision making (media, teachers, parents, siblings, peers, famous people or celebrities, church, law enforcement/government, etc.) Identify which of the influences are positive or negative and why.	Teacher Observation
Apply a decision-making process to address personal health issues and problems.	Discuss common health issues for fourth graders. (Stomachache, head ache, tooth ache, ear ache, fever, food allergies, diabetes, asthma, sport related injuries, etc.) List steps in the decision-making process. Discuss the 6 Steps of Decision Making. • State the situation • List the options • Weigh the outcomes • Consider values • Make a decision and act • Evaluate the decision Have students apply the process to a common health issue that they have identified. Illness and Injuries from KidsHealth	Teacher Observation

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) [NHES 6]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Develop a personal health plan and track progress toward achievement.	Have students complete a personal health inventory and evaluate present health habits. Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Have students complete a personal health goal chart.	Personal Health Goal Chart – Appendix A

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) [NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Compare various factors	Brainstorm factors (physical, social, and psychological	Teacher Observation

influencing health.	factors) that influence health. (Have students consider these factors: 8-10 hours of sleep, eating a healthy breakfast, eating a variety of foods, being physically active, maintaining a healthy weight, avoiding tobacco, alcohol and other drugs, managing stress, practicing safe behaviors and maintaining healthy relationships, if they do not come up with these on their own.) Create a Venn diagram to compare and contract factors. Venn Diagram	Class Participation Rubric
Illustrate safety and injury prevention techniques.	Divide class into groups. Each group will choose a safety topic (fire, water, sports, bicycle, car seat, and seat belt) The group will create a skit, song, or video to teach the class about the chosen safety topic.	Group Participation Rubric
Distinguish between medicine use and misuse.	Define the term medicine. A medicine is a drug that is used to treat or prevent disease or other conditions. Have students explore the reasons that people take medicine and identify ways that medicines are misused. Use the *What Does It Say* lesson plan # 923 found on the Health In Action website to teach students about over-the-counter medicines.	Teacher Observation

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify the characteristics of a good friend.	Using the letters of the word FRIEND, have students make an acrostic to identify characteristics of a good friend. Post the projects in the classroom.	Teacher Observation
Demonstrate healthy choices outside the school environment.	Brainstorm healthy choices students make every day and make a list. (wearing bike helmet; playing sports with the correct safety equipment; using safety belts; exercising; avoiding tobacco, drugs, and alcohol; eating healthy foods)	Teacher Observation
Discuss ways that family time promotes healthy lifestyles.	Have students encourage their family to eat together at least twice a week for three months. Discuss the importance of family time. Explain ways students can help prepare for dinner. Teach students how to set the table, pour drinks, create place mats, pick flowers, clean table and dishes after dinner, etc.	Class Participation Rubric Teacher Observation

Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx.

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
First Aid to Go	H1	H-S		Tour the Circulatory System	H1	H-H
It's a Matter of Time	H1	H-H		Tour the Nervous System	H1	H-H
Do I Have to Wash My Hands?	H1	H-D		Nutrient Knowledge	H1	H-N
The Quest for Food Safety	H1	H-D		Roll Out the Five Senses	H1	H-PH
Tour the Skeletal System	H1	H-H		Nutrition 4: Planning to Eat Healthy!	H1	H-N
Tour the Muscular System	H1	H-H		Help! I'm Choking!	H1	H-S
Tour the Respiratory System	H1	H-H		Safe Routes to School - 3-5 - Lesson 2	H1	H-PH
Tour the Digestive System	H1	H-H		Asthma: What is it?	H1	H-PH
First Aid to Go	H1	H-S				
I'm Going to Keep Those Germs Right Out of My Food!	H2	H-D		Show Respect: Lesson 1	H2	H-F
How to Study	H2	H-H		Show Respect: Lesson 2	H2	H-F
I Can Be Responsible: Lesson 1	H2	H-M		Respect, Everyone Deserves It!	H2	H-F
I Can Be Responsible: Lesson 2	H2	H-M		Dendrite Dividend: Unscrambling Respectful Facts	H2	H-M
I Can Be Responsible: Lesson 3	H2	H-M		Dendrite Dividend: Ballooning Honesty	H2	H-M
Mark It: Be Responsible	H2	H-M		Dendrite Dividend: Not in My Space!	H2	H-M
Honesty Lesson 1: Little Lies Equal Big Trouble	H2	H-M		Compute This, Computers Can Be A Pain	H2	H-PH
Honesty Lesson 2: Friends Don't Cheat	H2	H-M		It's Traditional: Lesson 1	H2	H-F
Honesty Lesson 3: It's Still Not Cool to Steal	H2	H-M		It's Traditional: Lesson 2	H2	H-F
Honesty Lesson 4: Tell a Tale	H2	H-M		My Culture - Your Culture - Our Culture	H2	H-F
The Wheels Go Round and Round	H3	H-S		Tobacco Turn-Off: Lesson 2	H3	H-DA
It's RICE to Know About Injuries	H3	H-S		Lousy Lice: Lesson 1	H3	H-PH
Staying Safe in the Car	H3	H-S		Lousy Lice: Lesson 2	H3	H-PH
Nutrition 1: Labels Are Important!	H3	H-N		It "Ads" Up Fast!	H3	H-CH
Add Nutrition to Your List	H3	H-N		Health Products for $ale	H3	H-CH
A Dental Visit to Flip Over!	H3	H-PH		What Does It Say?	H3	H-CH
The Caption: Keep a Healthy Smile	H3	H-PH		Grounded in the Present Against Drugs: Lesson 1	H3	H-DA
The Illustrated Tooth	H3	H-PH		Grounded in the Present Against Drugs: Lesson 2	H3	H-DA

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Bossy Floss	H3	H-PH		Grounded in the Present Against Drugs: Lesson 3	H3	H-DA
Let's Compare	H3	H-CH		Grounded in the Present Against Drugs: Lesson 4	H3	H-DA
Take A Break: Direct Your Attention Here, Please	H3	H-C		Grounded in the Present Against Drugs: Lesson 5	H3	H-DA
Write About It: This Story Makes Sense	H3	H-H		Safe Routes to School - 3-5 - Lesson 3	H3	H-PH
Write About It: Sensory Poetry	H3	H-H		Safety Behaviors for Pedestrians - Grades 3-5	H3	H-PH
Diagram Sense	H3	H-H		Reject All Tobacco (RAT) Grades 4-6 - Lesson 2	H3	H-PH
Experimenting Makes Sense: Lesson 1	H3	H-H		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 15	H3	H-PH
Experimenting Makes Sense: Lesson 2	H3	H-H		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 16	H3	H-PH
Tobacco Turn-Off: Lesson 1	H3	H-DA		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 18	H3	H-PH
All Squared Up	H4	H-M		N-O Spells No! Lesson 1	H4	H-M
Dendrite Dividend: Words Add Up!	H4	H-M		N-O Spells No! Lesson 2	H4	H-M
Dendrite Dividend: Help Me! Who or What Am I?	H4	H-M		N-O Spells No! Lesson 3	H4	H-M
Dendrite Dividend: Knot Us!	H4	H-M		N-O Spells No! Lesson 4	H4	H-M
Dendrite Dividend: The Webs We Spin	H4	H-M		Don't Stress Over Stress	H4	H-M
Standing Up to the Bully	H4	H-M		Problems Don't Have to Be a Curse!	H4	H-M
Dendrite Dividend: A Circle of Friends	H4	H-M		Working Together to Help Each Other	H4	H-M
Dendrite Dividend: Hang in There for the Holidays	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 10	H4	H-D
Dendrite Dividend: Minute Math	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 11	H4	H-PH
Dendrite Dividend: Let's Tell a Story	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 14	H4	H-PH
Good Apple Compliments	H4	H-M		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 17	H4	H-D
Dendrite Dividend: Mystery Person	H4	H-C		Dendrite Dividend: Relax	H4	H-M
Struggling Less: Lesson 1	H4	H-M		Dendrite Dividend: Did You Hear What I Heard?	H4	H-M
Struggling Less: Lesson 2	H4	H-M		Dendrite Dividend: This Doesn't Stack Up!	H4	H-M
Struggling Less: Lesson 3	H4	H-M		Sidetrack Fear	H4	H-M
Struggling Less: Lesson 4	H4	H-M				
Nutrition 2: Check It Out!	H5	H-N		Dendrite Dividend: Color My World!	H5	H-PH
Nutrition 3: Building Good Nutrition is No Mystery!	H5	H-N		Dendrite Dividend: Whose Turn Is It Anyway?	H5	H-PH
Decisions—Decisions—Decisions	H5	H-DA		Participation in Mediation Lesson 2	H5	H-M
Dendrite Dividend: Parts of Speech in Hiding	H5	H-PH		Reject All Tobacco(RAT) - Grades 4-6 - Lesson 1	H5	H-PH
Dendrite Dividend:	H5	H-PH		Reject All Tobacco(RAT)-	H5	H-PH

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Which Way Do I Go?				Grades 4-6 - Lesson 9		
Dendrite Dividend: Sentence Scramble	H5	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 19	H5	H-PH
Dendrite Dividend: Rave Reviews	H5	H-PH				
Dendrite Dividend: Knic--Knac--Know	H6	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 12	H6	H-PH
What's My Goal?	H6	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 13	H6	H-PH
Dendrite Dividend: What Can I Be?	H6	H-PH				
Bicycle to Safety	H7	H-S		Time Out: Give Them the Info	H7	H-S
Sports Scene Charades	H7	H-S		Dendrite Dividend, Stand up and Spell	H7	H-M
Fired Up for Home Safety	H7	H-S		Dendrite Dividend: Scrambled Vocabulary	H7	H-M
Dendrite Break: If	H7	H-C		Dendrite Dividend: Animated Antic Questions	H7	H-M
Dendrite Dividend: Alliteration Antics	H7	H-C		Dendrite Dividend: Move Over, Make Your Mark!	H7	H-M
Dendrite Dividend: Punctuation on the Run	H7	H-C		Dendrite Dividend: Just Like Me	H7	H-M
Dendrite Dividend: Goin' Around the U.S.A.	H7	H-C		Dendrite Dividend: Travelin' Around Mississippi	H7	H-M
Take a Break: Who Has It?	H7	H-C		Dendrite Dividend: Cards Up--Cards Around	H7	H-M
Dendrite Dividend: Don't Be Stingy!	H7	H-C		Dendrite Dividend: Stand Up and Clap!	H7	H-M
Dendrite Dividend: What's in the Box?	H7	H-C		Dendrite Dividend: We Remember!	H7	H-PH
Dendrite Dividend: Line Up	H7	H-C		Dendrite Dividend: Vocabulary on the Run	H7	H-PH
Dendrite Dividend: Parts of Speech Mix-Up	H7	H-C		Dendrite Dividend: Pass the Letter Please	H7	H-PH
Am I in Shape Now?	H7	H-PH		Reject All Tobacco (RAT) – Grades 4-6 - Lesson 3	H7	H-PH
Staying Dog Bite Free	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 4	H7	H-PH
Weathering Hurricanes	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 5	H7	H-PH
Safe Ways to Take a Splash	H7	H-S		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 6	H7	H-PH
Beary Sleepy	H7	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 7	H7	H-PH
Take a Break: Erase Bad Posture	H7	H-PH		Reject All Tobacco(RAT)- Grades 4-6 - Lesson 8	H7	H-PH
Body Systems on Review	H7	H-H		Friends Helping Friends	H7	H-D
What Can Beat This?	H7	H-PH		Athletes with Asthma	H7	H-PH
Preparing for an Emergency	H7	H-S		Your Environment and Asthma	H7	H-PH
Be Positive	H8	H-M		This Habit of Mine	H8	H-PH
Too Much Stress	H8	H-M		Reuse It or Lose It: Lesson 1	H8	H-C
It's Not Fun to Lose!	H8	H-F				

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching fourth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics or make these books available to students in the classroom.

When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
Miss Bindergarten Stays Home From Kindergarten by Joseph Slate – Penguin Puffin Books
The Rainbow Fish by Marcus Pfister – NorthSouth, 1999
The Recess Queen by Alexis O'Neill – Awaken Speciality Press
When Sophie Gets Angry – Really, Really Angry by Molly Bang – The Blue Sky Press (ISBN 0-590-18979-4)
The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain – Random House – New York
Don't Laugh At Me by Steve Seskin & Allen Shamblin – Tricycle Press (ISBN 1582460582)
Just Go to Bed by Mercer Mayer – Randon House Children's Books
The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Berenstain Bears and the In Crowd by Stan and Jan Berenstain – Random House – New York
The Moonlight Caterpillar by Lori Lits – LiteBooks, Inc.
You Can Call Me Willy by Joan C. Verniero – Magination Press
The Berenstain Bears and the Trouble with Commercials by Stan and Jan Berenstain – Harper Festival Publishing
The Berenstain Bears and Too Much Pressure by Stan and Jan Berenstain - Harper Festival Publishing
Catundra by Steven Cosgrove – Price Sern Sloan Publisher
The Report Card by Andrew Clements – Aladdin Publishing
Good Enough to Eat by Lizzy Rockwell – Harper Collins Publishers

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness.* Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Fifth Grade

Course Description

Contemporary Health (Fifth Grade) emphasizes the interrelationship between mental, emotional, social, and physical health during adolescence. Teachers should reinforce the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- learn that engaging in, monitoring, and comparing physical activity will enhance my health.
- learn that setting goals in physical and nutritional health can improve my health.
- learn that saying no to drugs and alcohol can help me stay healthy.
- learn about different health agencies in the community.
- learn how to become an advocate for health in the community.
- learn conflict management and refusal skills.
- learn how the media can affect health.
- learn how technology can affect health.

Essential Questions

- What determines how I feel about myself?
- How can I become a health advocate?
- How can technology be beneficial and a deterrent to my health?
- How do I make good choices?
- How and why do I need to set goals in my physical and nutritional health?
- How can I protect myself from the misuse of drugs?
- What are conflict resolution skills?
- What is a fitness assessment?

Vocabulary

Identify and review the unit vocabulary.

- Behavior: the way in which one conducts oneself.
- Consumer: one who consumes; especially a person who buys and uses up goods and services.
- Disease: an abnormal bodily condition interferes with functioning and can usually be recognized by signs and symptoms.
- Emergency: an unexpected situation that calls for immediate action.
- Environment: the whole complex of factors (as soil, climate and living things) that influence the form and the ability to survive in a plant or animal or ecological community.
- Goal: the end toward which effort is directed, the target or aim of an activity.
- Habit: an acquired mode of behavior that has become nearly or completely involuntary.
- Hygiene: conditions or practices (as of cleanliness) that are aids to good health.

- Illness: an unhealthy condition of body or mind.
- Immunity: a condition of being able to resist a particular disease especially through preventing development of a pathogenic microorganism.
- Influence: the act or power of producing an effect indirectly or without apparent use of force or exercise of command.
- Media: forms or systems of communication designed to reach a large number of people.
- Risk: to expose to danger.
- Nutrition: the processes by which an animal or plant takes in and makes use of food substances.
- Physical Activity: the quality or state of being active, an educational exercise designed to teach by firsthand experience.
- Prescription: a written direction or order for the preparation and use of a medicine.
- Responsible: answerable or accountable, as for something within one's power, control, or management.
- Vaccination: the act of administering a vaccine, usually by injection.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe how participation in physical activity affects the body.	Have students participate in the "Fuel Up to Play 60" program. Fuel Up to Play 60	Teacher observation
Discuss how the body's defenses against disease work.	Brainstorm various diseases. Work with students to sort diseases according to type. • infectious - spread by germs • food-borne - spread by improper food handling air-borne - spread by coughing/sneezing • immunity - results from lack of immunization • contact – results from poor hygiene Immune System Lesson Plan from KidsHealth	Teacher Observation
Identify ways the body's defense system can be improved.	Explain the importance of proper sleep and nutrition. Sleep Lesson Plan from KidsHealth	Teacher Observation
Distinguish between healthy and unhealthy snacks.	Discuss the difference in a healthy snack and an unhealthy snack. Explain how to read a food label using materials from the following site: Nourish Interactive Have students bring in healthy snacks from vending machines and look at labels. Plan a snack tasting activity. Have student's rate snacks in areas of smell, taste, nutritional value, preparation time, etc. Create a graph to indicate their favorite snack.	Teacher Observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explore various eating habits and how they relate to family culture and lifestyles.	Have students investigate nutrition facts for a fast food item(s) that their family eats on a regular basis. Have them consider a more nutritious choice for their family. Students will write a report of their findings.	Written Assessment Rubric

Describe the way technology affects health.	Read the book, *Bernstein Bears and Too Much TV* by Stan and Jan Berenstain. After reading the book, have the students brainstorm a list of healthy activities to do instead of watching TV, playing video games or other sedentary activities.	Teacher Observation
Analyze ways in which the media influences buying decisions regarding health products, medicine, and food.	Discuss how media influences buying decisions. Have student complete the worksheet, "Advertisements – How Effective Are They?" and discuss. (Appendix A) Media Smarts Lesson Plans	Teacher Observation

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Locate and evaluate the functions of community agencies and health care professionals.	Have students brainstorm health care agencies in their community and complete an emergency list that includes addresses and phone numbers for these agencies. (Fire, ambulance, poison control, police, local doctor, pharmacy) Use internet to research community agencies and health care professionals.	Health Care Provider List - Appendix A
Identify the impact of health services (i.e., ambulance service, rescue squad) in the community.	Have students brainstorm the question "What would we do without health services in our community?" Invite a health care professional to share how the services they provide impact the community.	Guest Speaker Rubric
Identify and discuss the use and impact of health products (i.e., sunscreen, toothpaste).	Teacher will supply magazines, newspapers, or internet pictures of health care products. Students will work in groups to create a collage that promotes healthy products.	Art/Poster Rubric Group Participation Rubric

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.	Read *You Are Special* by Max Lucado (or a similar book on kindness or self-esteem). Create a "Kindness Box." When one student sees another perform an act of kindness, the student reports the behavior to the teacher. The student's name is put in the "Kindness Box." The teacher periodically draws names from the box. The names that are drawn are allowed to pull a "Kindness Coupon" to use at an appropriate time. Some suggestions for coupons are "Get Out of Detention" pass, skip morning work, free	Teacher Observation

	computer time, sit by a buddy at lunch, invite a friend to lunch, homework pass, and treasure box.	
Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family and others in socially acceptable ways.	Use Health In Action Lesson Plan entitled: Dendrite Dividend – Did you Hear What I Heard? – H-999 to engage students in a discussion of ways to keep your cool when conflict arises. Have students' role play refusal and conflict resolution skills using the scenarios found in the Appendix A.	Teacher Observation Student Participation Rubric – Appendix A Role Play Rubric – Appendix A
Demonstrate an awareness of safety through modeling.	Allow the class to teach younger students the proper procedures for school preparedness (tornado drill, fire drill, earthquake drill, lock-down drill, etc.)	Teacher Observation

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explore the characteristics of habits and how habits affect personal health.	Define what a habit is and how habits can affect personal health. Have students identify good and bad personal health habits (physical, nutritional, hygiene, social, etc.). Student will complete the Personal Health Habit Inventory Chart found in Appendix A to compare and contrast habits that result in the healthiest decisions.	Teacher observation

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) [NHES 6]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify health goals and evaluate strategies/skills for attaining personal health goals.	Have students complete a personal health inventory and identify areas that need improvement. Use the Personal Health Inventory found on pages 42-43 in Fourth Grade Teacher Guide developed by the USM Institute for Disability Studies – Health Literacy Guide Using results of the inventory, students will set goals to improve areas of weakness found while completing the personal inventory. Have students complete the Personal Health Goal Chart found on Page 44 to put on the refrigerator at home. Students will chart their progress for one week and write about their progress in their student journal.	Teacher Observation Student Journal Personal Health Goal Chart – Appendix A

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Examine health and fitness assessments and their role in developing a plan for life long fitness.	Invite the physical education teacher speak to the class about the importance of fitness and the fifth grade fitness assessment. (Discussion should include pre and post tests, BMI calculation, and lifelong fitness) *Note: The Mississippi Healthy Students Act – 2007 requires fitness testing for fifth grade students. If possible, coordinate this class with physical education teacher.*	Teacher Observation

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify responsibilities of a family.	Define family. Divide the class into groups and have them cut pictures from magazines that depict the responsibilities of a family to include: • Meeting physical and other basic needs • Meeting mental and emotional needs • Meeting social needs Students will use these pictures to make a "family" responsibility collage to be displayed in the room.	Art/Poster Rubric – Appendix A
Develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use).	Have class organize a school wide health initiative to encourage students to exhibit healthy behaviors by working in groups to create posters to display around school.	Art/Poster Rubric – Appendix A

Supplementary Lesson Plans

These lessons plans for teaching Third, Fourth, and Fifth Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx.

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
First Aid to Go	H1	H-S		Tour the Circulatory System	H1	H-H
It's a Matter of Time	H1	H-H		Tour the Nervous System	H1	H-H
Do I Have to Wash My Hands?	H1	H-D		Nutrient Knowledge	H1	H-N
The Quest for Food Safety	H1	H-D		Roll Out the Five Senses	H1	H-PH
Tour the Skeletal	H1	H-H		Nutrition 4: Planning to Eat	H1	H-N

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
System				Healthy!		
Tour the Muscular System	H1	H-H		Help! I'm Choking!	H1	H-S
Tour the Respiratory System	H1	H-H		Safe Routes to School - 3-5 - Lesson 2	H1	H-PH
Tour the Digestive System	H1	H-H		Asthma: What is it?	H1	H-PH
First Aid to Go	H1	H-S				
I'm Going to Keep Those Germs Right Out of My Food!	H2	H-D		Show Respect: Lesson 1	H2	H-F
How to Study	H2	H-H		Show Respect: Lesson 2	H2	H-F
I Can Be Responsible: Lesson 1	H2	H-M		Respect, Everyone Deserves It!	H2	H-F
I Can Be Responsible: Lesson 2	H2	H-M		Dendrite Dividend: Unscrambling Respectful Facts	H2	H-M
I Can Be Responsible: Lesson 3	H2	H-M		Dendrite Dividend: Ballooning Honesty	H2	H-M
Mark It: Be Responsible	H2	H-M		Dendrite Dividend: Not in My Space!	H2	H-M
Honesty Lesson 1: Little Lies Equal Big Trouble	H2	H-M		Compute This, Computers Can Be A Pain	H2	H-PH
Honesty Lesson 2: Friends Don't Cheat	H2	H-M		It's Traditional: Lesson 1	H2	H-F
Honesty Lesson 3: It's Still Not Cool to Steal	H2	H-M		It's Traditional: Lesson 2	H2	H-F
Honesty Lesson 4: Tell a Tale	H2	H-M		My Culture - Your Culture - Our Culture	H2	H-F
The Wheels Go Round and Round	H3	H-S		Tobacco Turn-Off: Lesson 2	H3	H-DA
It's RICE to Know About Injuries	H3	H-S		Lousy Lice: Lesson 1	H3	H-PH
Staying Safe in the Car	H3	H-S		Lousy Lice: Lesson 2	H3	H-PH
Nutrition 1: Labels Are Important!	H3	H-N		It "Ads" Up Fast!	H3	H-CH
Add Nutrition to Your List	H3	H-N		Health Products for $ale	H3	H-CH
A Dental Visit to Flip Over!	H3	H-PH		What Does It Say?	H3	H-CH
The Caption: Keep a Healthy Smile	H3	H-PH		Grounded in the Present Against Drugs: Lesson 1	H3	H-DA
The Illustrated Tooth	H3	H-PH		Grounded in the Present Against Drugs: Lesson 2	H3	H-DA
Bossy Floss	H3	H-PH		Grounded in the Present Against Drugs: Lesson 3	H3	H-DA
Let's Compare	H3	H-CH		Grounded in the Present Against Drugs: Lesson 4	H3	H-DA
Take A Break: Direct Your Attention Here, Please	H3	H-C		Grounded in the Present Against Drugs: Lesson 5	H3	H-DA
Write About It: This Story Makes Sense	H3	H-H		Safe Routes to School - 3-5 - Lesson 3	H3	H-PH
Write About It: Sensory Poetry	H3	H-H		Safety Behaviors for Pedestrians - Grades 3-5	H3	H-PH
Diagram Sense	H3	H-H		Reject All Tobacco (RAT) Grades 4-6 - Lesson 2	H3	H-PH
Experimenting Makes Sense: Lesson 1	H3	H-H		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 15	H3	H-PH
Experimenting Makes Sense: Lesson 2	H3	H-H		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 16	H3	H-PH

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Tobacco Turn-Off: Lesson 1	H3	H-DA		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 18	H3	H-PH
All Squared Up	H4	H-M		N-O Spells No! Lesson 1	H4	H-M
Dendrite Dividend: Words Add Up!	H4	H-M		N-O Spells No! Lesson 2	H4	H-M
Dendrite Dividend: Help Me! Who or What Am I?	H4	H-M		N-O Spells No! Lesson 3	H4	H-M
Dendrite Dividend: Knot Us!	H4	H-M		N-O Spells No! Lesson 4	H4	H-M
Dendrite Dividend: The Webs We Spin	H4	H-M		Don't Stress Over Stress	H4	H-M
Standing Up to the Bully	H4	H-M		Problems Don't Have to Be a Curse!	H4	H-M
Dendrite Dividend: A Circle of Friends	H4	H-M		Working Together to Help Each Other	H4	H-M
Dendrite Dividend: Hang in There for the Holidays	H4	H-M		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 10	H4	H-D
Dendrite Dividend: Minute Math	H4	H-M		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 11	H4	H-PH
Dendrite Dividend: Let's Tell a Story	H4	H-M		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 14	H4	H-PH
Good Apple Compliments	H4	H-M		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 17	H4	H-D
Dendrite Dividend: Mystery Person	H4	H-C		Dendrite Dividend: Relax	H4	H-M
Struggling Less: Lesson 1	H4	H-M		Dendrite Dividend: Did You Hear What I Heard?	H4	H-M
Struggling Less: Lesson 2	H4	H-M		Dendrite Dividend: This Doesn't Stack Up!	H4	H-M
Struggling Less: Lesson 3	H4	H-M		Sidetrack Fear	H4	H-M
Struggling Less: Lesson 4	H4	H-M				
Nutrition 2: Check It Out!	H5	H-N		Dendrite Dividend: Color My World!	H5	H-PH
Nutrition 3: Building Good Nutrition is No Mystery!	H5	H-N		Dendrite Dividend: Whose Turn Is It Anyway?	H5	H-PH
Decisions—Decisions—Decisions	H5	H-DA		Participation in Mediation Lesson 2	H5	H-M
Dendrite Dividend: Parts of Speech in Hiding	H5	H-PH		Reject All Tobacco(RAT) - Grades 4-6 - Lesson 1	H5	H-PH
Dendrite Dividend: Which Way Do I Go?	H5	H-PH		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 9	H5	H-PH
Dendrite Dividend: Sentence Scramble	H5	H-PH		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 19	H5	H-PH
Dendrite Dividend: Rave Reviews	H5	H-PH				
Dendrite Dividend: Knic--Knac--Know	H6	H-PH		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 12	H6	H-PH
What's My Goal?	H6	H-PH		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 13	H6	H-PH
Dendrite Dividend: What Can I Be?	H6	H-PH				
Bicycle to Safety	H7	H-S		Time Out: Give Them the Info	H7	H-S
Sports Scene Charades	H7	H-S		Dendrite Dividend, Stand up and Spell	H7	H-M

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Fired Up for Home Safety	H7	H-S		Dendrite Dividend: Scrambled Vocabulary	H7	H-M
Dendrite Break: If	H7	H-C		Dendrite Dividend: Animated Antic Questions	H7	H-M
Dendrite Dividend: Alliteration Antics	H7	H-C		Dendrite Dividend: Move Over, Make Your Mark!	H7	H-M
Dendrite Dividend: Punctuation on the Run	H7	H-C		Dendrite Dividend: Just Like Me	H7	H-M
Dendrite Dividend: Goin' Around the U.S.A.	H7	H-C		Dendrite Dividend: Travelin' Around Mississippi	H7	H-M
Take a Break: Who Has It?	H7	H-C		Dendrite Dividend: Cards Up--Cards Around	H7	H-M
Dendrite Dividend: Don't Be Stingy!	H7	H-C		Dendrite Dividend: Stand Up and Clap!	H7	H-M
Dendrite Dividend: What's in the Box?	H7	H-C		Dendrite Dividend: We Remember!	H7	H-PH
Dendrite Dividend: Line Up	H7	H-C		Dendrite Dividend: Vocabulary on the Run	H7	H-PH
Dendrite Dividend: Parts of Speech Mix-Up	H7	H-C		Dendrite Dividend: Pass the Letter Please	H7	H-PH
Am I in Shape Now?	H7	H-PH		Reject All Tobacco (RAT) – Grades 4-6 - Lesson 3	H7	H-PH
Staying Dog Bite Free	H7	H-S		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 4	H7	H-PH
Weathering Hurricanes	H7	H-S		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 5	H7	H-PH
Safe Ways to Take a Splash	H7	H-S		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 6	H7	H-PH
Beary Sleepy	H7	H-PH		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 7	H7	H-PH
Take a Break: Erase Bad Posture	H7	H-PH		Reject All Tobacco(RAT)-Grades 4-6 - Lesson 8	H7	H-PH
Body Systems on Review	H7	H-H		Friends Helping Friends	H7	H-D
What Can Beat This?	H7	H-PH		Athletes with Asthma	H7	H-PH
Preparing for an Emergency	H7	H-S		Your Environment and Asthma	H7	H-PH
Be Positive	H8	H-M		This Habit of Mine	H8	H-PH
Too Much Stress	H8	H-M		Reuse It or Lose It: Lesson 1	H8	H-C
It's Not Fun to Lose!	H8	H-F				

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching fifth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
No Dragons for Tea – Fire Safety for Kids (and Dragons) by Jean Pendziwol – Kids Can Press
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
You Can Call Me Willy by Joan C. Verniero – Magination Press

The Berenstain Bears and the Trouble with Commercials by Stan and Jan Berenstain – Harper Festival Publishing
The Berenstain Bears and Too Much Pressure by Stan and Jan Berenstain - Harper Festival Publishing
Catundra by Steven Cosgrove – Price Sern Sloan Publisher
The Report Card by Andrew Clements – Aladdin Publishing
Good Enough to Eat by Lizzy Rockwell – Harper Collins Publishers
It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)
Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
What Planet are You From, Claice Bean? By Lauren Child – Candlewick Press (ISBN 978-0763616960)
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company

Other Unit Resources

Text Books

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Nygard, Bonnie K., Green, Tammy L. & Koonce, Susan C. (2005) *WOW! Ruby Discovers the World of Wellness.* Champaign, IL: Human Kinetics.

Meeks, Linda & Heit, Phillip. (2008) *Health & Wellness*. New York, NY: MacMillan/McGraw Hill.

Contemporary Health - Sixth Grade

Course Description

Contemporary Health (Six Grade) allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.

Understandings and Goals

Enduring Understandings

In this unit, the student will:

- know the difference between health and wellness.
- know the three parts of health.
- know the difference between stress and conflict.
- name two activities that would call you to be an advocate.
- be able to demonstrate the refusal skills (S.T.O.P.)
- give examples of self-management skills.
- know the role that environment plays in your total health.
- be able to access reliable information to evaluate an advertised product.
- be able to describe how risk and risk behaviors can affect your health.
- know how the media could influence your decisions.
- name two factors that are part of the physical environment.
- know two main types of influences on health choices.
- name two behaviors that can reduce health risk.
- list three behaviors that can have negative health consequences.

Essential Questions

- What is the difference between health and wellness?
- What does reliable mean?
- What is the difference between stress and conflict?
- What are refusal skills?
- What are the two types of influences that can affect decisions?
- How can you be sure that a product is safe to use?
- What are two factors of your physical environment?
- What makes up a person's social environment?
- What are two main types of influences on healthy choices?
- What are two behaviors that can reduce health risk?
- What are risk behaviors?

- What are consequences?
- What are two main ways to avoid or reduce risk?
- How can avoiding risk behaviors benefit your physical health?
- What choices can you make that will help keep you healthy?
- What is interpersonal communication?

Vocabulary

Identify and review the unit vocabulary.

- Advocacy: taking action in support of a cause.
- Conflict: a disagreement between people with opposing viewpoints, interests, or needs.
- Conflict resolution skills: the ability to end a disagreement or keep it from becoming a larger conflict.
- Consequences: the results of action.
- Health: a combination of physical, mental/emotional, and social well-being.
- Hygiene: cleanliness.
- Immunizations: treatment to produce immunity to a disease (vaccine).
- Interpersonal Communication: the sharing of thoughts and feelings with other people.
- Mediation: resolving conflicts by using another person or persons.
- Natural Resources: something found in nature that is valuable to humans.
- Negative Stress: stress that prevents you from doing what you need to do, or stress that causes you discomfort.
- Negotiation: the process of talking directly to the other person to resolve a conflict to help reach a solution that is acceptable to both sides.
- Pollution: dirty or harmful substances in the environment.
- Positive Stress: stress that can help you reach your goals.
- Refusal Skills: ways to say no effectively. These are great tools to use when you need to avoid behavior that is unhealthy, unsafe, or goes against your value and beliefs.
- Reliable: trustworthy and dependable.
- Risk Behaviors: actions or choices that may harm you or others.
- Self-Concept: the way you view yourself overall.
- Stress: the body's response to real or imagined dangers and other life events.
- Stress Management: identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.
- Technology: the use of science in solving problems; a technical method of doing something.
- Violence: an act of physical force resulting in injury or abuse.
- Wellness: a state of well – being or balanced health over a long period of time.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).	Invite a health care professional to address the benefits of being proactive as it relates to life-long health. How to Adopt a Healthy Lifestyle How to Get Healthy	Teacher Observation Guest Speaker Rubric
Explore ways health promotion reduces healthcare costs.	Have students explore health care costs and how proactive behaviors reduce costs. Ask students to name and describe two hidden costs that tobacco use has on society. Have students research legal bans on tobacco advertising and discuss their findings. Prevention and Wellness Resource - (Scroll down to Health Information)	Teacher Observation Class Participation Rubric – Appendix A
Discuss how body hygiene, posture and one's self-image affect overall health.	Discuss the importance of a first impression and how a person's disposition affects that impression. Have students role play introductions. (Use How to Teach Kids to Introduce Themselves to Others in Appendix A) Information for Kids about Manners and Games to Teach Kids Good Manners can be found at: Good Manners	Teacher Observation Role Play Rubric

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe the benefits and threats of technological advances to healthy living.	Conduct a class discussion on technology and health to include the benefits and threats of these technologies. (Computers, cell phones used in and out of automobiles, remote controls, medical equipment, etc.)	Teacher Observation Art/Poster Rubric – Appendix A

	Discuss Senate Bill 2472 (Nathan's Law) that has to do with using a cellular phone while driving. (Senate Bill 2472 in Appendix D) Have students work in groups to select a particular technology and design a poster showing its benefit and/or threat to health.	
Relate how information presented in the media affects the attitude of our population toward health related issues.	Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common. Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product. Ask the question, "Does this media influence you to make a healthy choice?" Why or Why Not? Have students write their thoughts in their journal. Media Smarts Lesson Plans	Teacher Observation Student Journal

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Research current health promoting products and services.	Encourage students to participate in local health fair (if available in your area) and to get regular eye, dental, and hearing screenings. Contact your school nurse for information about these health screenings. Show students an immunization record and hand out a list of immunizations that are required upon entering school. (Vaccine Administration Record – Appendix A) Discuss where to go to get immunizations.	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate strategies to manage conflict in healthy ways.	Discuss conflict resolution strategies (negotiation and mediation). As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence. Have students create a public service announcement to encourage people to prevent violence. The announcement can be written as a radio, television, or newspaper advertisement. Emphasize the importance of preventing violence in our society.	Class Participation Rubric – Appendix A Public Service Announcement – Appendix A

	Resolving Conflict Lesson Plan	
Examine how to handle difficult interpersonal situations through effective communication. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Discuss how to handle difficult situations by using Refusal Skills - Saying No effectively. STOP – Say no; Tell why not; Offer other ideas, Promptly leave. Refusal Skills *Teen Health,* Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard	Teacher Observation

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Understand positive and negative reinforcement and how they relate to decision- making.	Use resources such as student handbook and Mississippi Law to identify consequences associated with making poor decisions. Discuss rewards associated with making the right decisions. Have students create a list of decisions they have made and determine if it was a good decision based on the reward or consequence they received.	Student Journal Student Journal

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify forms of exercise that help us to be healthier.	Brainstorm words that are associated with exercise. Write these words on the board and sort them into categories to include: • team exercise • individual exercise • exercise that costs money • exercise that is free • exercise that I can do all my life Each student will create an exercise schedule to keep for five days. They will keep track of their exercise using the form provided in Appendix A. Remind students that to be physically fit, they need to exercise four or five times per week for 30-45 minutes.	Written Assessment Rubric – Appendix A
Define the responsibility a community has to help its members maintain good health.	Have students inventory their community to find ways that it helps its members maintain good health. (fitness opportunities, availability of fresh fruits and vegetables, quality air, sidewalks and walking paths)	Teacher Observation

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate ways to practice helpful behaviors and build health skills.	Define health skills (life skills). These are specific tools and strategies that help a person maintain, protect, and improve all aspects of health. Ask the question: Why is it important to build health skills and practice helpful behaviors? Have students list their family's current healthy behaviors, and design a mobile to illustrate family healthy behaviors and skills.	Art/Poster Rubric – Appendix A
Explain and give examples of the use, misuse and abuse of substances.	Use RAT lesson plans found in Health In Action - # 1247-1265 to teach about the use, misuse and abuse of tobacco. All resources for teaching the lessons are provided with the plans. or Use Lesson Plan #1166 in Health In Action website entitled Alcohol: Think - Don't Drink to teach the dangers for drinking alcohol.	Written Test

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe various communication methods that accurately express health opinions and issues.	Invite a community health advocate to speak to students about how they support advocacy in the community. (Newspaper health reporter, television personalities who deal with health issues on TV, American Lung Association, Diabetes Association, etc.)	Guest Speaker Rubric – Appendix A
Investigate ways that Indoor Air Quality Can be improved in the classroom.	Have students work in groups to complete Sections 1-7 for the Indoor Air Quality (IAQ) Classroom Checklist – Appendix A. After completing the checklist, students will discuss the areas that need to be improved and create a "needs improvement" checklist for school officials.	Group Participation Rubric – Appendix A
Employ the ability to encourage and support others in making healthy choices.	Place students in small groups and have them write healthy tips to be read in the morning announcements. (May use Monthly Themes from Health in Action)	Teacher Observation Group Participation Rubric – Appendix A
Identify ways natural resources can impact human health.	Define natural resources and identify ways our natural resources become polluted.	Written Assignment Rubric – Appendix A

	Use the website below and discuss ways to reuse, reduce, and recycle waste. EPA Lesson Plans Have students create a list of laws (that effect the environment) that commercial and residential properties must/should follow. EPA Resource Articles	

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx.

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Don't Be Sick	H1	H-PH		Doctor, Doctor	H1	H-C
Body Spell	H1	H-C		Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H		Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH		Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D		Generation Free (FREE) Grades 7-8 – Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N		Generation Free (FREE) Grades 7-8 – Lesson 8	H1	H-PH
What Am I?	H1	H-PH		Generation Free (FREE) Grades 7-8 – Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C		Ups and Downs	H2	H-C
Headless Relay	H2	H-H		Straight Up Stretch	H2	H-H
Media Tag	H2	H-C		Reverse Quick Stretch	H2	H-H
How Big Is It?	H2	H-H		Hold the Squat	H2	H-H
Blind Ball	H2	H-PH		Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH				
The Digestive Train	H3	H-PH		Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH		Walking the Egg	H3	H-F
Flying Saucers	H3	H-N		Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N		Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N		Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA		Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F		Hula Roll	H4	H-PH
Balloon Ball	H4	H-C		Circle fusion	H4	H-C
Actionology	H4	H-H		Blind fusion	H4	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Yard Pets	H4	H-M		Act Like	H4	H-CH
Growing Christmas Trees	H4	H-F		Waving Clouds	H4	H-CH
Twin Relay	H4	H-C		Back Against the Wall	H4	H-C
Hot Ball Chase	H4	H-C		Generation Free (FREE) Grades 7-8 – Lesson 5	H4	H-PH
Beat the Pot	H4	H-C				
All Tied Up	H5	H-PH		The Great Boating Excursion	H5	H-CH
The Body Stick	H5	H-PH		Time for a Seat Change	H5	H-C
Domino Effect	H5	H-H		It is All about the Driver	H5	H-C
Pony Express	H5	H-F		Between the Lines	H5	H-F
Criss Crossing	H5	H-H		Pass It On	H5	H-M
Quiet Game	H5	H-F		Generation Free (FREE) Grades 7-8 – Lesson 10	H5	H-PH
Circle of Intrusion	H6	H-CH		Generation Free (FREE) Grades 7-8 - Lesson 6	H6	H-PH
The Wishing Circle	H6	H-H		Generation Free (FREE) Grades 7-8 – Lesson 7	H6	H-PH
Stomp It Out	H7	H-S		Ring a Leg	H7	H-PH
Tri	H7	H-F		Non-Dominant Ring a Leg	H7	H-H
Heart 'A' Shape	H7	H-PH		Body Bends	H7	H-PH
Geometric Shapes	H7	H-PH		A Hit Below the Waist	H7	H-PH
The Chair Race	H7	H-PH		Target Ball	H7	H-C
A Twist on Healthy Food	H7	H-N		Balloon Fan	H7	H-CH
Hello, I Am...	H7	H-PH		Box the Balloons	H7	H-CH
Seat Ball	H7	H-PH		NASCAR Race	H7	H-C
Nutrient Toss	H7	H-PH		Full Handed	H7	H-F
The Head Walk	H7	H-PH		Head 'em Up, Push 'em Out	H7	H-PH
Trash Can Ball	H7	H-PH		Push X Push O	H7	H-PH
Drag or Be Drugged	H7	H-DA		Around and Around We Go	H7	H-F
Tri Ball	H7	H-C		Team Run	H7	H-F
Can in a Hurry	H7	H-F		The Duck Walk	H7	H-PH
Clothesline Ball	H7	H-C		Flying Planes	H7	H-S
Safety First	H7	H-S		Balance Time	H7	H-PH
Hula Ball	H7	H-S		Lifting the book	H7	H-PH
Classroom Soccer	H7	H-C		Grasshopper Stretches	H7	H-PH
Leg It Out	H7	H-C		High Jumping	H7	H-H
Reach Ball	H7	H-PH		Quick Stretch	H7	H-H
Burning Ball	H7	H-PH		Flopping Your Wings	H7	H-H
Sitting Volley	H7	H-C		Basket Ball Nutrient Toss	H7	H-N
A Kick Between the Rows	H7	H-C		Ten Jumps	H7	H-C
Back Against the Floor	H8	H-PH		Strike the Feet!	H8	H-C
Hazardous Walk	H8	H-C		Beat the Top	H8	H-C
Circle of Friends	H8	H-F		Bag Run	H8	H-PH
Feet Ball	H8	H-PH		Straight Line Ball	H8	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
ABC Cheer	H8	H-C		Bottle Guard	H8	H-C
Air Balloon	H8	H-C		Ball Chase	H8	H-C
Sponge Attack	H8	H-C		Walking Mississippi	H8	H-C
Left-Right, Left-Right	H8	H-C		Body Ball	H8	H-PH
Floor Pool	H8	H-PH		Side-by-Side	H8	H-C
Soft Kick	H8	H-PH		Blind Boogie Scoot	H8	H-C
Back Against the Floor	H8	H-PH		Foot Bag	H8	H-C
Classy Ball	H8	H-F		Pacing Horses	H8	H-C
Search for a Strong Family	H8	H-F		Trustformation	H8	H-C
Arm Lock	H8	H-F		Toughening Those Calves	H8	H-PH
Square Net Ball	H8	H-C		Stretching the Calves	H8	H-H
Box It	H8	H-C		Halloween Costumes	H8	H-S
String Around	H8	H-F		Choo Choo	H8	H-C
Faux Paus Hockey	H8	H-C		Circle of Jumps	H8	H-C
Shoe Thieves	H8	H-C		Snow Skiing with a Jump Rope	H8	H-H
Ball Sweep	H8	H-C		Putting the Pieces Together	H8	H-CH
Center Kick	H8	H-PH		Two Handed Balloon Bounce	H8	H-C
Rope the Foot	H8	H-C		Know Balls	H8	H-C

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching sixth grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Report Card by Andrew Clements – Aladdin Publishing
It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)
Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
What Planet are You From, Claice Bean? By Lauren Child – Candlewick Press (ISBN 978-0763616960)
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company
Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986
Make Lemonade by Virgina Wolff – Henry Holt and Company (ISBN 978-0805080704)
Mick Harte was Here by Barbara Park – Publisher - Yearling
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

Other Unit Resources

Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health.* Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Holt, Rinehart & Winston. (2007) *Decisions for Health.* Boston, MA: Houghton Mifflin Harcourt**.**

Contemporary Health - Seventh Grade

Course Description

Contemporary Health (Seventh Grade) focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- effective ways to handle peer pressure and stress.
- health enhancing behaviors.
- disease prevention.
- the effects of alcohol and drug use on health.
- the influence culture has on health behaviors.
- how technology can improve health.
- effective communication skills.
- the Six Steps of Decision Making.
- skills that will contribute to a healthy active lifestyle.
- the importance of making safe choices.
- the importance of a healthy diet.
- the different health care professionals.
- ways to enhance community health.

Essential Questions

- Why is it important to effectively recognize positive and negative peer pressure?
- Why is hygiene and self-image important?
- What are communicable diseases?
- How are communicable diseases prevented?
- How can the environment affect our health?
- Why is tobacco and alcohol harmful to your health?
- What is culture?
- How does the media affect your health choices?
- Why is it important to examine health information?
- Why is it important to communicate effectively?
- What are health goals?
- Why is it important to make safe choices?
- Who are health professionals?
- What is a volunteer?

Vocabulary

Identify and review the unit vocabulary.

- Abstinence: a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs.
- Calories: units of heat that measure the energy used by the body and the energy that foods supply to the body.
- Communicable diseases: a disease that is spread from one living thing to another or through the environment.
- Communication: the ways in which you send messages to and receive messages from others.
- Conflict: any disagreement, struggle, or fight.
- Culture: the collective beliefs, customs, and behaviors of a group.
- Environment: the sum of your surroundings.
- Goals: something you aim for that takes planning and work.
- Hygiene: conditions or practices (as of cleanliness) conducive to health.
- Lifestyle: the typical way of life of an individual, group, or culture.
- Nutrition: substances in food that your body needs to grow, to repair itself, and to supply you with energy.
- Peer: person of similar age who share similar interests.
- Peer pressure: the influence that people your age may have on you.
- Posture: the carriage of the body as a whole, the attitude of the body, or the position of the limbs.
- Puberty: the time when a person begins to develop certain traits of adults of his or her own gender.
- Stress: the reaction of the body and mind to everyday challenges and demands
- Values: the ideas, belief, and attitudes about what is important that help guide the way you live.
- Volunteer: a person who voluntarily undertakes or expresses a willingness to undertake a service.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Identify behaviors for effectively handling peer pressure and stress. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Discuss the meaning of stress. Stress occurs when pressures exceed our ability to cope with the pressures. Explore how to cope with stress. Example (positive): "If I make a poor grade on my test, I can talk to my teacher about ways to improve the grade. Example (negative): "If I make a poor grade on my test, I can throw my books in the trash can." Have students tell about a stressful situation. They will tell a positive and a negative way to cope with their stressful situation. Invite the school counselor to speak to the class about positive ways to cope with stress. Discuss peer pressure and how to handle it. Role-play situations involving communication skills to manage peer pressure. (Use scenarios in Appendix A) School Stress from KidsHealth	Teacher Observation Class Discussion Role Play Rubric – Appendix A
Analyze how hygiene, posture, and self-image affect overall health.	Discuss the importance of a first impression and how a person's disposition affects that impression. Prepare posters targeting proper hygiene, correct posture and a positive self-image.	Teacher Observation Art/Poster Rubric – Appendix A
Give examples of communicable diseases and discuss transmission and methods of prevention. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Invite a nurse to speak to the class concerning health promotion and disease prevention. Have students summarize the promotion and prevention of the diseases discussed.	Teacher Observation
Describe the effects of puberty on social and emotional behavior.	Discuss the physical, mental and social developmental tasks that are necessary during a particular period of growth in order for a person to continue to grow	Student Journal

Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	toward maturity. Have students' journal their thoughts about puberty. *Note: If students have additional questions, they may contact the school nurse or place questions in a discussion box.*	
Propose ways in which improving the environment can enhance physical, mental, and social health.	Discuss ways that individuals can contribute to community well-being. Holiday Tips from KidsHealth Have students brainstorm ways they can help recycle at school and at home. (newspapers, glass, plastic, aluminum)	Teacher Observation
Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.	Demonstrate the residues from tobacco use by showing a "smoking doll". Invite a professional to discuss harmful effects of tobacco and alcohol. (Tobacco collation, DARE, etc.) Use magazines to find advertisements on tobacco products and alcohol. Have students write a brief report about their chosen advertisement.	Teacher Observation Written Assessment Rubric – Appendix A

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)[NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe the influence of culture on health behaviors.	Invite a guest speaker to talk about their particular culture and health behaviors within that culture. (Native American, Asian, Hispanic, Italian, French, etc.)	Guest Speaker Rubric – Appendix A
Analyze how the media and other sources influence health behavior.	Discuss what television, radio, internet, movies, magazines, newspapers, books, billboards, etc. all have in common. Have students watch a commercial, read a printed advertisement, listen to a radio announcement, or look at a billboard about a health related product. Ask the question, "Does this media influence you to make a healthy choice?" Why or Why Not? Have students write their thoughts in their journal. Media Smarts Lesson Plans	Student Journal
Explore technology and other resources to improve personal and family health.	Have students explore the use of phone apps technology for activity and nutritional goal setting. (Use computer applications when phones are not available)	Teacher Observation

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]

Suggested Objectives	Suggested Teaching Strategies	Suggested Assessment Strategies
Critique sources of information regarding health products and services to determine if they are reliable/ unreliable.	Have students examine information regarding health products and services and tell if the information is reliable/unreliable and why. (Use magazine articles, internet sources, health brochures, etc.)	Teacher Observation

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate various forms of effective communication.	Define effective communication to include verbal and nonverbal communication skills. Divide students into groups and have them demonstrate various forms of effective communication. (body language; speaking, listening, and writing skills)	Teacher Observation Group Participation Rubric – Appendix A
Demonstrate strategies to manage conflict in healthy ways.	Discuss conflict resolution strategies (negotiation and mediation). As a class, brainstorm all the aspects of violence prevention and the health benefits of avoiding violence. Have students create a violence prevention slogan and prepare a slogan poster to emphasize the importance of preventing violence in our society.	Art/Poster Rubric – Appendix A
Examine how to handle difficult interpersonal situations through effective communication. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Discuss how to handle difficult situations by using the Conflict Resolution Skills - TALK: Take time out- at least 30 minutes; Allow each person to tell his/her side uninterrupted; Let each person ask questions; Keep brainstorming to find a good solution. Have students choose a situation that is a common conflict for teens. List the conflict on the board. Using the TALK strategy above the student will write a script showing how the conflict will be resolved and discuss with the class. *Teen Health,* Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard	Teacher Observation Class Participation Rubric – Appendix A

Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate the ability to apply decision-making models to health issues	Discuss the 6 Steps of Decision Making. • State the situation • List the options	Teacher Observation Class Participation Rubric –

and problems. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	• Weigh the outcomes • Consider values • Make a decision and act • Evaluate the decision Have students discuss scenarios and work through the decision making steps to make a decision. (Example: Emily has soccer practice at 3:30 p.m. Her friends want her to hang out with them instead. Emily loves soccer but also loves to spend time with her friends.) Note how the six steps of the decision-making process can help her make a choice. *Teen Health,* Glencoe (McGraw Hill) Course 2, Bronson, Cleary, Hubbard Glencoe Health and Fitness	Appendix A

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Apply strategies and skills needed to attain goals that will contribute to a healthy active lifestyle.	Discuss Mississippi Student Act 2007 that requires 150 minutes of physical education/activity a week. Have students identify ways to be active indoors or outdoors. Teacher can use the Jammin Minute website in incorporate activities into the classroom. Invite a fitness specialist to speak to the students on indoor/outdoor activities or have a field trip to a local fitness center. PE Central Media Center	Teacher Observation
Develop an action plan for achieving a personal health goal.	Students will identify a personal health goal and develop an action plan for achieving the goal. They will include these steps in their planning: • Set a realistic goal and write it down • List the steps to take to reach the goal • Identify sources of help and support • Set a reasonable time frame for reaching the goal • Evaluate progress • Reward for reaching the goal (Personal Health Goal Chart – Appendix A)	Teacher Observation

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate practices of making safe choices. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Have students work in groups to create a skit showing how peer pressure can affect the outcome of making good and bad choices. (smoking, drinking, curfews, lying, cheating, fighting, safe behaviors, abstinence, etc.)	Teacher Observation Role Play/Skit Rubric-Appendix A
Distinguish among use, misuse, and abuse of substances.	Have students use a body poster to identify organs affected by drug use.	Art/Poster Rubric – Appendix A
Identify how a properly balanced diet and exercise influence healthy body weight.	Discuss a properly balanced diet. Keep food diaries and enter foods consumed into a web-based nutrient analysis program to determine if individual needs are being met for calories and nutrients.	Teacher Observation
List health professionals that provide education, counseling services, and treatment to prevent communicable disease.	Use technology to research health professions that provide services and treatment to prevent communicable disease. Have students complete a report to show their findings. Health Care Professionals	Written Assessment Rubric – Appendix A

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate an ability to influence others to become involved in healthy community projects.	Discuss ways to influence others to become involved in healthy community projects. Have students establish a classroom project to benefit others. (Campus cleanups, planting flowers, can food drive, clothing closets, etc.)	Teacher Observation

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found at https://lessonplans.movetolearnms.org/Search.aspx.

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Don't Be Sick	H1	H-PH		Doctor, Doctor	H1	H-C
Body Spell	H1	H-C		Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H		Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH		Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D		Generation Free (FREE) Grades 7-8 – Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N		Generation Free (FREE) Grades 7-8 – Lesson 8	H1	H-PH
What Am I?	H1	H-PH		Generation Free (FREE) Grades 7-8 – Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C		Ups and Downs	H2	H-C
Headless Relay	H2	H-H		Straight Up Stretch	H2	H-H
Media Tag	H2	H-C		Reverse Quick Stretch	H2	H-H
How Big Is It?	H2	H-H		Hold the Squat	H2	H-H
Blind Ball	H2	H-PH		Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH				
The Digestive Train	H3	H-PH		Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH		Walking the Egg	H3	H-F
Flying Saucers	H3	H-N		Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N		Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N		Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA		Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F		Hula Roll	H4	H-PH
Balloon Ball	H4	H-C		Circlefusion	H4	H-C
Actionology	H4	H-H		Blindfusion	H4	H-C
Yard Pets	H4	H-M		Act Like	H4	H-CH
Growing Christmas Trees	H4	H-F		Waving Clouds	H4	H-CH
Twin Relay	H4	H-C		Back Against the Wall	H4	H-C
Hot Ball Chase	H4	H-C		Generation Free (FREE) Grades 7-8 – Lesson 5	H4	H-PH
Beat the Pot	H4	H-C				
All Tied Up	H5	H-PH		The Great Boating Excursion	H5	H-CH
The Body Stick	H5	H-PH		Time for a Seat Change	H5	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Domino Effect	H5	H-H		It is All about the Driver	H5	H-C
Pony Express	H5	H-F		Between the Lines	H5	H-F
Criss Crossing	H5	H-H		Pass It On	H5	H-M
Quiet Game	H5	H-F		Generation Free (FREE) Grades 7-8 – Lesson 10	H5	H-PH
Circle of Intrusion	H6	H-CH		Generation Free (FREE) Grades 7-8 - Lesson 6	H6	H-PH
The Wishing Circle	H6	H-H		Generation Free (FREE) Grades 7-8 – Lesson 7	H6	H-PH
Stomp It Out	H7	H-S		Ring a Leg	H7	H-PH
Tri	H7	H-F		Non-Dominant Ring a Leg	H7	H-H
Heart 'A' Shape	H7	H-PH		Body Bends	H7	H-PH
Geometric Shapes	H7	H-PH		A Hit Below the Waist	H7	H-PH
The Chair Race	H7	H-PH		Target Ball	H7	H-C
A Twist on Healthy Food	H7	H-N		Balloon Fan	H7	H-CH
Hello, I Am...	H7	H-PH		Box the Balloons	H7	H-CH
Seat Ball	H7	H-PH		NASCAR Race	H7	H-C
Nutrient Toss	H7	H-PH		Full Handed	H7	H-F
The Head Walk	H7	H-PH		Head 'em Up, Push 'em Out	H7	H-PH
Trash Can Ball	H7	H-PH		Push X Push O	H7	H-PH
Drag or Be Drugged	H7	H-DA		Around and Around We Go	H7	H-F
Tri Ball	H7	H-C		Team Run	H7	H-F
Can in a Hurry	H7	H-F		The Duck Walk	H7	H-PH
Clothesline Ball	H7	H-C		Flying Planes	H7	H-S
Safety First	H7	H-S		Balance Time	H7	H-PH
Hula Ball	H7	H-S		Lifting the book	H7	H-PH
Classroom Soccer	H7	H-C		Grasshopper Stretches	H7	H-PH
Leg It Out	H7	H-C		High Jumping	H7	H-H
Reach Ball	H7	H-PH		Quick Stretch	H7	H-H
Burning Ball	H7	H-PH		Flopping Your Wings	H7	H-H
Sitting Volley	H7	H-C		Basket Ball Nutrient Toss	H7	H-N
A Kick Between the Rows	H7	H-C		Ten Jumps	H7	H-C
Back Against the Floor	H8	H-PH		Strike the Feet!	H8	H-C
Hazardous Walk	H8	H-C		Beat the Top	H8	H-C
Circle of Friends	H8	H-F		Bag Run	H8	H-PH
Feet Ball	H8	H-PH		Straight Line Ball	H8	H-C
ABC Cheer	H8	H-C		Bottle Guard	H8	H-C
Air Balloon	H8	H-C		Ball Chase	H8	H-C
Sponge Attack	H8	H-C		Walking Mississippi	H8	H-C
Left-Right, Left-Right	H8	H-C		Body Ball	H8	H-PH
Floor Pool	H8	H-PH		Side-by-Side	H8	H-C
Soft Kick	H8	H-PH		Blind Boogie Scoot	H8	H-C
Back Against the Floor	H8	H-PH		Foot Bag	H8	H-C
Classy Ball	H8	H-F		Pacing Horses	H8	H-C
Search for a Strong Family	H8	H-F		Trustformation	H8	H-C

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Arm Lock	H8	H-F		Toughening Those Calves	H8	H-PH
Square Net Ball	H8	H-C		Stretching the Calves	H8	H-H
Box It	H8	H-C		Halloween Costumes	H8	H-S
String Around	H8	H-F		Choo Choo	H8	H-C
Faux Paus Hockey	H8	H-C		Circle of Jumps	H8	H-C
Shoe Thieves	H8	H-C		Snow Skiing with a Jump Rope	H8	H-H
Ball Sweep	H8	H-C		Putting the Pieces Together	H8	H-CH
Center Kick	H8	H-PH		Two Handed Balloon Bounce	H8	H-C
Rope the Foot	H8	H-C		Know Balls	H8	H-C

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching seventh grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Report Card by Andrew Clements – Aladdin Publishing
It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)
Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company
Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986
Make Lemonade by Virgina Wolff – Henry Holt and Company (ISBN 978-0805080704)
Mick Harte was Here by Barbara Park – Publisher - Yearling
Gregory, the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

Other Unit Resources

Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health.* Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Holt, Rinehart & Winston. (2007) *Decisions for Health.* Boston, MA: Houghton Mifflin Harcourt**.**

Contemporary Health - Eighth Grade

Course Description

Contemporary Health (Eighth Grade) reinforces the importance of gaining an understanding of how health is influenced by the interaction of body systems. Students should become familiar with the interrelationship between mental, emotional, spiritual, social, and physical health during adolescence. Students should also become more competent in developing a fitness plan. Teachers should reinforce how family and peers influence personal health and how appropriate health care can prevent premature death and disability.

Understandings and Goals

Enduring Understandings

In this unit, the student will learn:

- the physical, emotional, and social changes that occur during adolescence.
- the types of germs that can cause diseases.
- how germs spread.
- how to avoid or reduce risk behaviors.
- first aid procedures.
- warning signs of suicide.
- to identify positive and negative peer pressure.
- the techniques of conserving natural resources.
- the six nutrients needed by the body.
- to differentiate between legal and illegal drugs.
- the factors that influence an individual's decisions during adolescence.
- how to handle emotions in healthful ways.
- the importance of good nutrition and daily physical activity for a healthful lifestyle.
- how to use conflict resolution skills.
- refusal skills for risk-taking behaviors.
- to distinguish between various health care professionals.
- how to distinguish between facts and myths as it relates to health behaviors.
- the components of the human life cycle.

Essential Questions

- What is adolescence?
- How are communicable diseases spread? What are sexually transmitted diseases?
- How does abstinence from sexually activity show that you are responsible?
- What nutrients do you need?
- What are the nutrient groups?
- What are two kinds of information?
- What is nutrition?

- What are healthy ways to express emotions?
- What are the three developmental stages of adolescence?
- What is the difference between negative and positive peer pressure?
- What is an OTC medicine?
- What types of information can you find on a prescription medicine label?
- How can medicine contribute to good health?
- How are medicines and illegal drugs similar?
- What are risk behaviors?
- What are two behaviors that can reduce health risk?
- What are consequences?
- What are some warning signs of suicide?
- Why is family one of the biggest influences in your life?

Vocabulary

Identify and review the unit vocabulary.

- Abstinence: the conscience, active choice not to participate in high-risk behaviors.
- Adolescence: the stage of life between childhood and adulthood.
- Communicable disease: a disease that can be spread to a person from another person, an animal, or an object.
- Drug abuse: intentionally using drugs in a way that is unhealthful or illegal.
- Emotions: feelings such as love, joy or fear.
- Family: the basic unit of society and includes two or more people joined by blood, marriage, adoption or a desire to support each other.
- First aid: the immediate care given to someone who becomes injured or ill until regular medical care can be provided.
- Germs: organisms that are so small they can only be seen through a microscope.
- Infection: a condition that happens when pathogens enter the body, multiply, and cause harm.
- Medicine: a drug that prevents or cures an illness or eases its symptoms.
- Nutrition: the process of taking in food and using it for energy, growth, and good health.
- Nutrients: substances in foods that your body needs to grow, have energy, and stay healthy.
- Over-the-counter drugs: found on the shelves of local pharmacy or grocery stores.
- Peer pressure: the influence that your peer group has on you.
- Prescription medicine: a medicine that can be obtained legally only with a doctor's written permission.
- Puberty: the time when you develop physical characteristics of adults of your own gender.
- Refusal skills: ways to say no effectively.
- Risk behaviors: characteristics or behaviors that increase the likelihood of developing a medical disorder or disease.
- Sexually transmitted disease: infections that are spread from person to person through sexual contact.
- Suicide: the act of killing oneself on purpose.

Suggested Learning Experiences

Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Describe causes and effects of stress and identify healthy ways to manage stress.	Define stress and discuss the causes and effects of stress. Have students write a paragraph about a stressful situation. In the paragraph answer the following the questions: • What caused the stressful situation? • What were the effects? • How could this be managed in a healthy way?	Teacher Observation Written Assessment Rubric – Appendix A
Explore the changes during adolescence. (physical, mental/ emotional, and social) Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Have students brainstorm the physical, mental/ emotional, and social changes that occur during adolescence. (Puberty, developing a sense of identity, adopting values, setting goals, and developing control over behavior, etc.) Have students complete the concept mapping activity in Appendix A.	Concept Mapping Activity – Appendix A Written Test
Identify ways individuals can reduce risk factors related to communicable and chronic diseases. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Invite a health professional/nurse to discuss sexually transmitted diseases, contraceptives, and simple ways (i.e., hand washing) to prevent communicable diseases.	Teacher Observation
Identify the various components of the human life cycle.	Have students view the article below that emphasizes the components of the human life cycle. (Infancy and childhood, adolescence, adulthood) Human Life Cycle	Teacher observation

Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) [NHES 2]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Analyze the positive and	Have students watch the evening news or read the	Written Assessment Rubric

negative influences of technology and media on personal and family health.	newspaper and write a report about the health issues mentioned in the newscast or newspaper.	– Appendix A
Describe the influence of cultural beliefs on health behaviors.	Have students research health myths and facts. Role-play health myths and present facts.	Role Play Rubric – Appendix A
Understand peer relationships and their impact on health decisions. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Discuss who are our peers and define peer pressure (both negative and positive). KidsHealth Resource on Peer Pressure Use the HELP skills – Healthful, Ethical, Legal, and Parent-approved – to resist peer pressure. Divide students into groups and have them use the HELP skills to determine appropriate behavior. (Use Scenarios for Peer Pressure - Appendix A) Have students write a paragraph describing someone who is a good friend. (Use characteristics provided by the teacher.) Students will read paragraph to the class.	Teacher Observation Written Assessment Rubric – Appendix A

Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Distinguish differences among various health care professionals.	Invite health service professionals to speak to the class. or Students will research various health professions and give an oral report to the class.	Guest Speaker Rubric – Appendix A Presentation Rubric – Appendix A
Explain an individual's responsibility in choosing health products and services.	Divide the students into groups. Have students use technology to explore various health products and services; then prepare a PowerPoint to show to the class about the chosen product or service. Questions to be answered: • What is the product? • What does the product do? • Do I really need the product? • Is the product safe? Could it harm my health or someone else's? • Could the product or its packaging harm the environment? • What is the unit price? (Cost per unit amount) • Is the Product worth the price? • Is there a similar product that cost less? • What is the stores return policy?	Presentation Rubric – Appendix A Group Participation Rubric
Explain the reasons for public health laws and regulations.	Have students research Food and Drug Administration laws and regulations regarding guidelines for over the counter medicines and prescriptions. Class will discuss their findings.	Teacher Observation

	or Invite a speaker to discuss pollution control laws and regulations. (EPA, DEQ, etc.)	

Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate ways to cope with interpersonal conflicts. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Discuss how to handle difficult situations by using the Conflict Resolution Skills - TALK: Take time out- at least 30 minutes; Allow each person to tell his/her side uninterrupted; Let each person ask questions; Keep brainstorming to find a good solution. Have students choose a situation that is a common conflict for teens. List the conflict on the board. Using the TALK strategy above the student will write a script showing how the conflict will be resolved and discuss with the class. *Teen Health*(course2) - Glencoe (McGraw Hill) Bronson, Cleary, Hubbard Glencoe Teen Health	Teacher Observation Class Participation Rubric – Appendix A
Practice refusal skills for risk taking behaviors. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	The students will discuss listening, self-disclosure, and feedback in communication. Discuss how to handle difficult situations by using Refusal Skills - Saying No effectively. STOP – Say no; Tell why not; Offer other ideas, Promptly leave. Refusal Skills *Teen Health*(course2) - Glencoe (McGraw Hill) Bronson, Cleary, Hubbard. Glencoe Teen Health	Class discussion
Examine ways to promote positive behavior when dealing with individual differences.	Ask the question: What does it mean to have good character? Define the term character: qualities that define what a person thinks, feels, and behaves. Brainstorm traits of good character to include: trustworthiness, respect, responsibility, fairness, caring, citizenship. Divide the class into groups and assign each group one of the traits listed above. Have them define the traits and give one example of how the trait can be	Teacher Observation Class Participation Rubric – Appendix A

	developed.	
Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) [NHES 5]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Analyze how nutrition affects physical, mental, and emotional development.	Teacher will explain the importance of good nutrition and daily physical activity for a healthy lifestyle (physical, mental/emotional and social development). Have students research "Choose My Plate" and list the five food groups and give an example of a nutritious food from each group; list five healthy eating tips. Choose My Plate Have students bring a Nutrition Facts Label and discuss the information about a food's nutritional value; compare and contrast the food labels.	Teacher Observation
Develop a plan that addresses commitment and self-control.	Teacher will point out that journal writing is a healthful way to express emotions. Have students write a private journal entry about something that recently made them feel a strong emotion, such as winning a game or having an argument. Students should describe the emotions they felt and how they handled them. Remind students that they do not have to share what they write. Urge students to consider whether they might have handled the emotions in more healthful ways. Note: Answers will vary but might include (any two): writing, drawing, playing music, exercising, or participating in a hobby.	Teacher Observation
Analyze how health related decisions are influenced by individuals, family, and community values.	For a week, students will identify as many external influences on their health choices as they can. They will label each influence as being positive or negative, and explain why they chose the labels. Students will share Information with the class.	Teacher Observation Class Participation Rubric – Appendix A
Predict how decisions regarding health behaviors have consequences for self and others. Note: *You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)*	Teacher will discuss tips on how to avoid or reduce risk behaviors in order to maintain overall health. 1. Plan ahead 2. Think about consequences. 3. Resist negative pressure from others. 4. Stay away from risk takers. 5. Pay attention to what you are doing. 6. Know your limits. 7. Be aware of dangers. Call on students to give examples of risk-behaviors and health consequences. (Examples: Riding in a car with the driver texting, engaging in pre-marital sex, drinking alcohol or smoking cigarettes, using medicines in an	Teacher Observation

	improper way, etc.)	

Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) [NHES 6]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Create a personal health plan that encourages an active lifestyle.	Have students identify health goals that promote personal health. Have students create strategies to assist them in achieving these goals by setting up an exercise plan that includes endurance, strength, and flexibility.	Student Journal

Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Demonstrate common first aid procedures and identify ways to obtain various sources of help.	Invite a paramedic or nurse to speak on first aid procedures and emergency care. Have students list the various sources of help along with phone numbers that are in their community.	Teacher Observation
Identify regulations and adverse effects of the use and misuse of drugs (prescription, over the counter, and illegal).	Have students research current regulations of prescription drugs and over the counter drugs. In groups have students research the adverse effects of prescription, over the counter, and illegal drug misuse on the body.	Teacher observation
Identify the six (6) essential nutrients needed by the body and their nutrient sources.	Discuss the six (6) essential nutrients and the role each play in the human body. (Six (*6) Essential Nutrients – carbohydrates, fiber, proteins, lipid, vitamins, minerals)* Have students research and construct a poster listing the six essential nutrients and examples of their sources. Choose My Plate	Art/Poster Rubric – Appendix A
Describe the role the Food and Drug Administration (FDA) plays in the safety of the products we use on a daily bases and how it relates to our health.	FDA Transparency Display the website given on a SmartBoard and discuss each of the products the FDA regulates and the importance of the FDA's work on our health.	Written quiz
Demonstrate practices of making safe choices. Note: Y*ou should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill*	Define and discuss positive and negative peer pressures. In groups have students role play positive and negative peer pressure situations involving: smoking, drinking, curfews, lying, cheating, fighting, safe behaviors, pre-marital sex, abstinence, etc. Have them include the ways that pressure can affect health.	Teacher observation

999 - Appendix D)		

Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]		
Suggested Objectives	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
Explain ways to improve community health and techniques for conserving natural resources.	Teacher will use the Recycling Begins with You curriculum guide to teach students about recycling paper. Guide can be adapted for 8th grade. Organize a school-wide recycling program.	Teacher Observation
Identify services for people who abuse drugs.	Have students use the SAMHSA Substance Abuse Treatment Facilities Locator to find services in the community for people who abuse drugs. Invite substance abuse service worker to speak to students about the services offered in the community.	Teacher Observation
Explain ways students can help friends who may exhibit signs of suicide.	Discuss suicidal tendencies with students. Have students research suicide using the link provided below. Warning Signs of Suicide Have students create a display board about suicidal tendencies and list ways to help that person.	Art/Poster Rubric – Appendix A

Supplementary Lesson Plans

These lessons plans for teaching Sixth, Seventh, and Eight Grade Health can be found **at https://lessonplans.movetolearnms.org/Search.aspx.**

Activity Title	***Competency***	**Strand**		***Activity Title***	***Competency***	**Strand**
Don't Be Sick	H1	H-PH		Doctor, Doctor	H1	H-C
Body Spell	H1	H-C		Alcohol: Think, Don't Drink	H1	H-DA
Backwards, Forwards	H1	H-H		Generation Free (FREE) Grades 7-8 - Lesson 1	H1	H-PH
Hanky Panky Against Alcohol Abuse	H1	H-PH		Generation Free (FREE) Grades 7-8 - Lesson 2	H1	H-PH
Where's The CD?	H1	H-D		Generation Free (FREE) Grades 7-8 – Lesson 4	H1	H-PH
Go Healthy Fooding	H1	H-N		Generation Free (FREE) Grades 7-8 – Lesson 8	H1	H-PH
What Am I?	H1	H-PH		Generation Free (FREE) Grades 7-8 – Lesson 9	H1	H-PH
Sit On Me Positively	H2	H-C		Ups and Downs	H2	H-C
Headless Relay	H2	H-H		Straight Up Stretch	H2	H-H
Media Tag	H2	H-C		Reverse Quick Stretch	H2	H-H

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
How Big Is It?	H2	H-H		Hold the Squat	H2	H-H
Blind Ball	H2	H-PH		Flexing on the Go	H2	H-CH
Quick Claim	H2	H-PH				
The Digestive Train	H3	H-PH		Food Exchange	H3	H-N
Plate-in-the-Box	H3	H-PH		Walking the Egg	H3	H-F
Flying Saucers	H3	H-N		Spinning a Food Web	H3	H-CH
Sugar Away	H3	H-N		Quick Draw Healthy Food	H3	H-N
Healthy Food Catch	H3	H-N		Generation Free (FREE) Grades 7-8 - Lesson 3	H3	H-PH
Move to Refuse	H4	H-DA		Magazine Ball	H4	H-PH
Sticky Legs	H4	H-F		Hula Roll	H4	H-PH
Balloon Ball	H4	H-C		Circlefusion	H4	H-C
Actionology	H4	H-H		Blindfusion	H4	H-C
Yard Pets	H4	H-M		Act Like	H4	H-CH
Growing Christmas Trees	H4	H-F		Waving Clouds	H4	H-CH
Twin Relay	H4	H-C		Back Against the Wall	H4	H-C
Hot Ball Chase	H4	H-C		Generation Free (FREE) Grades 7-8 – Lesson 5	H4	H-PH
Beat the Pot	H4	H-C				
All Tied Up	H5	H-PH		The Great Boating Excursion	H5	H-CH
The Body Stick	H5	H-PH		Time for a Seat Change	H5	H-C
Domino Effect	H5	H-H		It is All about the Driver	H5	H-C
Pony Express	H5	H-F		Between the Lines	H5	H-F
Criss Crossing	H5	H-H		Pass It On	H5	H-M
Quiet Game	H5	H-F		Generation Free (FREE) Grades 7-8 – Lesson 10	H5	H-PH
Circle of Intrusion	H6	H-CH		Generation Free (FREE) Grades 7-8 - Lesson 6	H6	H-PH
The Wishing Circle	H6	H-H		Generation Free (FREE) Grades 7-8 – Lesson 7	H6	H-PH
Stomp It Out	H7	H-S		Ring a Leg	H7	H-PH
Tri	H7	H-F		Non-Dominant Ring a Leg	H7	H-H
Heart 'A' Shape	H7	H-PH		Body Bends	H7	H-PH
Geometric Shapes	H7	H-PH		A Hit Below the Waist	H7	H-PH
The Chair Race	H7	H-PH		Target Ball	H7	H-C
A Twist on Healthy Food	H7	H-N		Balloon Fan	H7	H-CH
Hello, I Am...	H7	H-PH		Box the Balloons	H7	H-CH
Seat Ball	H7	H-PH		NASCAR Race	H7	H-C
Nutrient Toss	H7	H-PH		Full Handed	H7	H-F
The Head Walk	H7	H-PH		Head 'em Up, Push 'em Out	H7	H-PH
Trash Can Ball	H7	H-PH		Push X Push O	H7	H-PH
Drag or Be Drugged	H7	H-DA		Around and Around We Go	H7	H-F
Tri Ball	H7	H-C		Team Run	H7	H-F
Can in a Hurry	H7	H-F		The Duck Walk	H7	H-PH

Activity Title	*Competency*	Strand		*Activity Title*	*Competency*	Strand
Clothesline Ball	H7	H-C		Flying Planes	H7	H-S
Safety First	H7	H-S		Balance Time	H7	H-PH
Hula Ball	H7	H-S		Lifting the book	H7	H-PH
Classroom Soccer	H7	H-C		Grasshopper Stretches	H7	H-PH
Leg It Out	H7	H-C		High Jumping	H7	H-H
Reach Ball	H7	H-PH		Quick Stretch	H7	H-H
Burning Ball	H7	H-PH		Flopping Your Wings	H7	H-H
Sitting Volley	H7	H-C		Basket Ball Nutrient Toss	H7	H-N
A Kick Between the Rows	H7	H-C		Ten Jumps	H7	H-C
Back Against the Floor	H8	H-PH		Strike the Feet!	H8	H-C
Hazardous Walk	H8	H-C		Beat the Top	H8	H-C
Circle of Friends	H8	H-F		Bag Run	H8	H-PH
Feet Ball	H8	H-PH		Straight Line Ball	H8	H-C
ABC Cheer	H8	H-C		Bottle Guard	H8	H-C
Air Balloon	H8	H-C		Ball Chase	H8	H-C
Sponge Attack	H8	H-C		Walking Mississippi	H8	H-C
Left-Right, Left-Right	H8	H-C		Body Ball	H8	H-PH
Floor Pool	H8	H-PH		Side-by-Side	H8	H-C
Soft Kick	H8	H-PH		Blind Boogie Scoot	H8	H-C
Back Against the Floor	H8	H-PH		Foot Bag	H8	H-C
Classy Ball	H8	H-F		Pacing Horses	H8	H-C
Search for a Strong Family	H8	H-F		Trustformation	H8	H-C
Arm Lock	H8	H-F		Toughening Those Calves	H8	H-PH
Square Net Ball	H8	H-C		Stretching the Calves	H8	H-H
Box It	H8	H-C		Halloween Costumes	H8	H-S
String Around	H8	H-F		Choo Choo	H8	H-C
Faux Paus Hockey	H8	H-C		Circle of Jumps	H8	H-C
Shoe Thieves	H8	H-C		Snow Skiing with a Jump Rope	H8	H-H
Ball Sweep	H8	H-C		Putting the Pieces Together	H8	H-CH
Center Kick	H8	H-PH		Two Handed Balloon Bounce	H8	H-C
Rope the Foot	H8	H-C		Know Balls	H8	H-C

Health Literacy – Using Books to Teach Health Concepts and Skills:

In addition to books suggested within the teaching strategies, the books listed below can be used for teaching eight grade students health concepts and skills. Teachers may choose to read the entire book to the students; use portions of the book to introduce health topics; have students read and prepare oral or written reports on the content or just make these books available to students in the classroom.

The Meanest Thing to Say by Bill Crosby – Scholastic, Inc.
My Big Sister Takes Drugs by Judith Vigna – Albert Whitman & Co.
Who is A Stranger and What Should I do? By Linda Walvoord Girard – Albert Whitman & Co.
The Report Card by Andrew Clements – Aladdin Publishing
It's Ok to Say No to Drugs – It's All Up to You by Susan Amerikaner – Simon and Schuster (ISBN 0671628917)

Summer of Riley by Eve Bunting – HarperTophy (ISBN 978-0064409278)
The Secret to Saying Thanks by Douglas Wood – Simon and Shuster (ISBN 0689845212)
At Daddy's On Saturday by Linda Walvoord – Albert Whitman & Company (ISBN 0807504734)
Uncle Willy and the Soup Kitchen by Dyanne Disalvo-Ryan – Asia Press (ISBN 978-0968835401)
Salt in His Shoes by Deloris Jordan and Roslyn Jordon – Scholastic (ISBN 0399231161)
How to Lose All Your Friends by Nancy Carlson – Pufflin Books (ISBN 0140558624)
A Taste of Blackberries by Doris Buchanan Smith – Thomas Crowell Company
Oh the Things That You Can Do That are Good for You by Tish Rabe (ISBN 10: 0375810986
Make Lemonade by Virgina Wolff – Henry Holt and Company (ISBN 978-0805080704)
Mick Harte was Here by Barbara Park – Publisher - Yearling
Gregory, the Terrible Eater by Mitchell Sharmat – Simon and Schuster Books for Young Readers
Murphy Meets the Treadmill by Harriet Ziefert – Houghton Mifflin Co.

Other Unit Resources

Text Books

Bronson, Mary H., Cleary, Michael J., & Hubbard, Betty M. (2007) *Teen Health.* Woodland Hills, CA: Glencoe/McGraw Hill.

Harcourt School Publishers. (2007) *Health and Fitness*. Boston, MA: Houghton Mifflin Harcourt**.**

Holt, Rinehart & Winston. (2007) *Decisions for Health.* Boston, MA: Houghton Mifflin Harcourt**.**

Student Competency Profile - Kindergarten

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Kindergarten		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile - First Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

First Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Second Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Second Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Third Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Third Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Fourth Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Fourth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Fifth Grade

Student's Name: _

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Fifth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Sixth Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Sixth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Seventh Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Seventh Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Student Competency Profile – Eighth Grade

Student's Name:

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Eighth Grade		
	1.	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1
	2.	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M) NHES 2
	3.	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) NHES 3
	4.	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) NHES 4
	5.	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5
	6.	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6
	7.	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) NHES 7
	8.	Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) NHES 8

Appendix A: Activities and Rubrics

ADVERTISEMENTS…

How effective are they?

Directions: Students will read advertising slogans or symbols listed below that were gotten from television, radio and magazines commercials. Students will then, in pairs, try to identify the company responsible for creating the advertisement. (Example: Eat Fresh Subway)

**** At the bottom, add some slogans of your own. See if your neighbor can guess them!***

1. Got Milk? _____
2. It's the Real Thing_
3. Just Do It! _____
4. Golden Arches_____
5. Click It or Ticket!_____
6. Finger Lickin' Good_
7. Think Outside the Bun _____
8. Best Pizza Under One Roof_ _____
9. Doughboy_____
10. Eat More Chickin!_____
11. I'm Not Your Momma-Pick It Up! _____
12. Melts in Your Mouth, Not in Your Hand_____
13. Better Ingredients - Better Pizza_____
14. Fresh Goes Better with_____, Fresh and Full of Life.
15. Don't Let Life Get Stale - Keep it Fresh – Think_____

ADVERTISEMENT ANSWER KEY

1. Dairy Association
2. Coca Cola Bottling Company
3. Nike
4. McDonald's
5. Mississippi Highway Patrol
6. KFC (Kentucky Fried Chicken)
7. Taco Bell
8. Pizza Hut
9. Pillsbury
10. Chick-Fil-A
11. Litter Free Mississippi (Tourism Commission)
12. Hershey Company (M&Ms)
13. Papa John's
14. Mentos
15. Krispy Kreme

Art/Poster Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 Points	3 Points	2 Points	1 Point	
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are 1 to 2 grammatical or mechanical mistakes on the poster.	There are 3 to 4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	

Brochure/Bulletin Board/Visual Display Rubric

Category	Possible Points	Points Earned
Title:		
Eye-catching, states a purpose, and conveys a message	10	_____
Appropriate Use of Space:		
Layout and design is creative and easily read	10	_____
Accuracy of Information:		
Major points are clearly defined	20	_____
Correct use of grammar and spelling	10	_____
Artistic Appeal:		
Border applied	10	_____
Attractive color scheme	20	_____
Neatly presented artwork, drawings, cut-outs, and lettering neatly presented	20	_____
	100	_____

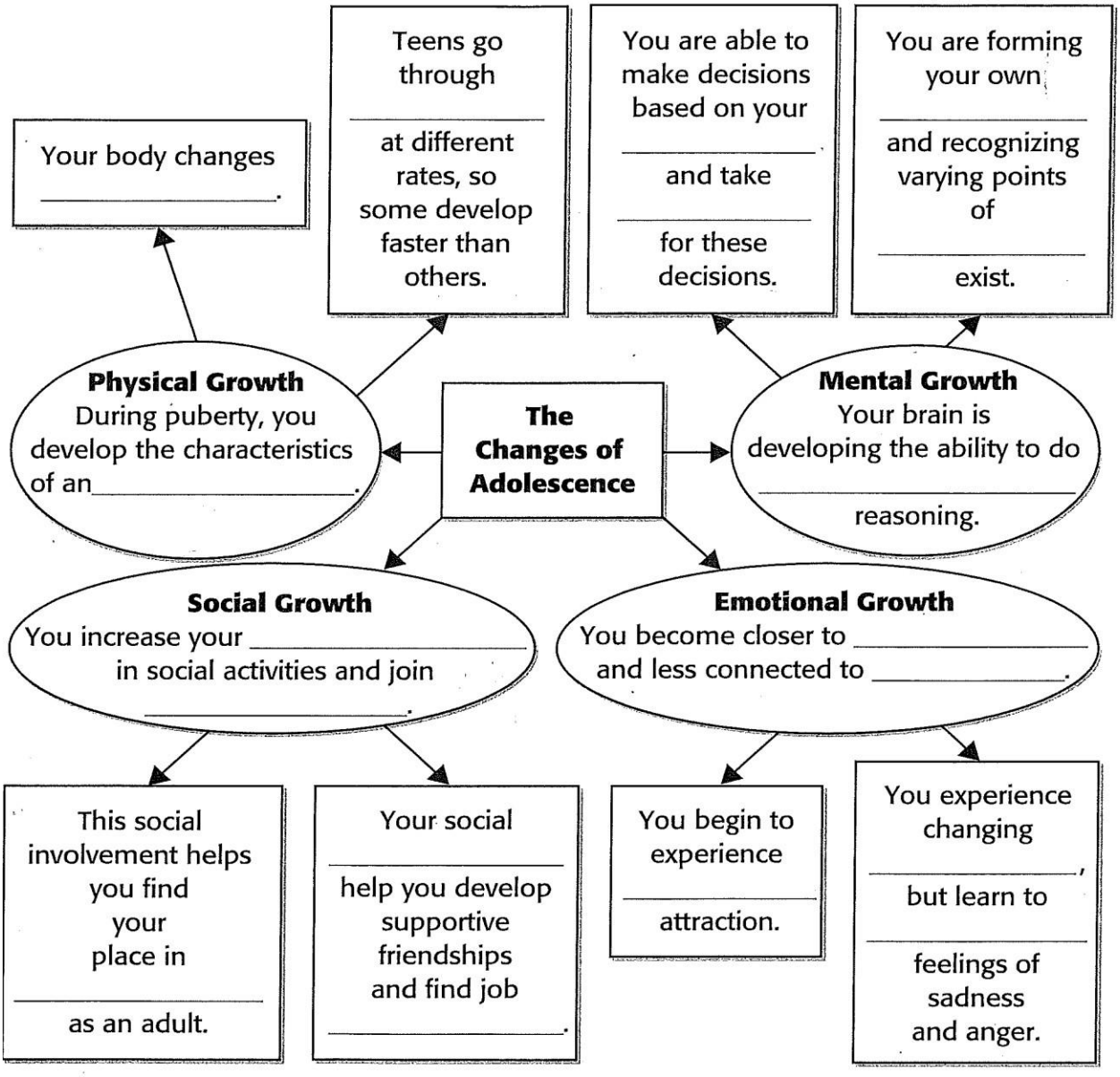
Class Participation Rubric

	Highly Successful	Meeting Success	Experiencing Difficulty	Score
	3 points	2 points	1 point	
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listens	Occasionally listens	Never Listens	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	

CONCEPT MAPPING ACTIVITY

Concept Mapping Activity 12-1

Directions: Complete the concept map on the changes of adolescence, using terms and phrases from your textbook.



Glitter Germs Activity

Glitter works well to represent how germs are spread from one person to the next because it sticks well to the hands.

- Let each child rub in a small amount of lotion to make the glitter stick even better.
- Choose four or five volunteers from the glass to be the germ spreaders.
- Sprinkle a generous amount of glitter on the hands of the selected students. Have them hold their hands over a trash can to catch the extra glitter. They should shake off the excess glitter in the trash. Use a different color of glitter for each child so the kids can see how many different types of germs they receive.
- The entire class mingles shaking hands with one another for a few minutes.
- The glitter germs will transfer to the other hands. Many of the kids will end up with several different colors of glitter.
- Discuss the similarities between how the glitter and germs spread.
- Give each child a paper towel to wipe away the glitter germs. The students will notice the germs don't wipe off well.
- Have some of the students use cold water without soap to wash off the germs.
- Ask a few other students to use warm water with soap to wash off the glitter.
- Discuss which method is most effective in removing the glitter germs.

Read more: Hygiene Activities for Elementary Students | eHow.com
http://www.ehow.com/list_6297219_hygiene-activities-elementary-students.html#ixzz1xmOEBuU6

Group Participation Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
	1 point	2 points	3 points	4 points	
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	

HAZARDOUS PRODUCTS CHECKLIST

	Number of Items	Stored Safely? (Yes/No)
Paints and solvents		
Furniture polish		
Spot remover		
Nail polish/remover		
Paint/Varnish		
Paint thinner/stripper		
Glue		
Total Number of Paints and Solvents		
Household Cleaners		
Drain cleaner		
Oven cleaner		
Floor cleaner		
Disinfectant		
Ammonia		
Scouring power		
Bleach		
Laundry detergent		
Total Number of Household Cleaners		
Pesticides		
Weed killers		
Insecticides		
Bug repellent		
Flea spray/collars		
Fertilizers		
Total Number of Pesticides		
Automotive Products		
Car wax		
Motor oil		
Gasoline		
Kerosene		
Antifreeze		
Total Number of Automotive Products		
Other Products		
Air fresheners		
Aerosol sprays		
Household batteries		
Button batteries		
Pool chemicals		
Other		
Total Other Products		
Total Number of Hazardous Products in Your Home		

HAZARDOUS PRODUCTS SAFETY GUIDELINES

1. Keep products out of reach of children and animals. Store all hazardous products on high shelves or in locked cabinets, away from food items.
2. Make sure the lids and caps are tightly sealed and child-proofed.
3. Store corrosive, flammable and poisonous products on separate shelves. Be sure the containers are kept dry to prevent corrosion. Store these products where they are not likely to freeze.
4. Keep products in their original containers, with the information on the labels clearly legible. Never put a household hazardous product in a food or beverage container.
5. Keep products away from heat, sparks, flames, or sources of ignition. This is especially important with flammable products and aerosol cans.

Health Care Agencies in My Community

Agency Name	Service Provided	Phone #	Address

Student Name _____

How Affective was the Advertisement that I Viewed?

Evaluate the health product or service advertisement by answering the questions below. Score from 1-5 (a score of 5 for high and 1 for low)

Name of Product_____ **Type of Advertisement** _____

Overall rating of the advertisement….

_____ was of high quality (it was attractive and gave needed information)

_____ was timely (it made me want to buy the product)

_____ was relevant to my needs (it was a product that me or my family would use)

_____ helped me to learn about the product or service

____ this product will help to improve my health

_____ the advertisement will assist me in making better decisions

_____ **TOTAL SCORE (30 points is maximum)**

1. What was the most useful part of this advertisement? Why?

_____

2. What was the least useful part of the advertisement? Why?

_____

3.<u>What additional information do I need?</u>

How to Teach Kids How to Introduce Themselves to Others

Instructions

1. Make eye contact and listen carefully as your child speaks to you. Children often mimic behaviors portrayed by surrounding adults. Teach children how to effectively communicate early on by setting a good example.

2. Demonstrate how to use open body language so that other children feel comfortable approaching your child. Teach children to make eye contact, smile and to keep their body turned to the person they are speaking to.

3. Bring your child to local functions, school events or public play areas. Encourage your child to introduce herself to other children in her age group. Speak with other parents to set up play groups.

4. Speak with your child about kindness, sharing and patience. Display how to properly share toys and kind words with friends. Remind your child that she needs patience when meeting new people.
5. Invite children over to your home and allow your child to bring home friends. Allowing new children the opportunity to spend time with your child will increase their chances of making new friends.
6. Bring your child with you when attending to errands or visits to homes of family or friends. Improve your child's social skills by encouraging her to make introductions with people in your community.
7. Sign up younger children for a playgroup or push older children to join a sports team or school club. Show your support by becoming a parent chaperone, attending games or by hosting an event.
8. Stress the importance of having a positive attitude when making new friends and dealing with problems that may arise in those friendships. Portray how to maintain open communication in any type of situation.
9. Give your child examples on how she could begin a conversation with another child. Explain to your child that asking questions, such as asking for a name or what grade the other child is in, could potentially start a friendship.
10. Remind your child to always be herself to gain respect and to be happy. Point out that others can usually tell when you are being dishonest or pretending to be something that you are not.

Meeting New People

- FamilyEducation.com states that when children meet a new adult, they should stand up, make eye contact, and shake hands, as is the polite tradition. They should try to make conversation by asking open-ended questions.
    - I'm _ , nice to meet you.
    - How are you today?
    - Have you had a good day?
    - I like your shirt.

Matching Behaviors and Outcomes Activity

Instructions: Cut the sections apart, mix them up and distribute to students who have been placed in groups. Have them match the behavior with a possible outcome of that behavior.

Taking medicine that belongs to my Mother	**Become sick and have to go to the emergency room.**
Riding in a car without a safety belt	**Driver gets a ticket**
Getting 8 hours of sleep	**Energy for daily activities**
Eating lots of unhealthy snacks	**Stomach ache**
Getting 60 minutes of exercise each day	**Have a healthy body weight**
Talking to a stranger in my neighborhood	**Could be taken away from family**
Sniffing strong fumes from unsafe products	**Become light-headed and dizzy**
Smoking a cigarette	**Could become addicted to tobacco**
Making healthy choices	**Feel good about myself – Building a healthy lifestyle**
Forget to brush and floss my teeth	**Cavities will form**

Mississippi School Immunization Laws

In order to enroll in any public or private kindergarten, elementary, or secondary school in Mississippi, a student must provide the school with a:

Certificate of Immunization Compliance (Form 121) - MUST be signed by the District Health Officer, a physician, or a nurse.

Or a

Certificate of Medical Exemption (Form 122) - **is not computer generated**. This form **MUST** be signed by the District Health Officer (refer to the Medical Exemption section for specific information.)

The list of immunizations required is specified by the State Health Officer and is promulgated at least annually as directed by state statute. All vaccines are to be given at the appropriate age and intervals according to ACIP recommendations. The required vaccines are listed below.

MS School Entry Immunization Requirements 2012-2013[a]

Vaccine/antigen	No. of doses
Diphtheria, Tetanus, Pertussis (DTaP) [b]	5[c]
Polio (IPV)	4[d]
Hepatitis B	3
Measles, Mumps, Rubella (MMR)	2[e]
Varicella (chickenpox)	2[f]
Tdap	1[g]

a- All children entering a Mississippi school (any grade) for the first time will be required to have the above listed immunizations. **This includes Pre-K 4 year olds – 12th grade.**

b- Children entering a Mississippi school after their 7th birthday, who do not meet the above DTaP requirements, will need at least 3 total doses of diphtheria/tetanus containing vaccine (Td). Tdap should be used as one of the three diphtheria/tetanus containing vaccines (preferably as the first of the 3 doses) for children age 10 years and older. Refer to the Advisory Committee on Immunizations Practices (ACIP) catch up schedule at https://www.cdc.gov/

c- If the 4th dose is received on or after the 4th birthday, a 5th dose is not required.

d- The final dose in the series should be administered at age >4 years of age, regardless of number of previous doses.

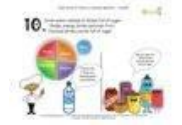
e- MMR vaccine may only be waived if there is a documented physician's diagnosis of previous infection with measles, mumps and rubella disease or a serological confirmation of immunity to measles, mumps and rubella.

f- Varicella vaccine will be waived for evidence of past infection, including past history of chickenpox or a serological confirmation of immunity to chickenpox.

g- Beginning 2012-2013 school year all students entering, advancing to 7th grade, transferring into 7th grade will need proof of an adolescent whooping cough (pertussis) booster, Tdap immunization, before entry into school in the fall. Tdap vaccine given on or after the 7th birthday meets the new school requirement.

MY PLATE CHECKLIST

Eating Healthier Foods and Making Healthier Choices

TIP #	MESSAGE	COMPLETED
	Balance activity with exercise	
	Stop eating when your stomach is full	
	Watch portion sizes	
	Foods you should eat every	
	Goodness of fruits and vegetables	
	Low fat dairy foods	
	Healthy whole grains that are high in fiber	
	Make healthy choices when eating out	
	Lower sodium food choices	
	Water is a healthy choice for drinking	

911 Scenarios

Instructions: Choose one emergency, then practice what you could say if you were calling 911.

You're watching TV at home when you notice flames coming out a window of your neighbor's house.

You call 911.

You're playing ball in your yard with your babysitter when all of a sudden she falls to the ground. She's having trouble breathing.

You call 911.

You're playing at your friend's house when you hear a loud crash. A car has hit a tree, and the driver is hurt.

You call 911.
You call 911.

This is the 911 operator. What is your emergency?

What's your name?

Where are you? What's your address?

Can you tell me what happened?

Is anyone hurt?

Is anyone else with you?

Are you safe where you are?

OK, stay on the phone. Help is on the way!

Personal Health Goal Chart

Name_____ **Teacher**_____

GOALS	WAYS TO ACHIEVE GOALS	GOAL HAS BEEN MET

Personal Health Habit Inventory

Name the Habit	Explain why it is a good habit	Explain why it is a bad habit

Presentation Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 points	3 points	2 points	1 point	
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Public Service Announcement Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 points	3 points	2 points	1 point	
Delivery	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.	
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
Time length	30-45 seconds long; pre-produced	30 seconds; performed in class	20-29 seconds; performed in class	15-19 seconds; performed in class	
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	

Respect Box Activity

Directions:

Teacher will provide students with paper strips. As the student observes another student communicating care, consideration, or respect for others, they will write the student's name and their act of care, consideration or respect on the paper strip.

Students will place the strip in the Respect Box.

The teacher will read the strips out loud to the class at different times during the day.

Respect Cards

Directions: Teacher will distribute a copy of "Respect Cards" to each student. Students will make two columns on notebook paper titled "Respectful" and "Disrespectful."
Students will then cut and glue cards on notebook paper under appropriate title.

1. I say 'thank you' when someone does something nice for me.	9. I exercise four to five times a week to keep my body healthy.
2. I call people names that I don't like.	10. I draw on my desk at school.
3. If someone makes a mistake, I laugh at them	11. I help a classmate when they spill their pencil box.
4. I do my homework without being told.	12. I raise my hand to speak.
5. I eat healthy snacks.	13. I mimic an adult when they are not looking.
6. I interrupt my mom while she is on the phone.	14. I ask before using someone's supplies.
7. I always put on my seatbelt in the car.	15. I run back to my room and slam my door when I am corrected.
8. I look someone in the eyes when they are talking to me.	16. I cough without covering my mouth.

Role-play or Skit Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Total
Accuracy	**All information accurate**	**Almost all information accurate**	**Most information accurate**	**Very little information accurate**	
Role	**Excellent character development; student contributed in a significant manner**	**Good character development; student contributed in a cooperative manner**	**Fair character development; student may have contributed**	**Little or no character development; student did not contribute much at all**	
Knowledge Gained	**Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why**	**Can clearly explain several ways in which his/her character "saw" things differently than other characters**	**Can clearly explain one way in which his/her character "saw" things differently than other characters**	**Cannot explain any way in which his/her character "saw" things differently than other characters**	
Props	**Used several props and showed considerable creativity**	**Used 1 or 2 appropriate props that made the presentation better**	**Used 1 or 2 props that made the presentation better**	**Used no props to make the presentation better**	
Required Elements	**Included more information than required**	**Included all required information**	**Included most required information**	**Included less information than required**	

Scenario Rubric

	Excellent	Accomplished	Needs Improvement	Unsatisfactory	Score
	4 Points	**3 Points**	**2 Points**	**1 Point**	
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communications	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	

Scenarios – Conflict Resolution and Refusal Skills

#1 – Someone takes your seat at the lunch table.

#2 – Someone pushes ahead of you in line.

#3 – Your best friend wants you to let her cheat off your test paper.

#4 – A boy in math class called you something that was not nice.

#5 – You see your friend take an item out of another student's backpack.

#6 – Your best friend wants you to tell a lie so that he can get out of trouble.

Scenarios for Negative/Positive Communication Skills

Scenario 1:

You and William have gone to the ball game. You cheer for one team and William cheers for the other. William's team wins by a landslide. You get mad and walk off rapidly. William catches up with you and asks what is wrong.

You reply in a loud voice that his team cheated. William laughs and offers his hand in friendship. What should you do?

Scenario 2:

Your Mom is on the phone and you need her to get something for you, now. What should you do to get her attention?

Scenario 3:

Someone in your class makes a mistake reading. You laugh at them. They excuse themselves from the room.

How could you have handled the situation better and what should you do now?

Scenario 4:

You ran your bike into the neighbors fence. The neighbor calls your Dad and your Dad proceeds to tell you what you did wrong. You run back to your room and slam the door.

What could you have done differently in this situation?

Scenario 5:

There is a new girl at school. She is very pretty and all the boys like her. You don't like her because she is getting all the attention, so you put a nasty note on her desk. She is devastated and cries.

What should do to correct this situation?

Scenarios for Peer Pressure

Scenario 1:

You and two friends are in a department store. The following takes place:

"Now!" whispered Jan. "Quick, while the clerk's not looking."

Heart pounding, Amy leaned against the store's unattended makeup display and slid two tubes of lipstick into her purse. She looked bored and detached as she followed her friends Jan and Brenda out of the store, but inside she felt panicked.

"I can't believe you made me do that," Amy wailed.

"Relax," said Brenda. "Everybody does it sometimes. And we didn't make you do it."

She said nothing, but Amy knew she wouldn't have done that on her own. She'd just had a big dose of peer pressure.

Scenario 2:

You are at a party with several of your friends. The following takes place:

“Oh, come on, John, it's just one beer, and everyone else is having one.” “One beer is not going to hurt anything.”

Kevin replies, “But I don’t want a beer.”

Jimmy says, “Don’t be a baby, it must be OK. Everyone else is doing it. They must know what they're doing."

Scenario 3:

You have a first date with Patrick and are going to the movie with another couple. The following takes place:

“Hey, let’s skip the movie and go the Devil’s Point,” said Patrick. “What’s at Devil’s Point?” replies Denise.

“Nothing but the night sky,” say Wayne.

“I don’t think so, I told my parents we were going to the movies,” say Wanda. “Oh come on, Wanda, no one will know. We will have a good time,” shouts Patrick.

Denise says, “Yeah, Wanda, are you chicken? Everyone goes to Devil’s Point, it is the happening place.”

STORIES TO BE USE WITH THE RIGHT THING TO DO

1. Keesha had a cold. Her nose was stuffy. Keesha thought she needed some medicine, but no one else was home. Keesha decided to find some medicine by herself and take it. Did Keesha do the right thing?

2. Jamie's bedtime is 8 p.m. One night he stayed up until 9:30 because he was watching TV. The next day he had to get up and go to school. When Jamie woke up, he felt so tired. Did Jamie do the right thing when he stayed up late?

3. Yvonne likes the taste of her chewable vitamin tablet. Her mother gives her one every day. One day Yvonne got the bottle and decided to eat three vitamins for a snack. Was this a good thing for Yvonne to do?

4 Ferris and his friend Peter were playing at Peter's apartment. Peter's babysitter said they could have some cookies for a snack. Peter wanted to eat all the cookies in the bag. Ferris thought that too many cookies could make him sick. He ate only two cookies. Did Ferris do the right thing?

5. Rolanda was on the playground at school. Her friend Carmen showed her a little pink pill. Carmen said it came from her house. She wanted Rolanda to swallow it. Rolanda said that she would take the pill. Did Rolanda do the right thing?

6. Billy's dad told him to brush his teeth. Billy was in a hurry to go outside. He got his toothbrush wet and put it back in the rack. He did not brush his teeth. Did he do the right thing?

7. Percy noticed his fingernails were getting long and had dirt under them. He asked his dad to help him scrub his nails and trim them. Did Percy do the right thing?

8. Pepe felt sick when he woke up. His throat was sore and his ears hurt. Pepe wanted to play outside so he did not tell anyone that he felt sick. Did Pepe do the right thing?

9. Marie was on a swing at the playground. A big boy walked over to her. He wanted to give her some candy. Marie did not know this boy. She said no and did not take the candy. Did she do the right thing?

10. Vanessa was walking home from school and saw a medicine bottle on the sidewalk. Instead of picking it up, she ran home and told her mother. Did Vanessa do the right thing?

11. Rene noticed a bottle of wine on the kitchen counter. A little bit of wine was in the bottle. She took a sip of wine to see what it tasted like. Did Rene do the right thing?

12. Raymond found his grandpa's pouch of chewing tobacco. He knew it could make him sick. Raymond left the chewing tobacco where he found it. Did Raymond do the right thing?

Strange and Funny but True Health Facts*

1. Girls have a better sense of smell than boys.
2. The human brain has the capacity to store everything that we can experience.
3. When you take a step, you are using up to 200 muscles.
4. Our eyes are always the same size from birth, but our nose and ears never stop growing.
5. Our ears secrete more earwax when we are afraid then when we are not afraid.
6. 50% of pizzas made in America are pepperoni.
7. A person can overdose on caffeine.
8. Blueberry juice boosts memory.
9. It takes food seven seconds to get from your mouth to your stomach.

*Teachers are encouraged to add other funny but true health facts to this list.

Teacher's Classroom Checklist

Name_____
School_____Room
or Area_____Date Completed _____
Signature _____

Assess the status of the following and answer either Y for yes; N for no; or N/A for does not apply by each entry. Use this checklist to identify areas of indoor air quality concerns.

1. **General Cleanliness:**
   - _____Room is dusted and vacuumed regularly
   - _____Room free of clutter
   - _____Trash is removed daily
   - _____Food is not stored in classroom overnight
   - _____If animal food is present, it is stored in tightly sealed container
   - _____Room is free of pests and vermin
   - _____Used, unscented, school approved cleaners and air fresheners, if any in room
2. **Animals in Classroom:**
   - _____There is a minimized exposure to animal allergens
   - _____Animals are kept in cages (as much as possible)
   - _____Animal cages are cleaned regularly
   - _____Animal cages are placed away from supply and return vents
   - _____Have consulted with school nurse about student allergies or sensitivities
   - _____Have identified potential allergies of students
   - _____Moved sensitive students away from animals and habitats
3. **Drain Traps in the Classroom:**
   - _____Water is poured down floor drains once per week (approximately I quart of water)
   - _____Water is run in sinks at least once per week (about 2 cups of water)
   - _____Unused toilets are flushed once each week
4. **Excess Moisture in Classrooms:**
   - _____Condensate is wiped from windows, windowsills, and window frames
   - _____Cold water pipes are free of condensate
   - _____Indoor surfaces of exterior walls are free of condensate
   - _____Areas around or under classroom sinks are free of leaks
   - _____Classroom lavatories are free of leaks
   - _____Ceiling tiles and walls are free of leaks
   - _____Spills are cleaned up promptly

4. **Thermal Comfort:**
   _____Moderate temperature is achieved (should generally be 72 – 76 degrees)
   _____There are no signs of draftiness
   _____Students are not seated in direct sunlight
   _____Indoor humidity is maintained at acceptable levels (between 30 and 60 percent)
5. **Ventilation:**
   _____The unit ventilator has been located
   _____The air supply and return vents have been located
   _____Air is flowing from supply vent
   _____Air pathway is not obstructed
   _____No vehicle exhaust, kitchen/food, and chemical odors are in the classroom
   _____There are no signs of mold or mildew
   _____Windows operate correctly
6. **Educational Supplies (Art and Science):**
   _____Supplies are properly labeled
   _____Materials Safety Data Sheets are accessible
   _____Spill and clean-up procedures are developed and implemented
   _____Supplies are stored correctly
   _____Procedures for disposal of used substances are understood and followed
   _____Diluted substances rather than concentrates are used whenever possible
   _____There is a minimized exposure to hazardous materials

Background Information for Teacher's Classroom Checklist

General Cleanliness:

Regular and thorough classroom cleaning helps to ensure good indoor air quality (IAQ). While custodians typically clean the classrooms, teachers also play an important role in promoting and maintaining classroom cleanliness. The presence of dirt, moisture, and warmth stimulates the growth of molds and other biological contaminants. Unsanitary conditions attract insects and vermin, leading to possible IAQ problems from animal or insect allergens. Excessive or improper use of pesticides for secondary control of insects, vermin, and head lice can also cause IAQ problems.

Animals in the Classroom:

Some people are allergic to common indoor pollutants, such as pet dander. Isolated or repeated single exposure to allergens may cause a previously non-allergic or non-sensitive person to become allergic to that allergen. Pay attention to the needs of sensitive students, especially those with asthma.

Drain Traps:

Drain traps, if present, can become a problem when the water in the drain trap of a pipe evaporates due to infrequent use, allowing sewer gases to enter the room.

Excess Moisture:

Excess moisture contributes to mold growth. Mold can trigger allergic reactions and asthma in sensitive individuals. Mold can also cause odors and other IAQ problems. Note any signs of present or excess moisture and follow these guidelines:

- Monitor for condensate (condensed water or fog on cold surfaces)
- Check for leaks or signs of moisture from plumbing or roofs
- Clean spills promptly

Thermal Comfort:

Temperature and relative humidity are aspects of IAQ that can affect comfort. Changing thermostat settings or opening windows to control temporary fluctuations in temperature can not only worsen comfort problems but also have an adverse effect on other areas of the school. A practical goal for climate comfort is that 80 % of the occupants are comfortable.

Ventilation:

Ventilation is the process by which air is circulated throughout the school and your classroom. Stale indoor air is exhausted to the outside, and fresh, (outdoor) air is drawn into the building. Schools may either have mechanical ventilation (supplied by fans) or natural ventilation (i.e., operable windows). Improperly-operated or poorly-maintained ventilation systems can cause serious IAQ problems. In addition, the ventilation system can carry air pollutants from one location in the school to another.

If you have mechanical ventilation, confirm that air is flowing into the room from the air supply vent(s). Check airflow by holding a piece of tissue paper near the air supply vent(s); if air is flowing, the tissue will flutter away from the supply vent. Never obstruct the airflow with books, papers, furniture, or other obstacles. Never place anything on top of unit ventilators.

If you have mechanical ventilation, confirm that air is flowing from the room into the air return grille(s). Check for airflow at air return grille(s) in the same manner as above. If air is flowing, the tissue will be pulled toward the return.

Check for unexplained odors. Odors, or the need to use scented air fresheners, may indicate ventilation problem. Remember that the ventilation system can carry air contaminants from another location in the school to your classroom.

In addition, maintenance vehicles or buses should never idle near the outside air intake vents. If your school or state has anti-idling policies in place, locate and review these.

Educational Supplies:

Ensure that you are familiar with all your supplies. Read labels and identify precautions regarding fumes or ventilation. Follow good safety, handling and storage practices. Develop appropriate procedures and have cleaning supplies available in case of spills.

Art Supplies:

Art supplies may emit contaminants during use and storage. By federal law, potentially toxic supplies must have appropriate warning labeling. The Labeling of Hazardous Art Materials Act (Public Law 100-695) requires that all art materials be reviewed to determine their potential for causing a chronic hazard and be labeled accordingly. The U.S. Consumer Product Safety Commission recommends that parents and others buying art materials, school supplies, and toys (such as crayons or paint sets) purchase only those products that are labeled "Conforms to ASTM D-4236."

In classrooms, teachers should ensure that safety precautions are followed. Examples of art supplies that can contribute to IAQ problems include solvents, inks, adhesives, glues, wax varnishes, lacquers, powered pigments, acids, clays, paints, and firing kilns. Check whether your supplies are listed as toxic or nontoxic. Read labels and identify precautions regarding fumes or ventilation. If you make purchasing decisions or recommend products for purchase, confirm that supplies are safe to use.

Vaccine Administration Record for Children and Teens

Patient name: _____

Birthdate: _____

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine[1]	Date given (mo/day/yr)	Funding Source (F,S,P)[2]	Site[3]	Vaccine		Vaccine Information Statement (VIS)		Vaccinator[5] (signature or initials & title)
					Lot #	Mfr.	Date on VIS[4]	Date given[4]	
Hepatitis B[6] (e.g., HepB, Hib-HepB, DTaP-HepB-IPV) Give IM.[7]									
Diphtheria, Tetanus, Pertussis[6] (e.g., DTaP, DTaP/Hib, DTaP-HepB-IPV, DT, DTaP-IPV/Hib, Tdap, DTaP-IPV, Td) Give IM.[7]									
***Haemophilus influenzae* type b[6]** (e.g., Hib, Hib-HepB, DTaP-IPV/Hib, DTaP/Hib) Give IM.[7]									
Polio[6] (e.g., IPV, DTaP-HepB-IPV, DTaP-IPV/Hib, DTaP-IPV) Give IPV SC or IM.[7] Give all others IM.[7]									
Pneumococcal (e.g., PCV7, PCV13, conjugate; PPSV23, polysaccharide) Give PCV IM.[7] Give PPSV SC or IM.[7]									
Rotavirus (RV1, RV5) Give orally (po).									

See page 2 to record measles-mumps-rubella, varicella, hepatitis A, meningococcal, HPV, influenza, and other vaccines (e.g., travel vaccines).

How to Complete This Record

1. Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
2. Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
3. Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
4. Record the publication date of each VIS as well as the date the VIS is given to the patient.
5. To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
6. For combination vaccines, fill in a row for each antigen in the combination.
7. IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous.

Abbreviation	Trade Name & Manufacturer
DTaP	Daptacel (sanofi); Infanrix (GlaxoSmithKline [GSK]); Tripedia (sanofi pasteur)
DT (pediatric)	Generic (sanofi pasteur)
DTaP-HepB-IPV	Pediarix (GSK)
DTaP/Hib	TriHIBit (sanofi pasteur)
DTaP-IPV/Hib	Pentacel (sanofi pasteur)
DTaP-IPV	Kinrix (GSK)
HepB	Engerix-B (GSK); Recombivax HB (Merck)
HepA-HepB	Twinrix (GSK); can be given to teens age 18 and older
Hib	ActHIB (sanofi pasteur); Hiberix (GSK); PedvaxHIB (Merck)
Hib-HepB	Comvax (Merck)
IPV	Ipol (sanofi pasteur)
PCV13	Prevnar 13 (Pfizer)
PPSV23	Pneumovax 23 (Merck)
RV1	Rotarix (GSK)
RV5	RotaTeq (Merck)
Tdap	Adacel (sanofi pasteur); Boostrix (GSK)
Td	Decavac (sanofi pasteur), Generic (MA Biological Labs)

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Vaccine Administration Record for Children and Teens

Patient name: _____

Birthdate: _____

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine[1]	Date given (mo/day/yr)	Funding Source (F,S,P)[2]	Site[3]	Vaccine		Vaccine Information Statement (VIS)		Vaccinator[5] (signature or initials & title)
					Lot #	Mfr.	Date on VIS[4]	Date given[4]	
Measles, Mumps, Rubella[6] (e.g., MMR, MMRV) Give SC.[7]									
Varicella[6] (e.g., VAR, MMRV) Give SC.[7]									
Hepatitis A (HepA) Give IM.[7]									
Meningococcal (e.g., MCV4; MPSV4) Give MCV4 IM[7] and MPSV4 SC.[7]									
Human papillomavirus (e.g., HPV2, HPV4) Give IM.[7]									
Influenza (e.g., TIV, inactivated; LAIV, live attenuated) Give TIV IM.[7] Give LAIV IN.[7]									
Other									

See page 1 to record hepatitis B, diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, polio, pneumococcal, and rotavirus vaccines.

How to Complete this Record

1. Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
2. Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
3. Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
4. Record the publication date of each VIS as well as the date the VIS is given to the patient.
5. To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
6. For combination vaccines, fill in a row for each antigen in the combination.
7. IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous; IN is the abbreviation for intranasal.

Abbreviation	Trade Name & Manufacturer
MMR	MMRII (Merck)
VAR	Varivax (Merck)
MMRV	ProQuad (Merck)
HepA	Havrix (GlaxoSmithKline [GSK]); Vaqta (Merck)
HepA-HepB	Twinrix (GSK)
HPV2	Cervarix (GSK)
HPV4	Gardasil (Merck)
LAIV (Live attenuated influenza vaccine)	FluMist (MedImmune)
TIV (Trivalent inactivated influenza vaccine)	Afluria (CSL Biotherapies); Agriflu (Novartis); Fluarix (GSK); FluLaval (GSK); Fluvirin (Novartis); Fluzone (sanofi)
MCV4	Menactra (sanofi pasteur); Menveo (Novartis)
MPSV4	Menomune (sanofi pasteur)

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Vaccine Administration Record for Children and Teens

Patient name: *Emily Jacobs*

Birthdate: *6/2/2005*

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine[1]	Date given (mo/day/yr)	Funding Source (F,S,P)[2]	Site[3]	Vaccine		Vaccine Information Statement (VIS)		Vaccinator[5] (signature or initials & title)
					Lot #	Mfr.	Date on VIS[4]	Date given[4]	
Hepatitis B[6] (e.g., HepB, Hib-HepB, DTaP-HepB-IPV) Give IM.[7]	*HepB*	*6/2/2005*	*F*	*RT*	*0651M*	*MRK*	*7/11/01*	*6/2/05*	*JTA*
	Pediarix	*8/2/2005*	*F*	*RT*	*635A1*	*GSK*	*7/11/01*	*8/2/05*	*DCP*
	Pediarix	*10/2/2005*	*F*	*RT*	*712A2*	*GSK*	*7/11/01*	*10/2/05*	*DCP*
	Pediarix	*12/2/2005*	*F*	*RT*	*712A2*	*GSK*	*7/11/01*	*12/2/05*	*DLW*
Diphtheria, Tetanus, Pertussis[6] (e.g., DTaP, DTaP/Hib, DTaP-HepB-IPV, DT, DTaP-IPV/Hib, Tdap, DTaP-IPV, Td) Give IM.[7]	*Pediarix*	*8/2/2005*	*F*	*RT*	*635A2*	*GSK*	*7/30/01*	*8/2/05*	*DCP*
	Pediarix	*10/2/2005*	*F*	*RT*	*712A2*	*GSK*	*7/30/01*	*10/2/05*	*DCP*
	Pediarix	*12/2/2005*	*F*	*RT*	*712A2*	*GSK*	*7/30/01*	*12/2/05*	*DLW*
	DTaP-Hib	*9/2/2006*	*F*	*RA*	*P0897AA*	*SPI*	*7/30/01*	*9/2/06*	*RLV*
	DTaP	*8/2/2010*	*F*	*RA*	*326-912*	*SPI*	*5/17/07*	*8/2/10*	*ITA*
***Haemophilus influenzae* type b**[6] (e.g., Hib, Hib-HepB, DTaP-IPV/Hib, DTaP/Hib) Give IM.[7]	*Hib*	*8/2/2005*	*F*	*LT*	*UA744AA*	*SPI*	*12/16/98*	*8/2/05*	*DCP*
	Hib	*10/2/2005*	*F*	*LT*	*UA744AA*	*SPI*	*12/16/98*	*10/2/05*	*DCP*
	Hib	*12/2/2005*	*F*	*LT*	*UA744AA*	*SPI*	*12/16/98*	*12/2/05*	*DLW*
	DTaP-Hib	*9/2/2006*	*F*	*RA*	*7172AA*	*SPI*	*12/16/98*	*9/2/06*	*RLV*
Polio[6] (e.g., IPV, DTaP-HepB-IPV, DTaP-IPV/Hib, DTaP-IPV) Give IPV SC or IM.[7] Give all others IM.[7]	*Pediarix*	*8/2/2005*	*F*	*RT*	*635A2*	*GSK*	*1/1/00*	*8/2/05*	*DCP*
	Pediarix	*10/2/2005*	*F*	*RT*	*712A2*	*GSK*	*1/1/00*	*10/2/05*	*DCP*
	Pediarix	*12/2/2005*	*F*	*RT*	*712A2*	*GSK*	*1/1/00*	*12/2/05*	*DLW*
	IPV	*8/2/2010*	*F*	*RA*	*U4569-8*	*SPI*	*1/1/00*	*8/2/10*	*DCP*
Pneumococcal (e.g., PCV7, PCV13, conjugate; PPSV23, polysaccharide) Give PCV IM.[7] Give PPSV SC or IM.[7]	*PCV7*	*8/2/2005*	*F*	*LT*	*489-835*	*WYE*	*9/30/02*	*8/2/05*	*DCP*
	PCV7	*10/2/2005*	*F*	*RT*	*489-835*	*WYE*	*9/30/02*	*10/2/05*	*DCP*
	PCV7	*12/2/2005*	*F*	*LT*	*489-835*	*WYE*	*9/30/02*	*12/2/05*	*DLW*
	PCV7	*9/2/2006*	*F*	*LA*	*501-245*	*WYE*	*9/30/02*	*9/2/06*	*RLV*
	PCV13	*8/2/2010*	*F*	*LA*	*E44433*	*PFI*	*12/9/08*	*8/2/10*	*DCP*
Rotavirus (RV1, RV5) Give orally (po).									

DTaP-HepB-IPV (Pediarix)

DTaP-Hib (TriHIBit): 2 lot #s, 2 different VISs

Pediarix: 3 different VIS dates

Example

See page 2 to record measles-mumps-rubella, varicella, hepatitis A, meningococcal, HPV, influenza, and other vaccines (e.g., travel vaccines).

How to Complete This Record

1. Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
2. Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
3. Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
4. Record the publication date of each VIS as well as the date the VIS is given to the patient.
5. To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
6. For combination vaccines, fill in a row for each antigen in the combination.
7. IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous.

Abbreviation	Trade Name & Manufacturer
DTaP	Daptacel (sanofi); Infanrix (GlaxoSmithKline [GSK]); Tripedia (sanofi pasteur)
DT (pediatric)	Generic (sanofi pasteur)
DTaP-HepB-IPV	Pediarix (GSK)
DTaP/Hib	TriHIBit (sanofi pasteur)
DTaP-IPV/Hib	Pentacel (sanofi pasteur)
DTaP-IPV	Kinrix (GSK)
HepB	Engerix-B (GSK); Recombivax HB (Merck)
HepA-HepB	Twinrix (GSK); can be given to teens age 18 and older
Hib	ActHIB (sanofi pasteur); Hiberix (GSK); PedvaxHIB (Merck)
Hib-HepB	Comvax (Merck)
IPV	Ipol (sanofi pasteur)
PCV13	Prevnar 13 (Pfizer)
PPSV23	Pneumovax 23 (Merck)
RV1	Rotarix (GSK)
RV5	RotaTeq (Merck)
Tdap	Adacel (sanofi pasteur); Boostrix (GSK)
Td	Decavac (sanofi pasteur), Generic (MA Biological Labs)

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Vaccine Administration Record for Children and Teens

Patient name: *Emily Jacobs*

Birthdate: *6/2/2005*

Chart number: _____

Before administering any vaccines, give copies of all pertinent Vaccine Information Statements (VISs) to the child's parent or legal representative and make sure he/she understands the risks and benefits of the vaccine(s). Always provide or update the patient's personal record card.

Vaccine	Type of Vaccine[1]	Date given (mo/day/yr)	Funding Source (F,S,P)[2]	Site[3]	Vaccine		Vaccine Information Statement (VIS)		Vaccinator[5] (signature or initials & title)
					Lot #	Mfr.	Date on VIS[4]	Date given[4]	
Measles, Mumps, Rubella[6] (e.g., MMR, MMRV) Give SC.[7]	*MMRV*	*6/2/2006*	*P*	*RA*	*0857M*	*MRK*	*1/15/03*	*6/2/06*	*DLW*
	MMRV	*8/2/2010*	*P*	*LA*	*0522F*	*MRK*	*5/21/10*	*8/2/10*	*DCP*
Varicella[6] (e.g., VAR, MMRV) Give SC.[7]	*MMRV*	*6/2/2006*	*P*	*RA*	*0857M*	*MRK*	*12/16/98*	*6/2/06*	*DLW*
	MMRV	*8/2/2010*	*P*	*LA*	*0522F*	*MRK*	*5/21/10*	*8/2/10*	*DCP*
Hepatitis A (HepA) Give IM.[7]	*HepA*	*6/2/2006*	*P*	*LA*	*0524L*	*MRK*	*8/4/04*	*6/2/06*	*DLW*
	HepA	*12/2/2006*	*P*	*LA*	*0634K*	*MRK*	*3/21/06*	*8/2/06*	*MAT*
Meningococcal (e.g., MCV4; MPSV4) Give MCV4 IM[7] and MPSV4 SC.[7]	*MMR-VAR (MMRV)*								
Human papillomavirus (e.g., HPV2, HPV4) Give IM.[7]									
Influenza (e.g., TIV, inactivated; LAIV, live attenuated) Give TIV IM.[7] Give LAIV IN.[7]	*TIV*	*12/5/2005*	*F*	*RT*	*U097543*	*SPI*	*7/18/05*	*12/5/05*	*JTA*
	TIV	*1/5/2006*	*F*	*RT*	*U097543*	*SPI*	*7/18/05*	*1/5/06*	*DCP*
	TIV	*10/16/2006*	*F*	*LA*	*U106459*	*SPI*	*6/30/06*	*10/16/06*	*MAT*
	LAIV	*11/15/2007*	*S*	*IN*	*500337P*	*MED*	*7/16/07*	*11/15/07*	*ABB*
	TIV	*10/12/2008*	*S*	*RA*	*U2169MA*	*SPI*	*7/24/08*	*10/12/08*	*CAS*
	TIV	*10/2/2009*	*F*	*LA*	*71211*	*NOV*	*8/11/09*	*10/2/09*	*MAT*
	TIV-H1N1	*11/15/2009*	*F*	*RA*	*UP016AA*	*SPI*	*10/2/09*	*11/15/09*	*CEL*
	LAIV-H1N1	*12/29/2009*	*F*	*IN*	*500756P*	*MED*	*10/2/09*	*12/29/09*	*ZAZ*
Other									

Example

See page 1 to record hepatitis B, diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, polio, pneumococcal, and rotavirus vaccines.

How to Complete this Record

1. Record the generic abbreviation (e.g., Tdap) or the trade name for each vaccine (see table at right).
2. Record the funding source of the vaccine given as either F (federal), S (state), or P (private).
3. Record the site where vaccine was administered as either RA (right arm), LA (left arm), RT (right thigh), LT (left thigh), or IN (intranasal).
4. Record the publication date of each VIS as well as the date the VIS is given to the patient.
5. To meet the space constraints of this form and federal requirements for documentation, a healthcare setting may want to keep a reference list of vaccinators that includes their initials and titles.
6. For combination vaccines, fill in a row for each antigen in the combination.
7. IM is the abbreviation for intramuscular; SC is the abbreviation for subcutaneous; IN is the abbreviation for intranasal.

Abbreviation	Trade Name & Manufacturer
MMR	MMRII (Merck)
VAR	Varivax (Merck)
MMRV	ProQuad (Merck)
HepA	Havrix (GlaxoSmithKline [GSK]); Vaqta (Merck)
HepA-HepB	Twinrix (GSK)
HPV2	Cervarix (GSK)
HPV4	Gardasil (Merck)
LAIV (Live attenuated influenza vaccine)	FluMist (MedImmune)
TIV (Trivalent inactivated influenza vaccine)	Afluria (CSL Biotherapies); Agriflu (Novartis); Fluarix (GSK); FluLaval (GSK); Fluvirin (Novartis); Fluzone (sanofi)
MCV4	Menactra (sanofi pasteur); Menveo (Novartis)
MPSV4	Menomune (sanofi pasteur)

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Weekly Physical Activity Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date							
Time							
Activity							
Time Spent on Activity							
How Activity Made You Feel							

Written Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 points	3 points	2 points	1 point	
Content	Topic remains apparent throughout written assignment	Topic is apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Written Report Checklist

_____/16 Preparation
_____/28 Organization
_____/24 Thoroughness
_____/19 Extra Materials
_____/13 Final Report

Preparation:

1. **_____/2 Information written (neatly)**
2. **_____/2 Sources used listed**
3. **_____/5 Worked every day (did not waste time)**
4. **_____/5 Has all materials ready for use**
5. **_____/2 Cooperative**

Organization

1. **_____/2 Report in a logical order**
2. **_____/2 Interesting manner**
3. **_____/20 Notebook check**
4. **_____/2 Understanding of topic**
5. **_____/2 Spelling and sentence structure (do not copy from books)**

Thoroughness

1. **_____/5 Main points given**
2. **_____/5 Details to explain given**
3. **_____/5 Information presented clearly**
4. **_____/4 More than one source used**
5. **_____/5 Extra materials are appropriate**

Extra Materials

1. **_____/2 Neatness**
2. **_____/7 Creativity**
3. **_____/2 Dramatic value**
4. **_____/3 Useful**
5. **_____/5 Correctness**

Final Report

1. **_____/3 Written clearly**
2. **_____/2 Organized**
3. **_____/2 Sources documented correctly**
4. **_____/2 Spelling**
5. **_____/2 Grammar**
6. **_____/2 Neatness**

Appendix B: Industry Standards

	Personal & Consumer Health	Mental Health	Social & Family Health	Human Growth & Development	Disease Prevention & Control	Nutrition & Fitness	Substance Abuse Prevention	Community & Environment Health	Safety & First Aid
NHES1	X	X	X	X	X	X	X	X	X
NHES2	X	X	X	X	X	X	X	X	X
NHES3	X	X	X	X	X	X	X	X	X
NHES4	X	X	X	X	X	X	X	X	X
NHES5	X	X	X	X	X	X	X	X	X
NHES6	X	X	X	X	X	X	X	X	X
NHES7	X	X	X	X	X	X	X	X	X
NHES8	X	X	X	X	X	X	X	X	X

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.12.1 Predict how healthy behaviors can affect health status.
1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3 Analyze how environment and personal health are interrelated.
1.12.4 Analyze how genetics and family history can impact personal health.
1.12.5 Propose ways to reduce or prevent injuries and health problems.
1.12.6 Analyze the relationship between access to health care and health status.
1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1 Analyze how the family influences the health of individuals.
2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5 Evaluate the effect of media on personal and family health.
2.12.6 Evaluate the impact of technology on personal, family, and community health.
2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.12.1 Evaluate the validity of health information, products, and services.
3.12.2 Use resources from home, school, and community that provide valid health information.
3.12.3 Determine the accessibility of products and services that enhance health.
3.12.4 Determine when professional health services may be required.
3.12.5 Access valid and reliable health products and services.

NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.12.1 Examine barriers that can hinder healthy decision making.

5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

5.12.3 Justify when individual or collaborative decision making is appropriate.

5.12.4 Generate alternatives to health-related issues or problems.

5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.

5.12.6 Defend the healthy choice when making decisions.

5.12.7 Evaluate the effectiveness of health-related decisions.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.12.1 Assess personal health practices and overall health status.

6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

6.12.4 Formulate an effective long-term personal health plan.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

8.12.4 Adapt health messages and communication techniques to a specific target audience.

Appendix C: Common Core Standards

	Common Core Crosswalk for Contemporary Health (6-8)									
	Grades	Sixth	Seventh	Eighth			Grades	Sixth	Seventh	Eighth
Common Core Standards						**Common Core Standards**				
CCR1						CCW7		x	x	x
CCR2						CCW8		x	x	x
CCR3						CCW9				
CCR4						CCW10		x	x	x
CCR5						CCSL1		x	x	x
CCR6						CCSL2		x	x	x
CCR7		x	x	x		CCSL3		x	x	x
CCR8			x	x		CCSL4		x	x	x
CCR9						CCSL5			x	x
CCR10						CCSL6				
CCW1						CCL1				
CCW2						CCL2		x	x	x
CCW3						CCL3				
CCW4						CCL4		x	x	x
CCW5						CCL5				
CCW6		x	x	x		CCL6		x	x	x

English Language Arts (6-12)

College and Career Readiness Anchor Standards for *Reading*

Key Ideas and Details

CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR2: Determine central ideas or themes of a text, and analyze their development; summarize the key supporting details and ideas.

CCR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

CCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCR10: Read and comprehend complex literary and informational texts independently and proficiently. Mathematics (High School)

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCW3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

CCSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

CCL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCL3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Appendix D: Mississippi House Bill 999

MISSISSIPPI LEGISLATURE
2011 Regular Session
To: Education
By: Representatives Clarke, Mayo, Hines, Broomfield, Brown, Burnett, Calhoun, Clark, Coleman (29th), Coleman (65th), Dedeaux, Evans (70th), Flaggs, Fredericks, Gardner, Gibbs, Harrison, Lane, Smith (27th), Straughter, Thomas, Scott

House Bill 999

(As Sent to Governor)

AN ACT TO AMEND SECTION 37-13-171, MISSISSIPPI CODE OF 1972, TO REQUIRE EACH LOCAL SCHOOL BOARD TO ADOPT A SEX-RELATED EDUCATION POLICY TO IMPLEMENT ABSTINENCE-ONLY OR ABSTINENCE-PLUS EDUCATION INTO ITS LOCAL SCHOOL DISTRICT'S CURRICULUM BY JUNE 30, 2012, OR TO REQUIRE THE LOCAL SCHOOL BOARD TO ADOPT THE PROGRAM DEVELOPED BY THE MISSISSIPPI DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH; TO REQUIRE THE STATE DEPARTMENT TO APPROVE EACH DISTRICT'S CURRICULUM FOR SEX-RELATED EDUCATION AND ESTABLISH A PROTOCOL TO BE USED BY DISTRICTS TO PROVIDE CONTINUITY IN TEACHING THE APPROVED CURRICULUM; TO PROVIDE THAT INSTRUCTION IN SCHOOL DISTRICTS IMPLEMENTING ABSTINENCE-PLUS EDUCATION INTO THE CURRICULUM MAY BE EXPANDED BEYOND THE INSTRUCTION FOR ABSTINENCE-ONLY EDUCATION WITHIN PARAMETERS APPROVED BY THE DEPARTMENT; TO DEFINE ABSTINENCE-PLUS EDUCATION; TO REMOVE THE AUTHORITY GIVEN TO LOCAL SCHOOL BOARDS TO VOTE IN FAVOR OF TEACHING SEX EDUCATION WITHOUT ANY INSTRUCTION ON ABSTINENCE; TO PROHIBIT ANY TEACHING THAT ABORTION CAN BE USED TO PREVENT THE BIRTH OF A BABY; TO REQUIRE BOYS AND GIRLS TO BE SEPARATED INTO DIFFERENT CLASSES BY GENDER AT ALL TIMES WHEN SEX-RELATED EDUCATION IS DISCUSSED OR TAUGHT; TO REQUIRE THE DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH TO DEVELOP CERTAIN PROGRAMS AND STRATEGIES PROMOTING PREGNANCY PREVENTION AND PROVIDING INFORMATION ON THE CONSEQUENCES OF UNPROTECTED, UNINFORMED AND UNDERAGE SEXUAL ACTIVITY; TO PROVIDE FOR THE REPEAL OF THIS SECTION ON JULY 1, 2016; TO AMEND SECTION 37-13-173, MISSISSIPPI CODE OF 1972, RELATING TO PARENTAL NOTICE; TO AMEND SECTION 2, CHAPTER 507, LAWS OF 2009, TO REVISE THE DUTIES OF THE TEEN PREGNANCY PREVENTION TASK FORCE AND TO EXTEND THE DATE OF THE REPEAL ON THE TASK FORCE TO JULY 1, 2016; TO REQUIRE THE STATE DEPARTMENT OF HEALTH AND THE STATE DEPARTMENT OF EDUCATION, SUBJECT TO THE AVAILABILITY OF FUNDS, TO ESTABLISH A PILOT PROGRAM IN EACH HEALTH CARE DISTRICT, TO BE LOCATED IN A SCHOOL DISTRICT IN A COUNTY HAVING THE HIGHEST NUMBER OF TEEN PREGNANCIES; TO REQUIRE THOSE AGENCIES TO PROVIDE CERTAIN EDUCATIONAL SERVICES THROUGH QUALIFIED PERSONNEL; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 37-13-171, Mississippi Code of 1972, is amended as follows:

37-13-171. (1) The local school board of every public school district shall adopt a policy to implement abstinence-only or abstinence-plus education into its curriculum by June 30, 2012, which instruction in those subjects shall be implemented not later than the start of the 2012-2013 school year or the local school board shall adopt the program which has been developed by the Mississippi Department of Human Services and the Mississippi Department of Health. The State Department of Education shall approve each district's curriculum for sex-related

education and shall establish a protocol to be used by districts to provide continuity in teaching the approved curriculum in a manner that is age, grade and developmentally appropriate.

(2)Abstinence-only education shall remain the state standard for any sex-related education taught in the public schools. For purposes of this section, abstinence-only education includes any type of instruction or program which, at an appropriate age and grade:

(a) Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;

(b) Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;

(c) Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

(d) Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases and related health problems. The instruction or program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates * * * of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;

(e) Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and

(f) Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.

(3) A program or instruction on sex-related education need not include every component listed in subsection (2) of this section for abstinence-only education. However, no program or instruction under an abstinence-only curriculum may include anything that contradicts the excluded components. For purposes of this section, abstinence-plus education includes every component listed under subsection (2) of this section that is age and grade appropriate, in addition to any other programmatic or instructional component approved by the department, which shall not include instruction and demonstrations on the application and use of condoms.

Abstinence-plus education may discuss other contraceptives, the nature, causes and effects of sexually transmitted diseases, or the prevention of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

(4) Any course containing sex-related education offered in the public schools shall include instruction in either abstinence-only or abstinence-plus education. * * *

(5) Local school districts, in their discretion, may host programs designed to teach parents how to discuss abstinence with their children.

(6)There shall be no effort in either an abstinence-only or an abstinence-plus curriculum to teach that abortion can be used to prevent the birth of a baby.

(7)At all times when sex-related education is discussed or taught, boys and girls shall be separated according to gender into different classrooms, sex-related education instruction may not be conducted when boys and girls are in the company of any students of the opposite gender.

(8)This section shall stand repealed on July 1, 2016.

SECTION 2. (1) The Mississippi Department of Human Services shall develop programs to accomplish the purpose of one or more of the following strategies:

(a) Promoting effective communication among families about preventing teen pregnancy, particularly communication among parents or guardians and their children;

(b) Educating community members about the consequences of unprotected, uninformed and underage sexual activity and teen pregnancy;

(c) Encouraging young people to postpone sexual activity and prepare for a healthy, successful adulthood, including teaching them skills to avoid making or receiving unwanted verbal, physical, and sexual advances;

(d) Providing medically accurate information about the health benefits and side effects of all contraceptives and barrier methods as a means to prevent pregnancy and reduce the risk of contracting sexually transmitted infections, including HIV/AIDS; or

(e) Providing educational information, including medically accurate information about the health benefits and side effects of all contraceptives and barrier methods, for young people in those communities who are already sexually active or are at risk of becoming sexually active and inform young people in those communities about the

responsibilities and consequences of being a parent, and how early pregnancy and parenthood can interfere with educational and other goals.

(2) The State Department of Health shall develop programs with the following strategies:

(a) To carry out activities, including counseling, to prevent unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(b) To provide necessary social and cultural support services regarding teen pregnancy;

(c) To provide health and educational services related to the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(d) To promote better health and educational outcomes among pregnant teens; and

(e) To provide training for individuals who plan to work in school-based support programs regarding the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens.

(3) It shall be the responsibility of school nurses employed by local school districts implementing the program developed by the State Department of Health under subsection (2) of this section to carry out the functions of those strategies to promote consistency in the administration of the program.

SECTION 3. Section 37-13-173, Mississippi Code of 1972, is amended as follows:

37-13-173. Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice also must inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

SECTION 4. Section 2, Chapter 507, Laws of 2009, is amended as follows:

Section 2. (1) There is created the Teen Pregnancy Prevention Task Force to study and make recommendation to the Legislature on the implementation of sex-related educational courses through abstinence-only or abstinence-plus education into the curriculum of local school districts and the coordination of services by certain state agencies to reduce teen pregnancy and provide prenatal and postnatal training to expectant teen parents in

Mississippi. The task force shall make an annual report of its findings and recommendations to the Legislature beginning with the 2012 Regular Session.

(2) The task force shall be composed of the following seventeen (17) members:

(a) The Chairmen of the Senate and House Public Health and Welfare Committees, or their designees;

(b) The Chairmen of the Senate and House Education Committees, or their designees;

(c) The Chairman of the House Select Committee on Poverty;

(d) One (1) member of the Senate appointed by the Lieutenant Governor;

(e) The Executive Director of the Department of Human Services, or his or her designee;

(f) The State Health Officer, or his or her designee;

(g) The State Superintendent of Public Education, or his or her designee;

(h) The Executive Director of the Division of Medicaid, or his or her designee;

(i) The Executive Director of the State Department of Mental Health, or his or her designee;

(j) The Vice Chancellor for Health Affairs and Dean of the University of Mississippi Medical Center School of Medicine, or his or her designee;

(k) Two (2) representatives of the private health or social services sector appointed by the Governor;

(l) One (1) representative of the private health or social services sector appointed by the Lieutenant Governor; ***

(m) One (1) representative of the private health or social services sector appointed by the Speaker of the House of Representatives; and

(n)One (1) representative from a local community-based youth organization that teaches or has taught a federal or local school district approved curriculum.

(3) Appointments shall be made within thirty (30) days after the effective date of this act, and, within fifteen (15) days thereafter on a day to be designated jointly by the Speaker of the House and the Lieutenant Governor, the task force shall meet and organize by selecting from its membership a chairman and a vice chairman. The vice chairman shall also serve as secretary and shall be responsible for keeping all records of the task force. A majority of the members of the task force shall constitute a quorum. In the selection of its officers and the adoption of rules, resolutions and reports, an affirmative vote of a majority of the task force shall be required. All members shall be notified in writing of all meetings, the notices to be mailed at least fifteen (15) days before the date on

which a meeting is to be held. If a vacancy occurs on the task force, the vacancy shall be filled in the manner that the original appointment was made.

(4) Members of the task force who are not legislators, state officials or state employees shall be compensated at the per diem rate authorized by Section 25-3-69 and shall be reimbursed in accordance with Section 25-3-41 for mileage and actual expenses incurred in the performance of their duties. Legislative members of the task force shall be paid from the contingent expense funds of their respective houses in the same manner as provided for committee meetings when the Legislature is not in session. However, no per diem or expense for attending meetings of the task force may be paid to legislative members of the task force while the Legislature is in session. No task force member may incur per diem, travel or other expenses unless previously authorized by vote, at a meeting of the task force, which action shall be recorded in the official minutes of the meeting. Nonlegislative members shall be paid from any funds made available to the task force for that purpose.

(5) The task force shall use clerical and legal staff already employed by the Legislature and any other staff assistance made available to it by the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid. To effectuate the purposes of this section, any department, division, board, bureau, commission or agency of the state or of any political subdivision thereof shall, at the request of the chairman of the task force, provide to the task force such facilities, assistance and data as will enable the task force properly to carry out its duties.

(6) In order to carry out the functions and responsibilities necessary to study and make recommendations to the Legislature, the Teen Pregnancy Prevention Task Force shall:

(a) Form task force subgroups based on specific areas of expertise;

(b) Review and consider coordinated services and plans and related studies done by or through existing state agencies and advisory, policy or research organizations to reduce teen pregnancy and provide the necessary prenatal and postnatal training to expectant teen parents;

(c) Review and consider statewide and regional planning initiatives related to teen pregnancy;

(d) Consider efforts of stakeholder groups to comply with federal requirements for coordinated planning and service delivery; * * *

(e) Evaluate the implementation of sex-related educational courses through abstinence-only or abstinence-plus education in local school districts throughout the state;

(f)Evaluate the effect of the adoption of a required sex education policy on teen pregnancy rates and dropout rates due to teen pregnancy on the local school district and statewide levels;

(g)Compare and analyze data in districts adopting and implementing abstinence-only education to districts adopting abstinence-plus education;

(h)Require the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to conduct a study of community programs available throughout the state, and the areas wherein they are located, which provide programs of instruction on sexual behavior and assistance to teen parents; and

(i) Work through the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to cause any studies, assessments and analyses to be conducted as may be deemed necessary by the task force.

(7) This section shall stand repealed on July 1, 2016.

SECTION 5. (1) Beginning with the 2012-2013 school year, to the extent that federal or state funds are available and appropriated by the Legislature for the purposes of establishing and implementing the Prevention of Teen Pregnancy Pilot Program authorized by Section 41-79-5, the State Department of Health in conjunction with the State Department of Education shall establish a pilot program in each of the nine (9) health districts as defined by the State Department of Health, to be located in a school district in a county in that district having the highest number of teen pregnancies.

(2) The State Department of Health and the State Department of Education shall jointly provide education services through qualified personnel to increase awareness of the health, social and economic risks associated with teen pregnancy. The services and curriculum provided shall have a primary emphasis on reducing the teenage pregnancy rate in those pilot districts.

SECTION 6. This act shall take effect and be in force from and after July 1, 2011.

Appendix E: Mississippi Senate Bill 2472 – Nathan's Law

MISSISSIPPI LEGISLATURE
2011 Regular Session
To: Judiciary, Division A
By: Senator(s) McDaniel, Watson, Yancey, Montgomery, Hyde-Smith, King, Lee (35th), Chassaniol, Ward, Gollott, Flowers, Hewes, Mettetal, Hudson, Jackson (15th), Moffatt, Fillingane, Brown, Davis, Burton, Dearing

SENATE BILL NO. 2472
(As Sent to Governor)

AN ACT TO CREATE "NATHAN'S LAW"; TO AMEND SECTION 63-3-615, MISSISSIPPI CODE OF 1972, TO CLARIFY THE OFFENSE OF PASSING A SCHOOL BUS WHEN STOPPED TO LOAD OR UNLOAD STUDENTS AND TO REVISE THE PENALTY THEREFORE; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO DEVELOP CURRICULUM GUIDELINES FOR SCHOOL BUS SAFETY; TO AMEND SECTION 63-1-73, MISSISSIPPI CODE OF 1972, TO PROHIBIT THE USE OF WIRELESS COMMUNICATION DEVICES BY BUS DRIVERS; TO AMEND SECTION 97-3-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY; TO AMEND SECTION 63-1-33, MISSISSIPPI CODE OF 1972, TO REVISE THE DRIVER'S LICENSE EXAMINATION REQUIREMENTS TO ENSURE COVERAGE THEREON OF SCHOOL BUS SAFETY ISSUES; TO AUTHORIZE CAMERAS ON SCHOOL BUS STOP ARMS; TO AUTHORIZE THE DEPARTMENTS OF TRANSPORTATION AND EDUCATION TO CONDUCT A PUBLIC EDUCATION CAMPAIGN ON SCHOOL BUS SAFETY; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 63-3-615, Mississippi Code of 1972, is amended as follows:

63-3-615. (1) (a) The driver of a vehicle upon a street or highway upon meeting or overtaking any school bus that has stopped on the street or highway for the purpose of receiving or discharging any school children shall come to a complete stop at least ten (10) feet from the school bus before reaching the school bus when there is in operation on the school bus the flashing red lights provided in Section 63-7-23, or when a retractable, hand-operated stop sign is extended; the driver *** * *** shall not proceed until the children have crossed the street or highway and the school bus has resumed motion or the flashing red lights are no longer actuated and the hand-operated stop sign is retracted.

(b) The driver of a vehicle upon a highway that has four (4) lanes or more, whether or not there is a median or turn lane, need not stop upon meeting or passing a school bus that is on a different roadway or when upon a controlled-access highway if the school bus is stopped in a loading zone that is a part of or adjacent to the highway and where pedestrians are not permitted to cross the roadway.

(2) (a) Except as provided in paragraph (b), any person violating the provisions of subsection (1) of this section shall be guilty of a misdemeanor and upon a first conviction thereof shall be fined not less than Three Hundred Fifty Dollars ($350.00) nor more than Seven Hundred Fifty Dollars ($750.00), or imprisoned for not more than one (1) year, or both. For a second or subsequent offense, the offenses being committed within a period of five (5) years, the person shall be guilty of a misdemeanor and, upon conviction, shall be fined not less than Seven Hundred Fifty Dollars ($750.00) nor more than One Thousand Five Hundred Dollars ($1,500.00), or imprisoned for not more than one (1) year, or both. In addition, the Commissioner of Public Safety or his duly authorized designee, after conviction for a second or subsequent offense and upon receipt of the court abstract, shall suspend the driver's license and driving privileges of the person for a period of ninety (90) days.

(b) A conviction under this section for a violation resulting in any injury to a child who is in the process of boarding or exiting a school bus shall be a violation of Section 54 97-3-7, and a violator shall be punished under subsection (2) of that section.

(3) This section shall be applicable only in the event the school bus shall bear upon the front and rear thereon a plainly visible sign containing the words "school bus" in letters not less than four (4) inches in height.

(4) If the driver of any vehicle is witnessed by a law enforcement officer or the driver of a school bus to have violated this section and the identity of the driver of the vehicle is not otherwise apparent, it shall be a rebuttable inference that the person in whose name the vehicle is registered committed the violation. If charges are filed against multiple owners of a motor vehicle, only one (1) of the owners may be convicted and court costs may be assessed against only one (1) of the owners. If the vehicle that is involved in the violation is registered in the name of a rental or leasing company and the vehicle is rented or leased to another person at the time of the violation, the rental or leasing company may rebut the inference of guilt by providing the law enforcement officer or prosecuting authority with a copy of the rental or lease agreement in effect at the time of the violation.

SECTION 2. Section 63-1-73, Mississippi Code of 1972, is amended as follows:

63-1-73. (1) For purposes of this section, the following terms shall have the meanings ascribed in this subsection, unless the context clearly indicates otherwise:

(a) "Cellular telephone" means an analog or digital wireless telephone authorized by the Federal Communications Commission to operate in the frequency bandwidth reserved for cellular radiophones.

(b) "Personal digital assistant" means a wireless electronic communication device that provides for data communications other than by voice.

(c)The term "E911" shall have the meaning ascribed in Section 19-5-303.

(d)"Wireless communication device" means a device that uses a commercial mobile service, as defined by 47 USC Section 332, including a cellular telephone or personal digital assistant.

(2) (a) A person who is authorized to drive under an intermediate license, a temporary learning permit or a temporary driving permit shall not operate a motor vehicle on a highway while using a wireless communication device to send or receive a written message while the motor vehicle is in motion.

(b)A person shall not use a wireless communication device while operating a passenger bus with a minor passenger on the bus, except for an emergency or in the case of a school bus driver for official school business or in an emergency.

(3) This section does not apply to any of the following:

(a) Law enforcement and safety personnel;

(b) Drivers of authorized emergency vehicles;

(c) * * * A person who is reporting reckless or negligent behavior;

(d) * * * A person who believes that the person or another person is in physical danger * * *;

(e) Written messages sent or received while the vehicle is parked; * * *

(f) The use of a wireless communication device for the sole purpose of communicating with any of the following regarding an emergency situation:

(i) An emergency response or E911 operator;

(ii) A hospital, physician's office or health clinic;

(iii) A provider of ambulance services;

(iv) A provider of firefighting services;

(v) A law enforcement agency;

(g) The use of technology utilizing a cellular connection to a vehicle to relay vehicle operational information between the vehicle and a call center or repair facility; and

(h) A vehicle navigation system utilizing a cellular connection to update databases and provide real-time traffic information.

(4) (a) A violation of this section is a misdemeanor, and upon conviction, is punishable by a fine not to exceed Five Hundred Dollars ($500.00).

(b) If the person violates this section at the time that he is involved in a motor vehicle accident, then the S. B. No. 2472 violations is punishable by a fine not to exceed One Thousand Dollars ($1,000.00).

(c) A law enforcement officer investigating a motor vehicle accident in which a person is cited for violating subsection (2)(b) or (c) of this section * * * shall indicate on the written accident report * * * the use of a wireless communication device in violation of this section * * * at the time of the accident.

SECTION 3. Section 97-3-7, Mississippi Code of 1972, is amended as follows:

97-3-7. (1) A person is guilty of simple assault if he (a) attempts to cause or purposely, knowingly or recklessly causes bodily injury to another; or (b) negligently causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) attempts by physical menace to put another in fear of imminent serious bodily harm; and, upon conviction, he shall be punished by a fine of not more than Five Hundred Dollars ($500.00) or by imprisonment in the county jail for not more than six (6) months, or both. However, a person convicted of simple assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker or family protection specialist or family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver,

district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than One Thousand Dollars ($1,000.00) or by imprisonment for not more than five (5) years, or both.

(2) A person is guilty of aggravated assault if he (a) attempts to cause serious bodily injury to another, or causes such injury purposely, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life; *** * *** (b) attempts to cause or purposely or knowingly causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) causes any injury to a child who is in the process of boarding or exiting a school bus in the course of a violation of Section 63-3-615; and, upon conviction, he shall be punished by imprisonment in the county jail for not more than one (1) year or in the Penitentiary for not more than twenty (20) years. However, a person convicted of aggravated assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of

the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than Five Thousand Dollars ($5,000.00) or by imprisonment for not more than thirty (30) years, or both.

(3) A person is guilty of simple domestic violence who commits simple assault as described in subsection (1) of this section against a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child and, upon conviction, the defendant shall be punished as provided under subsection (1) of this section; however, upon a third or subsequent conviction of simple domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment not less than five (5) nor more than ten (10) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred.

(4) A person is guilty of aggravated domestic violence who commits aggravated assault as described in subsection (2) of this section against, or who strangles, or attempts to strangle, a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child. Upon conviction, the defendant shall be punished by imprisonment in the custody of the Department of Corrections for not less than two (2) years; however, upon a third or subsequent conviction of aggravated domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment of not less than ten (10) nor more than twenty (20) years. In sentencing, the court shall consider as an aggravating factor

whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred. Reasonable discipline of a child, such as spanking, is not an offense under this subsection (4). A person convicted of aggravated domestic violence shall not be eligible for parole under the provisions of Section 47-7-3(1)(c) until he shall have served one (1) year of his sentence.
For the purposes of this section, "strangle" means to restrict the flow of oxygen or blood by intentionally applying pressure on the neck or throat of another person by any means or to intentionally block the nose or mouth of another person by any means.

(5) "Dating relationship" means a social relationship as defined in Section 93-21-3.

(6) Every conviction of domestic violence may require as a condition of any suspended sentence that the defendant participate in counseling or treatment to bring about the cessation of domestic abuse. The defendant may be required to pay all or part of the cost of the counseling or treatment, in the discretion of the court.

(7) When investigating allegations of a violation of subsection (3) or (4) of this section, law enforcement officers shall utilize the form prescribed for such purposes by the Office of the Attorney General in consultation with the sheriff's and police chief's associations.

(8) In any conviction of assault as described in any subsection of this section which arises from an incident of domestic violence, the sentencing order shall include the designation "domestic violence." The court shall forward a copy of each sentencing order bearing the designation "domestic violence" to the Office of the Attorney General.

SECTION 4. The State Department of Education shall develop and issue curriculum guidelines to school districts relating to the implementation of a school bus safety curriculum for implementation in Kindergarten through Grade 3.

SECTION 5. Section 63-1-33, Mississippi Code of 1972, is amended as follows:

63-1-33. (1) Except as otherwise provided under subsection(6) of this section, it shall be the duty of the license examiner, when application is made for an operator's license or temporary driving permit, to test the applicant's ability to read and understand road signs and to give the required signals as adopted by the National

Advisory Committee on Uniform Traffic Control Devices and the American Association of Motor Vehicle Administrators.

(2) Except as otherwise provided under subsection (6) of this section, the commissioner shall have prepared and administer a test composed of at least ten (10) questions relating to the safe operation of a motor vehicle and testing the applicant's knowledge of the proper operation of a motor vehicle. Every examination shall ensure adequate knowledge on the part of the applicant as to school bus safety requirements.

(3) Prior to the administration of the test, the license examiner shall inspect the horn, lights, brakes, inspection certificate and vehicle registration of the motor vehicle which the applicant expects to operate while being tested, and if he finds that any of the aforementioned items are deficient, no license or endorsement shall be issued to the applicant until same have been repaired.

(4) An applicant for a Mississippi driver's license who, at the time of application, holds a valid motor vehicle driver's license issued by another state shall not be required to take a written test.

(5) Except as otherwise provided by Section 63-1-6, when application is made for an original motorcycle endorsement or a restricted motorcycle operator's license, the applicant shall be required to pass a written test which consists of questions relating to the safe operation of a motorcycle and a skill test similar to the "Motorcycle Operator Skill Test," which is endorsed by the American Association of Motor Vehicle Administrators. The commissioner may exempt any applicant from the skill test if the applicant presents a certificate showing successful completion of a course approved by the commissioner, which includes a similar examination of skills needed in the safe operation of a motorcycle.

(6) The Department of Public Safety may accept the certification of successful completion of an individual's training in the knowledge and skills needed for the proper and safe operation of a motor vehicle from a driver education and training program at a secondary school that meets the standards of the department, in lieu of the department administering the examination of the individual for the purpose of obtaining a driver's license. The commissioner and the State Board of Education shall jointly promulgate rules and regulations for the administration of this subsection.

SECTION 6. Every school district is authorized to mount a camera on any retractable, hand-operated stop sign that is a part of the equipment of a school bus.

SECTION 7. To the extent that state, federal or other funds are available or appropriated, the Department of Transportation and the Department of Education shall cooperate to conduct an information campaign to educate drivers concerning the provisions of this act and the importance of school bus safety.

SECTION 8. (1) There is created the Mississippi School Bus Safety Task Force which shall be composed of nine (9) members as follows:

(a) Three (3) members appointed by the Speaker of the House of Representatives, one (1) of whom shall be appointed from the membership of the House of Representatives;

(b) Three (3) members appointed by the Lieutenant Governor, one (1) of whom shall be appointed from the membership of the Senate; and

(c) Three (3) members appointed by the Governor.

(2) At its first meeting, the task force shall elect a chairman and vice chairman from its membership and shall adopt rules for transacting its business and keeping records. Members of the task force shall receive a per diem in the amount provided in Section 25-3-69 for each day engaged in the business of the task force. Members of the task force other than legislative members shall receive reimbursement for travel expenses incurred while engaged in official business of the task force in accordance with Section 25-3-41; legislative members of the task force shall receive the expense allowance provided for in Section 5-1-47.

(3) The duties of the task force shall be to:

(a) Make a comprehensive study of school bus safety designs and technology related to safety and law enforcement.

(b) Examine and study approaches taken by other states in the implementation and costs of school bus safety.

(c) Research and develop recommendations relating to school bus safety.

(4) The task force shall publish its findings and recommendations with any proposed legislation in a report to the Governor and the Legislature to be made on or before December 31, 2011.

(5) The task force shall stand dissolved on January 1, 2012. S. B. No. 2472 *SS26/R171SG* 11/SS26/R171SG PAGE 13 ST: Nathan's law; increase penalty for unlawful passing of school bus.

SECTION 9. This act shall take effect and be in force from and after July 1, 2011.

Contemporary Health (9-12)

Mississippi Department of Education

2012

Course Code: 340133 – Academic Education
Course Code: 200126 – Career Technical Education

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land-grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Table of Contents

Acknowledgments 4
Standards 5
Preface 6
Contemporary Health (9-12) Executive Summary 7
Course Outlines 11
Contemporary Health (9-12) Research Synopsis 12
Professional Organizations 17
Using this Document 19
Unit 1: Personal and Consumer Health 20
Unit 2: Mental Health 25
Unit 3: Family/Social Health 30
Unit 4: Human Growth and Development 34
Unit 5: Disease Prevention And Control 39
Unit 6: Nutrition And Fitness 44
Unit 7: Substance Abuse Prevention 48
Unit 8: Community And Environmental Health 54
Unit 9: Safety And First Aid 57
Unit Resources 62
Student Competency Profile 64
Appendix A: Activities and Rubrics 66
Appendix B: Glossary 90
Appendix C: Industry Standards 98
Appendix E: Common Core Standards 100
Appendix D: 21st Century Skills 104
Appendix F: National Educational Technology Standards for Students (NETS-S) 106
Appendix G: Mississippi House Bill 999 108
Appendix H: Mississippi Senate Bill 2472 – Nathan's Law 114

Acknowledgments

The Contemporary Health (9-12) curriculum was presented to the Mississippi Board of Education on September 21, 2012. The following persons were serving on the state board at the time:

Dr. Lynn House, Interim State Superintendent of Education
Dr. O. Wayne Gann, Chairman
Mr. Howell "Hal" N. Gage, Vice-Chairman
Mrs. Kami Bumgarner
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland
Mr. Richard Morrison
Mrs. Martha "Jackie" Murphy
Mr. Simon F. Weir, II

The Office of Healthy Schools and the Office of Career and Technical Education have partnered to combine their two previously separate curricula into one statewide curriculum. New state and national laws and standards emphasize teaching functional health information. This collaborative curriculum will support a wide range of activities to ensure academic success and the development of healthy behaviors for Mississippi's students.

Special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials. Members who contributed were as follows:

Amanda Champagne, Ocean Springs High School, Ocean Springs, MS
Taryn Dempsey, Houlka Attendance Center, Houlka, MS
Joe Gatschet, Gautier Middle School, Gautier, MS
Janet Hankins, Retired, Clinton Public School District, Clinton, MS
Betty Kennedy, Byram Middle School, Terry, MS
Pam Piazza, Byram Middle School, Terry, MS
Dixie Pogue, South Panola School District, Batesville, MS
Susann Sanders, West Lauderdale High School, Collinsville, MS

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Dale Dieckman, STC, CSCS, Physical Education Specialist, Office of Healthy Schools, Mississippi Department of Education, Jackson, MS

Dianne Different, Family and Consumer Sciences Program Coordinator, Mississippi Department of Education, Jackson MS

Christine Philley, M.Ed., CFCS, School Health Administrator, Office of Healthy Schools, Mississippi Department of Education, Jackson, MS

Standards

Standards are superscripted in each unit and are referenced in the appendices. Standards in the *Contemporary Health (9-12) Curriculum Framework and Supporting Materials* are based on the following:

National Health Education Standards

The National Health Education Standards were developed by a joint committee consisting of the American Association for Health Education, the American Public Health Association, the American School Health Association, and the Society of State Leaders of Health and Physical Education. The standards are published by the Centers for Disease Control and Prevention, meant for public use, and not subject to copyright law protections. Permission is not required for use of public domain items.

Common Core State Standards Initiative

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required. Reprinted from http://www.corestandards.org/.

National Educational Technology Standards for Students (NETS-S)

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21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem solving, critical thinking, and self-directional skills; and Information and Communication Technology (ICT) literacy.

Industry Certification

This curriculum is based on state and national standards, Mississippi Department of Education Subject Area Testing Program Academic Standards, American Association of Family and Consumer Sciences Standard and National Health Education Standards.

Preface

Secondary education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46); Section 37-13-134, Mississippi Code of 1972, as amended (37-13-134); Section 37-13-171, Mississippi Code of 1972, as amended (37-13-171); and Nathan's Law, Section 63-3-615, Mississippi Code of 1972, as amended (Sections 63-1-73, 97-3-7, and 63-1-33). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; No Child Left Behind Act of 2001; and Carl D. Perkins Vocational Education Act IV, 2007).

Contemporary Health (9-12) Executive Summary

Course Description

Contemporary Health (9-12) is a one-semester high school course (offering .5 Carnegie units of credit), which includes classroom and hands-on experiences that help students acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. In this course of study, emphasis is placed on personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, nutrition and wellness, and safety and first aid. Students will be provided with instruction that is clearly relevant to today's rapidly changing world. Classes and projects will be designed to spark student interest and enthusiastic participation as well as provide a rationale for content relevancy, thus enabling students to connect what they learn in school to other aspects of their lives, including their futures.

Industry Certification

This curriculum is based on state and national standards, Mississippi Department of Education Subject Area Testing Program Academic Standards, American Association of Family and Consumer Sciences Standards, National Health Education Standards, as well as 21st Century Skill Standards.

Assessment

No statewide assessment will be provided for this curriculum.

Student Prerequisites

No prerequisites are necessary. This is a required course for graduation. Academic credit will be issued as .5 Carnegie units.

Licensure Requirements

Beginning with Academic Year 2013-2014, academic education Contemporary Health (9-12) teachers will be required to hold one of these two educator licenses: **142 Health Education (7-12)** or **143 Health Education (K-12)**.

The requirements for the **142/143**-educator endorsements are as follows:

1. Education
    a. Applicants must have a bachelor's degree or higher in Teacher Education from a state-approved or NCATE-approved program from a regionally/nationally-accredited institution of higher learning.
    b. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
    c. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
2. Technology Literacy and Related Assessment of that Competency
    a. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA), and approved by the MDE.
3. Teacher Education Preparation and Related Assessment(s) of that Education

a. Applicants must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 142 or 143 endorsement, which is a 5-year license. For applicants who do not meet all requirements, a 3-year endorsement license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

Beginning with Academic Year 2013-2014, career and technical education Contemporary Health (9-12) teachers will be required to hold one of three educator licenses: **321 Vocational Home Economics/Family and Consumer Sciences (non-education)** or **322 Home Economics/Family and Consumer Sciences (education)** or **961 Career Pathway: Health Sciences**. Teachers who hold a currently valid 321, 322, or 961 endorsement are additionally required to successfully complete the Contemporary Health—Grades 9-12 workshop, module, or course that is approved by the MDE. Teachers who do not hold a currently valid 321, 322 or 961 endorsement must successfully complete the requirements and apply for the appropriate license as described below.

The requirements for the **322**-educator endorsement are as follows:

1. Education
    a. Applicants must have a bachelor's degree or higher in Home Economics/Family and Consumer Sciences Education (includes student teaching) from a state-approved or NCATE-approved program from a regionally/nationally-accredited institution of higher learning.
    b. Applicants must pass the Praxis II (Principles of Learning and Teaching Test).
    c. Applicants must pass the Praxis II (Specialty Area Test) in degree program.
2. Technology Literacy and Related Assessment of that Competency
    a. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the MDE. The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the LEA, and approved by the MDE.
3. Teacher Education Preparation and Related Assessment(s) of that Education
    a. Applicants must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 322 endorsement, which is a 5-year license. For applicants who do not meet all requirements, a 3-year license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

The requirements for the **321**-educator endorsement are as follows:

1. Education
    a. Applicants must have a bachelor's or higher degree in Family and Consumer Sciences from an accredited institution of higher education (non-education degree).
2. Technology Literacy and Related Assessment of that Competency
    a. Applicants must validate technology competency by attaining the established minimum score or higher on an assessment approved by the MDE. The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the LEA, and approved by the MDE.
3. Occupational Experience and Related Assessment of that Experience
    a. Applicants must have verification of at least one year of full-time occupational experience in the past 10 years. This experience must be appropriate to the subject area being taught. A degree in the subject area exempts an applicant from any additional occupational-competency testing.

b. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) program and must complete the individualized professional development plan (PDP) requirements of the VIP program prior to the expiration date of the 3-year vocational license.

4. Teacher Education Preparation and Related Assessment(s) of that Education
    a. Applicants must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 321 endorsement, which is a 5-year license. For applicants who do not meet all requirements, a 3-year license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

Requirements for the **961**-educator endorsement:

1. Education
    a. Applicant must be a Registered Nurse who is a graduate of an accredited School of Nursing with a 2-year (associate) degree or higher.
2. Technology Literacy and Related Assessment of that Competency
    a. Applicant must validate technology competency by attaining the established minimum score or higher on an assessment approved by the MDE. The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the LEA, and approved by the MDE.
3. Occupational Experience and Related Assessment of that Experience
    a. Applicants with an associate degree must have at least two years of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject being taught.
    b. Applicants with a bachelor's or higher degree must have at least one year of verifiable occupational experience in the past 10 years. Experience must be appropriate to the subject being taught.
    c. Applicant must possess and maintain an unrestricted Mississippi Registered Nurse License.
    d. Applicant must possess and maintain CPR certification through the American Heart Association (this certification is a prerequisite to the Health-Care Provider Basic Life Saver, Instruction Level certification).
    e. Applicant must possess and maintain a Health-Care Provider Basic Life Saver, Instructor Level certification through the American Heart Association.
4. Teacher Education Preparation and Related Assessment(s) of that Education
    a. Applicant must enroll immediately in the VIP program or the College and Career Readiness Educator Program (CCREP).
    b. Applicant must complete the individualized PDP requirements of the VIP or CCREP program prior to the expiration date of the 3-year vocational license.
    c. Applicant must successfully complete a certification for an online learning workshop, module, or course that is approved by the MDE.
    d. Applicant must successfully complete the Health Science and Healthcare and Clinical Service certification workshop, module, or course that is approved by the MDE.
    e. Applicant must successfully complete the Contemporary Health (9-12) workshop, module, or course that is approved by the MDE.

Note: The applicant who meets all requirements listed above will be issued a 961 endorsement, which is a 5-year license. For any applicants who do not meet all requirements, a 3-year license will be issued, but all requirements stated above must be satisfied prior to the ending date of that license.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- New topics related to the curriculum and new standards
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course and review the additional resources.

The professional learning itinerary for instructors can be found at http://www.rcu.msstate.edu/ProfessionalLearning/OnlinePD/CourseListing.aspx.
If you have specific questions about the content of any training session provided, please contact the Professional Learning Specialist at the Research and Curriculum Unit, 662.325.2510.

Course Outlines

Course Description: Contemporary Health (9-12) is a course that develops skills related to personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course is designed to satisfy the graduation requirement for health in grades 9-12. (1 Semester, 0.5 Carnegie units)

Contemporary Health (9-12)—Course Code: 340133

Unit Number	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family/Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		70

Contemporary Health (9-12)—Course Code: 200126

Unit Number	Unit Name	Hours
1	Personal and Consumer Health	6
2	Mental Health	7
3	Family/Social Health	5
4	Human Growth and Development	10
5	Disease Prevention and Control	10
6	Nutrition and Fitness	10
7	Substance Abuse Prevention	7
8	Community and Environmental Health	5
9	Safety and First Aid	10
Total		70

Contemporary Health (9-12) Research Synopsis

Introduction

Today's health education curricula reflect the growing body of research that emphasizes teaching functional health information, shaping personal values and beliefs that support healthy behaviors, influencing group norms to value a healthy lifestyle, and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

According to various reviews, an effective health-education curriculum has the following characteristics:

1. Focuses on clear health goals and related behavioral outcomes.
2. Is research based and theory driven.
3. Addresses individual values, attitudes, and beliefs.
4. Addresses individual and group norms that support health-enhancing behaviors.
5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
6. Addresses social pressures and influences.
7. Builds personal competence, social competence, and self-worth by addressing skills.
8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
9. Uses strategies designed to personalize information and engage students.
10. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials.
11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
12. Provides adequate time for instruction and learning.
13. Provides opportunities to reinforce skills and positive health behaviors.
14. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

Rationale

Research suggests that educational experiences influence the development of health-related knowledge, attitudes, and skills. If health education begins early and continues throughout a child's development and growth, national objectives for wellness and well-being can be achieved. Well-designed summative and formative evaluations integrated with developmentally appropriate health subjects will help to increase the likelihood of favorable outcomes for students.

Premature deaths and disabilities of people of all ages are related to poor health decisions and unhealthy behaviors/practices. The ultimate goal of school-based health education is to prevent premature deaths and disabilities by empowering children and youth with appropriate and current health information. Health-enhancing practices can be successfully learned in school-based health education programs, enabling children and youth to begin to apply knowledge and practice skills to promote their health in all aspects of their lives. Students who can use functional health-related knowledge and apply personal and social skills have better health statuses and, as adults, will be better prepared consumers of information to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

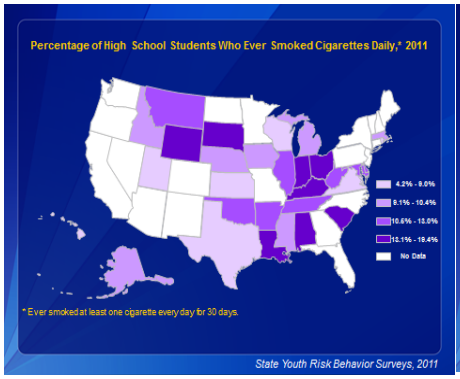
Need for Health Education in Mississippi

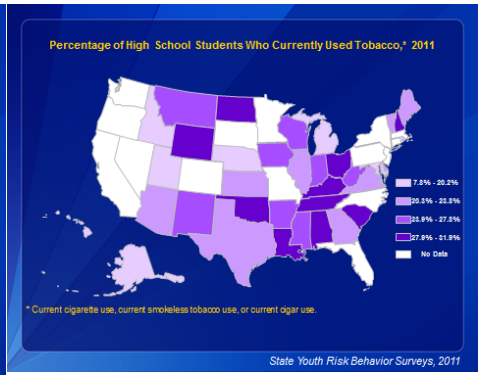
The Youth Risk Behavior Surveillance System (YRBSS) monitors priority health-related risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include tobacco use,

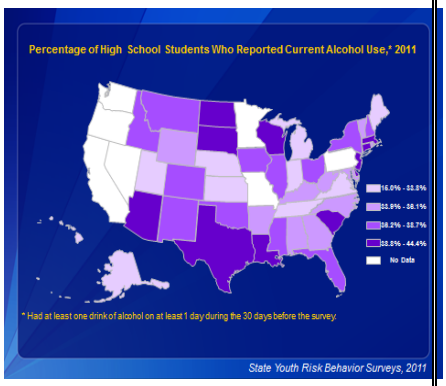
unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection, and behaviors that contribute to unintentional injuries and violence. In addition, the YRBSS monitors the prevalence of obesity and asthma (see YRBSS Web site, http://www.cdc.gov/HealthyYouth/yrbs/index.htm, for complete information).

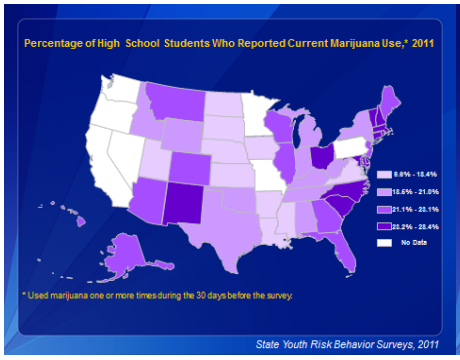
The2011 YRBSS shows that Mississippi's youth are most at risk in the areas of drug usage, sexual behavior, and obesity. The charts below compare Mississippi with the rest of the United States.

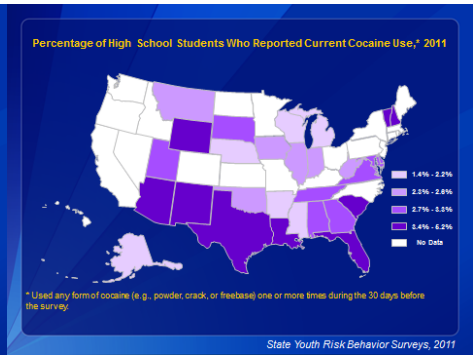
Tobacco, Alcohol, and Illegal Drug Usage:

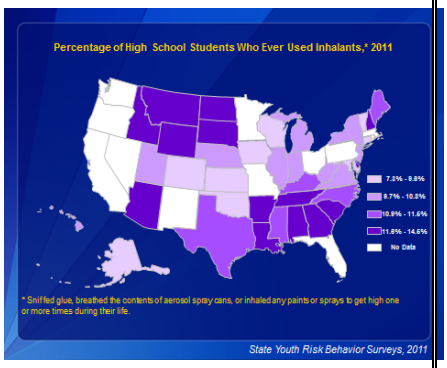


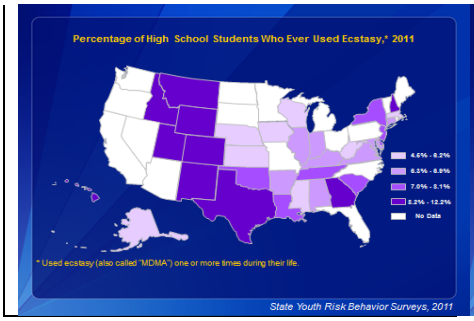


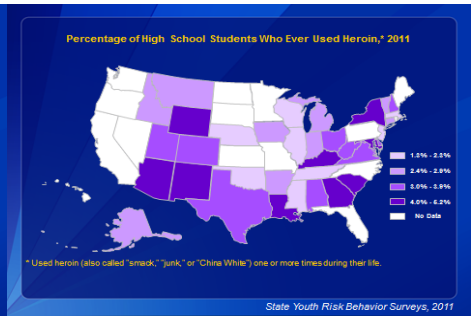


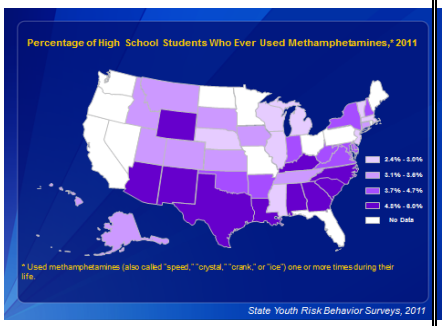




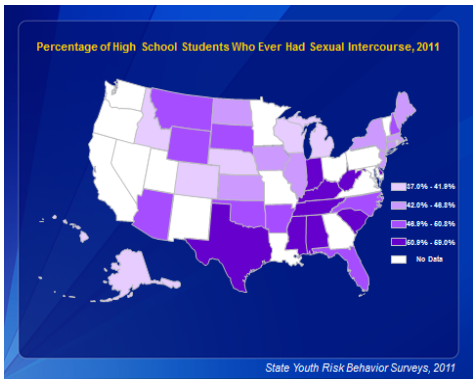


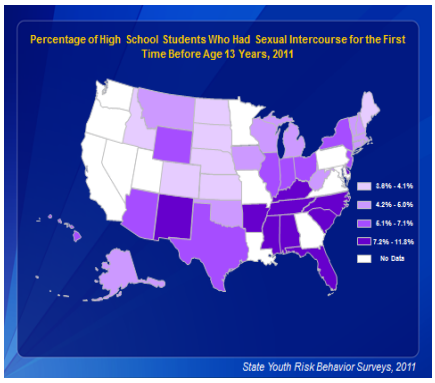


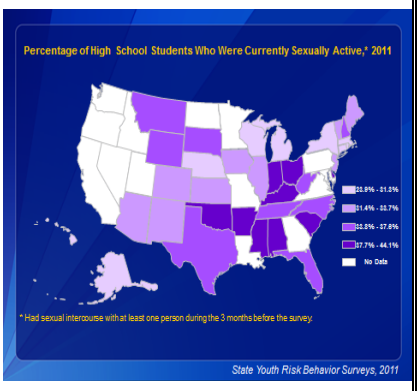




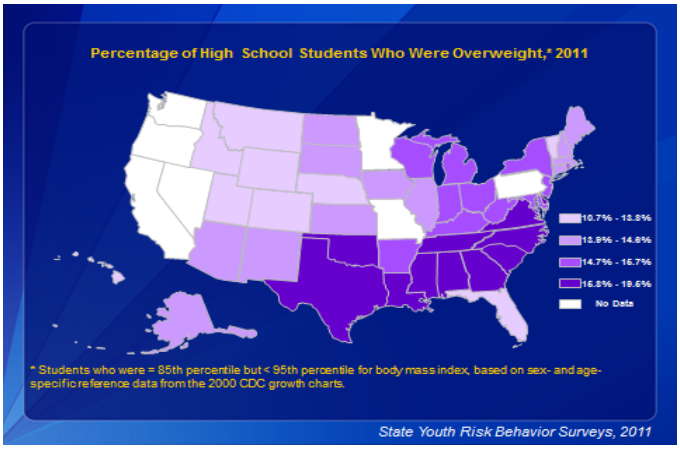
Sexual Behaviors:

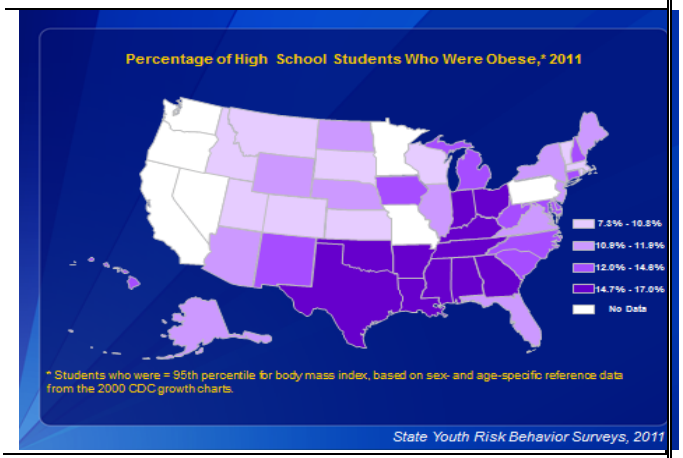






Obesity:





Note: 2011 national, state, and local results were released in early summer of 2012. See YRBSS Web site (http://www.cdc.gov/healthyyouth/yrbs/slides/index.htm) for complete information.

With one of the highest rates of teen pregnancy in the nation, Mississippi is implementing abstinence-only or abstinence-plus into local school districts in the fall of 2012 (See House Bill 999: http://billstatus.ls.state.ms.us/documents/2011/html/HB/0900-0999/HB0999SG.htm).

The 2007 STD/HIV Epidemiologic Profile (http://msdh.ms.gov/msdhsite/_static/resources/3591.pdf) provides detailed information about the current HIV/AIDS epidemic in Mississippi, specifically from 2003 to 2007. The report describes the population of Mississippi, people living with or infected by HIV/AIDS, and people at risk for HIV infection. The profile is an essential planning tool for HIV/AIDS prevention and care throughout the state.

Particularly in consideration of these current trends, health education continues to be a critical component of Mississippi's educational structure. The Contemporary Health (9-12) curriculum is designed to address these issues in the context of educating our youth to make healthy lifestyle choices.

Curriculum Content

Summary of Standards: The standards to be included in the Contemporary Health (9-12) curriculum are the National Health Education Standards, 21st Century Skills, Common Core State Standards, and the National

Educational Technology Standards for Students (NETS-S). Together, these standards will ensure that this curriculum is both an effective teaching and learning tool and a thorough guide of the objectives and assessments to be achieved throughout the course.

- Industry Standards (See Crosswalk Table—Appendix C)
- 21st Century Skills Standards (See Crosswalk Table—Appendix D)
- Applied Academic Credit (See Common Core Standards Crosswalk Table—Appendix E)
- Technology Standards (See National Educational Technology Standards for Students Crosswalk—Appendix F)

Case Studies

According to the School Health Policies and Programs Study (SHPPS) of 2006, 72% of all states required or encouraged districts or schools to follow health-education standards or guidelines based specifically on the National Health Education Standards (http://www.cdc.gov/HealthyYouth/shpps/index.htm).

In 2007, the Mississippi legislature enacted the Mississippi Healthy Students Act (Mississippi Code of 1972 Annotated Section 37-13-134) to address the state's high rates of childhood obesity by improving nutrition, physical activity, and health education in public schools. The act includes the following provisions:

- mandates minimum requirements for health education and physical education in public schools:
  - For grades K-8, 150 minutes per week of physical education and 45 minutes per week of health education, and
  - For grades 9-12, 0.5 Carnegie units in physical education or physical activity for graduation.
- requires local school-wellness plans to promote increased physical activity, healthy eating habits, and abstinence from tobacco and illegal drugs;
- designates an appropriation for a physical activity coordinator at the State Department of Education;
- makes the statutory duties of local school health councils mandatory rather than permissive; and
- directs the State Board of Education to adopt regulations that address healthy food and beverage choices, healthy food preparation, marketing of healthy food choices to students and staff, food preparation ingredients and products, minimum and maximum time allotments for lunch and breakfast periods, the availability of food items during lunch and breakfast periods, and methods to increase participation in the Child Nutrition School Breakfast & Lunch Programs.

The Center for Mississippi Health Policy is evaluating the impact of the Mississippi Healthy Students Act and has released two reports summarizing key findings from the first two years of research https://mshealthpolicy.com/.

Assessment

There is no statewide assessment for this curriculum.

Best Practices

Innovative Instructional Technologies: Students in today's society are immersed in technology. Teachers will incorporate the use of technology, which will provide a learning environment that will stimulate student interaction and active involvement in the learning process. Each classroom should have access to a television set with VCR/DVD combo, multiple computers with access to the Internet, SMART Board (whiteboard) or Promethean board with projector, laptop, digital video camera, and digital camera. Using this equipment will allow teachers to make use of communication tools on the Internet, create and model various presentations, and present online scenarios to students for in-depth study. Also, by using

"clickers" (components of the SMART Board) as a classroom assessment method, students will be able to have instant feedback on assignments.

Differentiated Instruction: Differentiated instruction is a method of teaching that appreciates the various education and experience backgrounds of students. According to Tomlinson (1995), there are four characteristics that define instruction and learning in a differentiated classroom:

1. Instruction is focused on concepts and driven by principles.
2. Assessment of student readiness and growth is built into the curriculum.
3. Students work in a variety of patterns.
4. Students actively explore the content, and teachers guide that exploration.

The curriculum can be broken down into three elements: content, process, and products. These elements can be differentiated in order to accommodate students' learning styles in the classroom. Content can be differentiated by providing several different vehicles for introducing information, such as using outside resources, Internet resources, videos, or sensory experiences. The process is considered the "how" of the curriculum. Process can be differentiated by using flexible grouping. The product is the assessment part of the curriculum. This element can be differentiated to meet the needs of the students by allowing students to self-select products. The overall goal for the differentiated instruction method is to amplify individual student development and success.

The Contemporary Health (9-12) curriculum is written to allow teachers the flexibility to create a differentiated classroom. Teachers are encouraged to incorporate technology, which greatly expands resources to reach and teach all types of learners. The curriculum also provides various methods for content presentation, hands-on activities, and assessment tools.

Cooperative Learning: Cooperative learning is a powerful method of instruction in a diverse classroom. Because of the new emphasis on teamwork in the workplace, the use of cooperative learning in the classroom prepares students for the workforce environment. Cooperative learning is a way of organizing instruction that involves students working in small groups together to reach a common goal. This method allows students to learn from each other and improves and enhances interpersonal skills, social skills, communication skills, and problem-solving skills. Cooperative learning enhances trust building, decision making, and conflict management. The cooperative learning method can easily be applied into the Contemporary Health Education classroom by utilizing the flexible grouping methods discussed in differentiated instruction.

Dynamic Instruction/Assessment: Dynamic instruction is re-teaching content that students did not comprehend in a different method. Identification of the content that needs to be re-taught is accomplished through data analysis of assessment. Dynamic instruction is considered to be a best practice for instruction because it ensures student success in the classroom.

Conclusions

Health education in Mississippi is crucial. The health of Mississippians does not depend on major medical breakthroughs, but rather on the everyday practice of good health habits taught and begun at a young age. The Contemporary Health (9-12) curriculum addresses the needs of students by providing a healthy environment in which to support a wide range of activities to ensure academic success and the development of healthy behaviors.

Professional Organizations

American Association of Family & Consumer Sciences (AAFCS)
400 N. Columbus Street
Suite 202
Alexandria, VA 22314
Email: staff@aafcs.org
Phone: 703.706.4600
Toll-free: 800.424.8080
Fax: 703.706.4663
www.aafcs.org

American Association for Health Education
1900 Association Dr.
Reston, VA 20191-1598
800.213.7193
https://www.shapeamerica.org/

American Cancer Society
1599 Clifton Road, NE
Atlanta, GA 30329-4251
900.227.2345
http://www.cancer.org

American Heart Association
7272 Greenville Avenue
Dallas, TX 75231-8721
800.242.8721
http://www.americanheart.org

Centers for Disease Control and Prevention
MS K-32
4700 Buford Highway, NE
Atlanta, GA 30341-3724
888.CDC.4NRG
http://www.cdc.gov

FCCLA (Family, Career and Community Leaders of America) National Headquarters
1910 Association Dr.
Reston, VA 20191
703.476.4900
800.234.4425
Fax: 703.860.2713
www.fcclainc.org

Juvenile Diabetes Foundation
432 Park Avenue South
New York, NY 10016
https://www.jdrf.org

Mississippi FCCLA
Central High School Building, Suite 202A
359 North West Street
P.O. Box 771
Jackson, MS 39205-0771
Phone: 601.576.5025
www.mde.k12.ms.us/vocational/FCCLA
Valerie Taylor, FCCLA State Advisor
vtaylor@mde.k12.ms.us

National Center for Health Statistics
6525 Belcrest Rd
Hyattsville, MD 20782
http://www.unitedhealthfoundation.org/shr2003/index.html

National Education Association – Health Info Network`
1201 16th Street, NW
Washington, DC 20036-3290
202.833.4000
www.nea.org/

National Health Information Center
P.O. Box 1133
Washington, DC 20013-1133
http://www.health.gov

Students Against Drunk Driving
P.O. Box 800
200 Pleasant Street
Marlboro, MA 01752
https://www.sadd.org

Using this Document

Unit Number and Title

Suggested Time on Task
The suggested time on task amounts to an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 70 hours of instruction is required for 0.5 Carnegie units credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Performance Indicators
A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested performance indicators represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Suggested Teaching Strategies
Suggested teaching strategies are research based and intended to enable students to master each competency. Emphasis has been placed on strategies that reflect active-learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

Suggested Assessment Strategies
This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students
This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

References
A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggestions, and the list may be modified or enhanced based on needs and abilities of students and upon available resources.

Unit 1: Personal and Consumer Health

Understandings and Goals

Enduring Understandings

In this unit, the student will

- define health and wellness.
- recognize correct hygiene habits.
- practice decision making skills.
- recognize the role of values in decision making.
- identify the rights of consumers.
- analyze the costs of health care.
- determine reliable and valid sources of information.
- identify the influences for decision making.

Essential Questions

- What is the difference between health and wellness?
- Why is personal hygiene an important health skill?
- What are your values and how do they guide your decisions?
- What are the rights of consumers?
- What are the options for assistance to help pay for health care?
- How can you tell if the information you use is reliable or valid?
- Who and what are the influences that persuade your decisions?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Describe ways to achieve and maintain a healthy lifestyle. (DOK 1, NHES6)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Define health and list characteristics of a healthy person.	Describe ways to achieve and maintain a healthy lifestyle. Discuss the characteristics of a healthy person and have students prepare a list of these characteristics. Discuss the benefits of having a local school health council and student involvement on that council. Have a school health council representative speak to the class.	Evaluate the students' lists of healthy characteristics. Student Class Participation Rubric – Appendix A Guest Speaker Evaluation Forms– Appendix A
b. State good personal hygiene habits, including dental, skin, hair, ear, eye, and nail care.	Have the students participate in a discussion of personal hygiene habits. Invite health care professionals to demonstrate the various techniques of basic hygiene and discuss the various functions of teeth, skin, hair, ears, eyes, and nails.	Observe student participation in class discussion and demonstration. Student Class Participation Rubric – Appendix A

Competency 2: Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (DOK 3, NHES6)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify the steps in the decision-making model.	Explain the relationship between current health decisions and future wellness. Have students respond to this statement: I am young. Why should I care about my health? Have the students participate in a class discussion on the decision-making model.	Observe participation in class discussion. Student Class Participation Rubric – Appendix A
b. Apply the decision-making model to solve a personal problem. Note: *If you choose the topic of abstaining from pre-marital sex, you* should *check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix G)*	Divide the class into groups and give groups a personal problem situation where they must write a solution utilizing the decision-making model. (Reasons for abstaining from premarital sex, abstaining from use of drugs and alcohol, etc.)	Critique and grade group written assignments. Group Participation or Group Work Rubric – Appendix A

c. Define a value system and identify the relationship of values to actions.	Have students complete an anonymous value inventory. Have students participate in a class discussion on values and their role in the decision making process.	Student Class Participation Rubric – Appendix A

Competency 3: Recognize the benefits of being a wise consumer. (DOK 2, NHES3)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify rights and responsibilities as a consumer.	Recognize the benefits of being a wise consumer. Have students participate in class discussion about consumer rights and responsibilities, the Consumer Bill of Rights, etc.	Observe student participation in class discussion. Student Class Participation Rubric – Appendix A
b. Identify the activities of agencies that protect the consumer.	Have students search the Web and report on the various consumer protection agencies.	Presentation Assessment Rubric – Appendix A
c. Identify popular types of deceptive advertising and product fraud.	Have students use magazines and other print media to select advertisements that represent different forms of deceptive advertising and product fraud to be included in a brochure.	Evaluate selection of advertisements for deception and fraud. Brochure Rubric – Appendix A
d. Recognize medical fraud in the marketplace.	Invite a pharmacist to describe medical fraud in the marketplace. Have students complete a guest speaker evaluation form. Ask for volunteers to share evaluation with the class.	Observation Guest Speaker Evaluation Forms – Appendix A Student Class Participation Rubric – Appendix A
e. Examine costs and options for paying for health care services.	Divide students into groups to research various health care services (such as prenatal care, out-patient care, preventive health, etc.) with and without health insurance, Medicaid, or Medicare. Have groups complete a written cost analysis of health services.	Evaluate the student groups' written cost analysis of health care services. Group Work Assessment – Appendix A Unit Test

Competency 4: Analyze the influence of culture, media, technology, and other factors on health. (DOK 3, NHES2)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Evaluate the implications of modern technology on societal health.	Have students bring articles from media sources and search Web for current information and resources. Have students discuss relevance of Web sites to determine reliability of health information.	Evaluate students' participation in the open-ended discussion.

		Student Class Participation Rubric – Appendix A
b. Analyze the influences of different cultural beliefs on health behaviors.	Have students research data regarding other cultures and how it relates to disease (i.e., eating habits, physical activity, doctor visits, availability of health services, etc.). Have students compare and contrast the data from other cultures to the United States using various presentation methods.	Presentation Rubric – Appendix A

Performance Task

Performance Task Title: Health Insurance Policies—Comparative Research

Objective: Students will be able to compare and contrast health insurance policies.

The teacher will ask students to use the Internet to research health insurance policies. Students will compare and contrast health insurance policies. Medicaid and Medicare policies should be included in their analyses. Each analysis should include cost of premiums, cost of deductibles, and cost of co-pays. Students should also examine the limits of the policies.

Once the students have collected and reported their data, their analyses will be given to the teacher. The teacher will grade each analysis using a rubric.

Attachments for Performance Task

Unlimited Web Sites
Written Report Assessment Rubric – Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following Web site:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Personal and Consumer Health are listed below.

Live and Let Die – H122
The Importance of Good Health – Vocabulary Builder – H231
The Roles of Medicine – H416
Take Care of Your Skin – It's the Only One You've Got – H466
Be A Wise Consumer – H555
Which Health Care Provides What You Need? – H558
Do you Know the Type of Doctor Your Need? – H559
How do I Pay for this Doctor – H562
Does This stuff Really Work – H564
Did Your Grandparents Fall for the Miracle Cure, Too? – H566
What Public Health Services are There to Help You? – H568

Read My… - H578
More Exercise and Your Health – H577
Do You Hear Me? – H588
Eye See You – H587
Brusha Brusha Brusha – H586
We All Want to Be Healthy People – H610
Be Health Smart Online – H676
Act Now…Time is Limited – H677
Umm…It Didn't Work, Now What? – H678
Dealth Is a Part of Life – H868
Violence Prevention – Problem Solving and Decision Making – H1329
Marketing of Video Games to Teens and Impact on Violence – H1327
Violence Prevention – What Would you Do? – H1337

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Personal and Consumer Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Oh the Things That You Can Do That are Good for You*
   Author – Tish Rabe
   ISBN – 10: 0375810986

2. *Germs Make Me Sick*
   Author – Melvin Berger
   Publisher – Harper Collins Publishers, Inc.

3. *Make Lemonade*
   Author – Virginia Wolff
   Publisher – Henry Holt and Company
   IBSN – 978-0805080704

Unit 2: Mental Health

Understandings and Goals

Enduring Understandings

In this unit, the student will

- learn how mental health contributes to personality.
- describe how the effects of stress influence mental health and the harmful effects of stress affect the body.
- will be able to identify and describe symptoms of mental disorders.
- be able to identify treatment centers where assistance can be provided.

Essential Questions

- What is a mental disorder and how does one acquire/develop one?
- How can stress contribute to our mental health?
- What is the difference between functional and organic mental disorders?
- What are ways to cope once one is identified with a mental disorder?
- What are the signs and symptoms of eating disorders?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. (DOK 2, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain how an individual's mental and physical health habits affect what he or she thinks about himself or herself.	Explain how mental health contributes to personality. Have students compile a list of personality traits during a brainstorming session; circle the traits that contribute to mental health.	Observe student participation in class discussion and activity. Student Class Participation Rubric – Appendix A
b. Identify nonthreatening ways of being assertive.	Divide the class into groups to role-play assertive strategies, with each group given a specific situation.	Observe student participation in role-play. Role-Play or Skit Rubric – Appendix A
c. Identify common defense mechanisms.	Discuss healthy and unhealthy defense mechanisms (coping skills). Using a scenario, have students list healthy and unhealthy defense mechanisms.	Student Class Participation Rubric – Appendix A

Competency 2: Describe how stress influences mental health. (DOK 1, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify the harmful physiological and psychological effects of stress.	Describe how stress influences mental health. Have students rate their personal stressors on a given chart, and then, using their top three stressors, explain the body's response. Have students list how stress leads to heart disease, cancer, stroke, and high blood pressure.	Written Report Rubric – Appendix A Stress Chart – Appendix A
b. Develop a stress management plan.	Have students outline a personal stress management plan (using Stress Chart from Suggested Teaching Strategy 2a), indicating activities and relaxation techniques to be utilized.	Written Report Rubric – Appendix A

Competency 3: Define functional and organic mental disorders and state controls for each. (DOK 1, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify different mental health disorders and recognize signs of each. CCL4	Define functional and organic mental disorders and state controls for each. Invite mental health resource personnel for class presentation.	Written Test Guest Speaker Evaluation Forms – Appendix A

b. Identify available resources for treatment of mental illness.	Have students prepare a list of questions about the signs of mental health problems and their treatments. Invite a mental health professional or school nurse to be interviewed by the students. Research state, county, or local mental health resources and have students create a brochure.	Brochure Rubric – Appendix A
c. Identify warning signs of suicide and demonstrate intervention strategies.	Have students watch a video on suicide and compile a list of warning signs as described during the video. Divide the class into groups and role-play a scenario showing signs of suicide and intervention strategies.	Group Rubric and/or Role-Play or Skit Rubric – Appendix A
d. Identify the relationship between psychological factors and eating disorders.	Have students participate in a class discussion, and complete a worksheet on eating disorders using textbooks as references. Have students view and discuss video on eating disorders. Determine healthy weight ranges according to table and body fat calculation (i.e., Body Mass Index).	Student Class Participation Rubric – Appendix A. Written Test

Performance Task

Performance Task Title: Mental Health Disorders—Research and Presentations

Objective: Students will be able to identify different mental disorders, identify the symptoms, and locate treatment centers where help can be received. Their research will be presented through a poster or pamphlet/brochure.

The teacher will assign student groups, giving each group a different mental disorder to research and present. The students will be able to use their textbooks, the Internet, and other reliable sources approved by the teacher. A rubric will be used for assessment purposes.

The students will give a definition of the disorder, symptoms of the disorder, how the individual and families cope with the disorder, and how the disorder can be treated.

Once the student groups have collected their data, they will present a poster or brochure/pamphlet to the class with the information found.

The students will also evaluate each group's project.

Attachments for Performance Task

Mental Health Project Rubric—Appendix A

Student Critique of Project—Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following website:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Mental Health are listed below.

Distress or Not Distress – That is the Question – H124
OHmmmm – H125
Mental Disorders – Part 1 – Defining Categories – H126
Mental Disorders – Part 2 – Categories – H169
Mental Disorders – Part 3 – The Specifics – H170
Suicide – Know the Signs – Part 1 – H171
Suicide – Know the Signs – Part 2 – H172
I'm Alright – You"re Alright – H245
Would You Be, Could You Be, Won't You Be My Neighbor? – H246
Your Emotional Rescue – H681
Life is Worth Living – H867
There is Help Out There – H869
Someone will Appreciate Your Words – H876

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Mental Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit assignments.

1. *When Sophie Gets Angry – Really, Really Angry …*
   Author – Molly Bang
   Publisher – The Blue Sky Press (Scholastic)
   ISBN 0-590-18979-4

2. *Mick Harte was Here*
   Author – Barbara Park
   Publisher - Yearling

3. Taking A.D.D. to School
   Author – Ellen Weiner
   Publisher – JayJo Books

4. *Taking Depression to School*
   Author – Kathy Khalsa
   Publisher – JayJo Books

5. *The Berenstain Bears and Too Much Pressure*
   Authors – Stan and Jan Berenstain
   Publisher – Randon House, New York

6. *Diary of an Anorexic Girl*

Author – Morgan Menzie
Publisher – Thomas Nelson Publishing
ISBN – 978-1416925422

Unit 3: Family/Social Health

Understandings and Goals

Enduring Understandings

In this unit, the student will

- use effective interpersonal skills with family, friends, and others.
- communicate support for a healthy family.
- effectively manage conflicts.
- advocate improving the health of self and others.
- determine difficulties the family system may face.

Essential Questions

- What is “communication” and how can we apply strategies of communication to the issues/problems of today’s society?
- What are the characteristics of healthy communication?
- What are characteristics of a healthy and unhealthy family?
- How can we prevent breakdowns in the family system?
- What coping skills can we use to help with family conflicts and problems?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. (DOK 1, NHES4)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify strategies for choosing abstinence when faced with sexual pressures. *Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi House Bill 999 – Appendix G)*	Describe how the skills of communication and cooperation are essential for healthy relationships. Have students participate in a classroom discussion and facilitate the group's role-playing of assertive strategies to resist sexual pressures and advances.	Observe student participation in class discussion and role-play activity. Role-Play or Skit Rubric and Student Class Participation Rubric – Appendix A
b. Identify qualities that are important in close friends.	Have students brainstorm about the personal qualities important in friends and write a list on the board. Have students narrow the list to ten qualities and discuss the results.	Observe student participation in brainstorming session. Student Class Participation Rubric – Appendix A
c. Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts.	Have students role-play situations that involve resolving conflict.	Observe student participation in role-play situations. Look for their conflict-resolution styles and communication techniques. Role-Play or Skit Rubric – Appendix A
d. Demonstrate the ability to work cooperatively when advocating for healthy individuals.	Have students write recommendations to the school health council on ways to improve the health of students (i.e., school environment, health services, physical activity, etc.).	Written Report Rubric – Appendix A Exit Card – Appendix A Teacher Observation

Competency 2: Describe why the family is the basic social unit of society. (DOK 1, NHES2)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe elements that healthy families have in common and ways to	Describe why the family is the basic social unit of society. Play the song, *Cats in the Cradle*, sung by James Taylor. Ask students to note the positive and	Observe student participation in class discussion.

maintain family health.	negative things about the family situation related in the song. Have each student prepare a list of elements from a healthy family and one from an unhealthy family. Have students participate in a class discussion to suggest ways to make the unhealthy family healthy.	Student Class Participation Rubric – Appendix A
b. Explain factors that may cause a family system to break down (to include spousal and child abuse.)	Have students participate in a class discussion about factors that may cause a family to break down. Have students anonymously submit a question on one of the following subjects: divorce, family alcoholism, drug abuse, financial problems, physical or sexual abuse, emotional abuse, or runaways. Invite guest speaker to address student questions.	Guest Speaker Evaluation Forms – Appendix A Unit Test
c. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.	Lead the students in a brainstorming session about their thoughts when they hear the word "family." Using the letters in the word family, have students identify a positive element of the family for each letter. Discuss their word choices.	Student Class Participation Rubric – Appendix A

Performance Task

Performance Task Title: Communication is Key in a Healthy Marriage and Family

Objective: Students will analyze ways that married couples communicate in a healthy marriage.

The teacher describes how important good communication is for a successful marriage and to maintain a healthy family environment. The teacher should include points such as concern for the spouse's feelings and needs. Then students will be divided into pairs, given descriptions of various challenging scenarios commonly encountered in marriage, and asked to demonstrate good communication techniques to resolve the situation. Some of the situations that should be provided by the teacher include job issues, caring for ill family members, and paying the bills. The students should then develop a short skit to demonstrate how they would resolve the situation and then perform it for the class.

The evaluation of the task will consist of the teacher observing the pairs as they share their skits with the class and asking other class members questions such as:

1. What is the situation the pair chose to highlight?

2. How did the students resolve the situation?

3. Did they show empathy for their "spouse"?

Attachments for Performance Task

Skit Rubric – Appendix A

Article – "What is Family Communication?" (http://www.livestrong.com/family-communication/)

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following website:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Family and Social Health are listed below.

Bumps in the Road and How to Fix Them – H836
Making a Marriage Work – H-835
It's Family Time – H-452
All Families are not the Bradys – H-258
The Good Ole Days vs Today's Modern Times – H257
Health – I Got Skills – H-233
I'm So Lonesome I Could Cry – H-691
I Want a Family. . . Just Not Now! – H-609
I Want to Know What Love Is . . . – H-607
Is One Really the Lonliest Number? – H-606

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Family and Social Health. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit asssignments.

1. *Breathing Underwater*
   Author – Alex Flinn
   Publisher – HarperTempset

2. *At Daddy's on Saturdays*
   Author – Linda Walvoord Girard
   Publisher – Albert Whitman

Unit 4: Human Growth and Development

Understandings and Goals

Enduring Understandings

In this unit, the student will

- know how genetic traits are passed on from one generation to another.
- explain the process of human reproduction from conception to birth.
- identify the characteristics and tasks of adolescence, early adulthood, and late adulthood.

Essential Questions

- How are genetic traits passed on from one generation to another?
- What health practices should be considered before, during, and after pregnancy?
- What is the process of human reproduction from conception to birth?
- What are some methods of family planning? *Note: Check to see if your district chose abstinence-only or abstinence-plus (see law – House Bill 999 – Appendix G).*

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Summarize how genetic traits are passed on from one generation to another. (DOK 2, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Define the role heredity plays in determining physical traits and distinguish between dominant and recessive genes.	Summarize how genetic traits are passed on from one generation to another. Show and have the students discuss how genes are passed from parents to their children by putting a diagram on the board. Use uppercase and lowercase letters to represent dominant and recessive genes.	Written Test Student Class Participation Rubric – Appendix A
b. Identify various genetic and environmental birth defects.	Using the Internet, have students research a specific birth defect and prepare an oral report that includes description, causes, detection, and treatment of the birth defect.	Presentation Assessment Rubric – Appendix A

Competency 2: Examine health practices to be considered before, during, and after pregnancy. (DOK 2, NHES5)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. List reasons that parents decide to have children.	Examine health practices to be considered before, during, and after pregnancy. Have students brainstorm reasons that parents decide to have children.	Evaluate students' knowledge of health practices to be considered before, during, and after pregnancy. Observe student participation in class discussion. Student Class Participation Rubric – Appendix A
b. Discuss various methods of family planning. *Note: Check to see if your district chose abstinence-only or abstinence-plus (Mississippi House Bill 999 – Appendix G)*	Invite a nurse from the school or health department. Have students participate in class discussion. Have students summarize the guest speaker's presentation in a written report, and grade.	Guest Speaker Evaluation Forms – Appendix A Written Report Rubric – Appendix A.
c. Explain the process of human reproduction from conception to birth.	Have students participate in class discussion on the importance of prenatal development using models, diagrams, or charts.	Observe student participation in class discussion. Student Class Participation Rubric – Appendix A

d. Describe the stages of the birth process.	Invite a guest speaker to describe the stages of the birth process.	Guest Speaker Evaluation Forms – Appendix A

Competency 3: Identify physical, mental, and emotional changes that occur from childhood through adolescence. (DOK 1, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Trace developmental stages of infancy, childhood, and adolescence.	Identify physical, mental, and emotional changes that occur from childhood through adolescence. Divide the class into groups and role-play various assigned developmental stages from childhood through adolescence.	Observe student participation in class discussion. Student Class Participation Rubric – Appendix A Role-play or Skit Rubric – Appendix A
b. Name the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships.	Divide the class into groups and have students create a skit portraying the physical, mental, and emotional changes that occur during adolescence.	Observe student participation in skit and grade. Role-play or Skit Rubric – Appendix A

Competency 4: Examine the aging process from adulthood through death. (DOK 2, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify the tasks and characteristics of adulthood.	Examine the aging process from early adulthood through late adulthood. Divide the class into groups and brainstorm tasks and opportunities of young, middle, and older adults. Have students interview adults in various stages of life and compile interview information for class discussion.	Observe participation in class discussion. Student Class Participation Rubric – Appendix A
b. Identify ways to cope with death and dying.	Invite a guest speaker (i.e., hospice professional or grief counselor) to explain the coping mechanisms used during and after the dying process. Have students summarize guest speaker's presentation using Guest Speaker form (Appendix A).	Guest Speaker Evaluation Forms – Appendix A. Unit Test

Performance Task

Performance Task Title: Class Project – Teen Survey – Abstinence vs. Being Sexually Active

Objective: Students will gain knowledge concerning teen pregnancy and sexually transmitted diseases in Mississippi and gain information concerning the opinions of high school students about remaining abstinent-vs.-engaging in sexual activity.

Students will research teen pregnancy and STD data for the state of Mississippi using the following data sites: http://msdh.ms.gov/phs/stat2009.htm and http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59_01.pdf. Using this data and information presented in the Human Growth and Development Unit, students will create an anonymous opinion survey about sexual activity vs. remaining abstinent. The survey should include no more than ten questions and the survey should be simple to complete. The students, with teacher assistance, will request permission to distribute the survey to students at their school.

Note: There may be better survey results if teachers distribute the surveys in homeroom classes.

Once the surveys are collected, the class will work together to compile the results. Each student will prepare a two-page report giving their thoughts about the survey. The report should include a discussion of the survey results and the compiled data.

Attachments for Performance Task

Plans for abstaining – http://www.abstinence.net/

Written Report Assessment Rubric – Appendix A

Class Participation Rubric – Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following website: http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Human Growth and Development are listed below.

Genetic Disorders – Cystic Fibrosis – H-887
Genetic Disorders – Sickle-Cell Anemia – H-886
DNA is the Map For You – H-883
Death is a Part of Life – H-868
Onward to Adulthood – H-833
Growth and Change – H832
Infancy and Children – H-815
Joining the World – H-814
This is Where it all Begins – H-792
The Female Reproductive System – H-790
The Male Reproductive System – H-788
I Want a Family…Just Not Now – H-609
I'm a Character – H-152
Live and Let Die – Part 2 – Healthy Choices – H-123
Never Forget Where You Came From – H-232

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Human Growth and Development. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports on the content, either as regular or extra-credit asssignments.

1. *Taking Down Syndrome to School*
   Author – Jenna Glatzer
   Publisher – JayJo Books

2. *Taking Seizure Disorders to School – a Story about Epilepsy*
   Author – Kim Gosselin
   Publisher – JayJo Books

Unit 5: Disease Prevention And Control

Understandings and Goals

Enduring Understandings

In this unit, the student will

- identify types of common communicable diseases.
- describe how to protect against various pathogens.
- understand the function of the immune system.
- identify common sexually transmitted diseases.
- explain the prevention and treatment of sexually transmitted diseases.
- describe the symptoms, mode of transmission, prevention, and treatment of HIV and AIDS.
- identify the causes, transfer, and prevention of noncommunicable diseases.

Essential Questions

- What are the four kinds of pathogens?
- How are pathogens spread?
- What are the five major barriers that protect the body from infection?
- What is the best way to avoid getting STDs?
- What is the difference between HIV and AIDS?
- Name at least six noncommunicable diseases?
- How can noncommunicable diseases be treated?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Recognize the causes, transfer, and control of common communicable diseases. (DOK 1, NHES2)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify the pathogens that cause communicable disease and how they are transmitted.	Explain the difference between the types of pathogens.	Written Test
b. Describe the transmission, symptoms, treatment, and prevention of communicable diseases.	Explain the causes, transfer, and control of common communicable diseases. Have students create pamphlets illustrating causes, stages, treatment, and prevention of communicable diseases.	Observe student presentation of pamphlet. Presentation Assessment Rubric – Appendix A Written Test
a. Describe the function of the immune system.	Discuss the five major barriers that protect the body from infection.	Written Test

Competency 2: Recognize the ways to prevent HIV infection and STDs. (DOK 1, NHES2)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe the symptoms, mode of transmission, and prevention and treatment of sexually transmitted diseases. *Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 – Appendix G)*	Recognize the ways to prevent STDs. Invite a speaker from the State Board of Health to discuss the symptoms, transmission, and control of STDs. Have students write a short story on a teenager who has acquired an STD.	Observe student participation in class discussion led by guest speaker. Guest Speaker Evaluation Forms – Appendix A Grade completion of short story assignment. Written Report Checklist or Rubric – Appendix A. Written Test
b. Describe the symptoms, mode of transmission, prevention, and treatment of HIV and AIDS. *Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 – Appendix G)*	Divide the class into groups. Provide open-ended statements about HIV. Each groups selects a spokesperson to share ideas with the class. Correlate current HIV-infection data and extrapolate infection trends for the current year.	Observe student participation in class discussion.

Competency 3: State causes, signs, and control of noninfectious diseases. (DOK1, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Name the different kinds of cardiovascular diseases and their risk factors.	State causes, signs, and control of noninfectious diseases. Divide the class into groups. Have each group illustrate one cardiovascular disease on a poster. Each poster should include a description of the disease, detection and treatment, and prevention measures.	Observe student participation in and completion of poster activity. Poster Rubric – Appendix A.
b. Describe the warning signs of cancer and the ways to reduce personal risk, including breast and/or testicular cancer.	Invite a medical professional to discuss breast and testicular cancer and demonstrate procedures using models or instructional video (gender separation recommended). Have students write down and complete the following statements: Cancer is…; Cancer may be…; Cancer is not….	Observe student participation in class discussion led by guest speaker. Guest Speaker Evaluation Forms – Appendix A
c. Explain the types, prevention, and treatments for diabetes, arthritis, and other chronic diseases including those requiring, long-term care.	Invite a medical professional to discuss diabetes, arthritis, other chronic diseases, and how to establish a healthy lifestyle at an early age. Have students create and record a public service announcement on the prevention of diabetes, arthritis, or other chronic diseases.	Guest Speaker Evaluation Forms – Appendix A Public Service Rubric Give Unit Test on disease prevention and control.

Performance Task

Performance Task Title: Communicable Diseases – One-Act Play

Objective: Students will gain knowledge concerning the immune system and how it fights off infection.

Using the information presented in the Disease Prevention and Control Unit, the teacher will divide the class into small groups and ask each group to create a one-act play that presents the immune system's specific response to infection. Instruct students that plays can be created as a dramatic mystery or as a comedy, but every one-act play should inform the audience about the immune system's response. Have groups perform their plays for the class.

Performance Task Title: Non-communicable Diseases – Epinephrine

Objective: Students will gain knowledge concerning how allergic reactions can be treated with epinephrine.

Using the textbook from the Disease Prevention and Control Unit, the teacher will ask a volunteer to read aloud the description of epinephrine and how it is used to treat the symptoms of a severe allergic reaction. The teacher will then explain that epinephrine is a hormone that is naturally produced by the adrenal gland and that, as a medicine, epinephrine has several purposes, one of which is to treat allergies. Divide the class into pairs and ask each pair to research epinephrine using library or online resources. Students should answer these questions during their research: What is epinephrine? How does it help severe allergic reactions?

Have students prepare a brief report of their findings. Ask volunteers to share what they have learned.

Performance Task Title: Sexually Transmitted Diseases (STDs)

Objective: Students will gain knowledge concerning sexually transmitted diseases.

The teacher will divide the class into seven groups, assigning each group one of the common STDs discussed in the text. Challenge each group to prepare a short lesson about its assigned STD. Then have each group take a turn teaching the class about that STD.

Attachments for Performance Task

Role-Play or Skit Rubric – Appendix A

Written Report Assessment Rubric – Appendix A

Class Participation Rubric – Appendix A

Various Web sites

Textbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health.* Woodland Hills, CA: Glenco/McGraw Hill.

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following Web site:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Disease Prevention and Control are listed below.

Live and Let Die – Part 1 – Mortality – H122
And You Are… – H142
Communicable Diseases – Part 1 – Invasion of the Healthy B – H174
Just Shot Me – H175
Diabetes – How Sweet it Isn't – H181
Cardiovascular Disease – Lookin' for a Heartbeat – H182
What's All the Hype…ertension? – H183
STDon'ts 1, 2, and 3 – H211, 212, and 213
AIDS, Parts 1, 2, and 3 – H223, 224, and 225
Take Care of Your Skin. It's the Only One You've Got – H466
What's Bugging You? – H842
Something's Bugging Me – H877
What Harm Can a Little Flea Do? – H878Sugar Isn't Sweet for Everyone – H885

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Disease Prevention and Control. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Ana's Story: A Journey of Hope*
   Author – Jenna Bush
   Publisher – Harper-Collins

2. *The Naked Truth*
   Author – Marvelyn Brown
   Publisher – Harper-Collins

3. *It Happened to Nancy*
   Author – Beatrice Sparks
   Publisher – Avon Books

4. *Taking Diabetes to School*
   Author – Kim Gosselin
   Publisher – JayJo Books

5. *Germs Make Me Sick*
   Author – Melvin Berger
   Publisher – Harper-Collins

6. *Taking Cancer to School*
   Author – Cynthia S. Henry and Kim Gosselin
   Publisher – JayJo Books

Unit 6: Nutrition And Fitness

Understandings and Goals

Enduring Understandings

In this unit, the student will

- learn to make responsible food choices.
- determine food sources for each of the six classes of nutrients and the function they play in the human body.
- explain the path of food through the digestive systems.
- evaluate meal plans by calculating caloric value.
- identify diseases associated with poor nutrition.
- explain the physical and psychological benefits of exercise.
- identify the four parts of physical fitness and the two types of exercise.
- develop skills needed to achieve lifetime fitness.

Essential Questions

- How do responsible food choices lead to nutritional health?
- How does a regular fitness plan benefit a person physically and psychologically?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Summarize how responsible food choices lead to nutritional health. (DOK 2, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain the organization of MyPlate.	Make responsible food choices using MyPlate. Have students participate in class discussion and invite resource person (dietician, food service director, etc.) to class.	Observe student participation in class discussion. Student Class Discussion Rubric – Appendix A
b. Identify six classes of nutrients and describe their functions in the human body.	Write a list of nutrients on the board and have students participate in class discussion of the nutrients and their functions in the human body. Ask students to write a report researching a specific nutrient. Have them include the function and food source of the nutrient in their report.	Written Report Rubric – Appendix A
c. Trace the path of food through the digestive system.	Show the anatomy of the digestive system (model, chart, or transparency) and have students trace flow of food throughout the system.	Observe student participation in activity and class discussion. Student Class Discussion Rubric – Appendix A
d. Identify kinds of information provided on a food label.	Have students bring in food labels and facilitate class discussion.	Observe student participation in activity and class discussion. Student Class Discussion Rubric – Appendix A
e. Create a daily meal plan for students' own families and calculate the number of calories	Have students record daily meals and calculate number of calories for each meal. Based on results, have students create a healthier meal plan for their families.	Evaluate meal plans.
f. Recognize diseases associated with poor nutrition.	Discuss how poor nutrition leads to disease (diabetes, heart disease, obesity, etc.). Create a brochure on the connection between nutrition and disease.	Brochure Rubric – Appendix A

Competency 2: Discover the importance of fitness. (DOK 2, NHES1, NHES6)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Explain the physical and psychological benefits of exercise.	Have students research the benefits that exercise provides for physical, mental and emotional, and social health.	Observe participation in class discussion. Student Class Discussion Rubric – Appendix A

	Have students participate in a class discussion on exercise and write ideas on the board.	
b. Develop a regular plan of exercise using the four parts of physical fitness and two types of exercise.	Describe exercises that improve strength, endurance, flexibility, and body composition (guest speaker). Have students participate in small-group brainstorming sessions using different forms of aerobic and anaerobic exercise. Have students use the FITT (Frequency, Intensity, Time, and Type) principle to develop a personal exercise plan.	Evaluate Fitness Plan. Give Unit Test on nutrition and fitness.
c. Develop skills needed to achieve lifetime fitness.	Have students complete physical fitness tests that assess fitness components (strength, endurance, flexibility, etc.).	Fitness Test

Performance Task

Performance Task Title: Personal Exercise Plan for 5K Run/Walk Race

Objective: Students will develop a written personal exercise plan for participation in a 5K run/walk race. Their plan will include both fitness and a nutrition components and will be shared with the class in an oral report.

a) <u>Fitness</u>

1. Perform a pre-assessment to determine your current fitness level and include your findings in this report.
    a. What three assessments should be performed to determine your fitness level?
    b. What activities can be used to measure each?
2. From the information gathered in the pre-assessment, use the FITT principle to develop the training plan.

b) <u>Nutrition</u>

3. Identify each food group and the number of servings of each that is needed for proper health according to age, gender, and activity level.
4. Using the food groups, identify where each of the six nutrients may be found.
5. Using the food groups and recommended number of servings from each group, construct one day of meals divided into breakfast, snack, lunch, snack, and dinner. Then show how the meal of your choice would appear on MyPlate. (Answers will vary.)
6. Select one food from your day of meals and trace it through the digestive tract.
7. In your written discussion, explain
    a. the roles that nutrients play in helping you reach your fitness goal.
    b. how exercise and proper nutrition can help prevent disease and promote positive physical and psychological benefits. (Answers should be in-line with earlier class discussion on these two topics.)
8. Share your findings with the class in a short oral report.

Attachments for Performance Task

Answer Key for Fitness Level – Appendix A
Written Report Assessment Rubric – Appendix A
Oral Report Rubric – Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following Web site:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Nutrition and Fitness are listed below.

You are What You Eat – H138
What You are is What You Eat – H227
It's So Good, But is it Good for You? – H228
The Importance of Good Health – Vocabulary Builder – H231
You'd Better Know What You're Eating – H236
Eating Cabbage Soup on South Beach with Dr. Atkins While Watching Weight – H241
There are no Shortcuts to Glory – H243
Let's Get Physical – H451
Exercise and Your Health – H576
More Exercise and Your Health – H577
Read My… – H578
Fitness Should be Fun…Not Dangerous – H585

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Nutrition and Fitness. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *Want Fries With That?: Obesity and the Supersizing of America*
   Author – Scott Ingram
   Publisher – Franklin Watts, 2005
   ISBN – 0531167569

2. *Gregory, the Terrible Eater*
   Author – Mitchell Sharmat
   Publisher – Simon and Schuster Books for Young Readers

3. *Murphy Meets the Treadmill*
   Author – Harriet Ziefert
   Publisher – Houghton Mifflin

Unit 7: Substance Abuse Prevention

Understandings and Goals

Enduring Understandings

In this unit, the student will

- understand the effects of tobacco usage.
- explain the short- and long-term effects alcohol has on individuals, their families, and society.
- identify legal and illegal drugs.
- explain the benefits of medicines and harmful effects of drugs.
- describe the dangers associated with the use of inhalants.
- demonstrate ways to help a friend dependent on drugs or inhalants.

Essential Questions

- Why do people continue to smoke when they know the dangers?
- What are some short- and long-term effects of alcohol on the body?
- How do legal drugs differ from illegal drugs?
- What are some harmful effects of drugs and the benefits of medicines?
- How are some common types of dangerous inhalants used today?
- What techniques can you use to refuse drugs or inhalants?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Examine the health hazards of tobacco. (DOK 3, NHES7, NHES8)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. List major reasons why people either abstain from or use tobacco.	Present the health hazards of tobacco. Have students participate in class discussion on reasons people continue to smoke even though they are aware of the dangers of smoking.	Observe student participation in class discussion. Student Class Discussion Rubric – Appendix A
b. Describe long-term effects of tobacco use and the dangers of smoking.	Show diagrams of a normal lung and a cancerous lung. Have students write a report on the effects of tobacco usage.	Grade the written reports. Written Report Checklist or Rubric – Appendix A.

Competency 2: Summarize the health hazards of alcohol. (DOK 2, NHES7, NHES8)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify the short- and long-term effects of alcohol on the body.	Present the health hazards of alcohol. Have students participate in class discussion on short- and long-term effects of alcohol on the body. Have students write articles about the health risks and dangers of using alcohol to submit to the school newspaper.	Evaluate articles. Written Report Checklist or Rubric – Appendix A.
b. Explain the impact of alcohol on alcoholics, their families, and society.	Have students participate in a class discussion on the truth of newspaper and magazine advertisements for alcohol products. Have students post examples of alcohol advertisements around the room.	Observe student participation in class discussion. Student Class Discussion Rubric – Appendix A

Competency 3: Analyze the health hazards of drugs and the benefits of medicines. (DOK 3, NHES7, NHES8)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Differentiate between legal and illegal drugs and explain the benefits of medicines and harmful effects of illegal drugs.	Present the health hazards of drugs. Invite a law enforcement officer to discuss and display legal and illegal drugs and their effects on the body. Have students prepare a short written summary of the presentation.	Grade the written assignment. Written Report Checklist or Rubric – Appendix A Guest Speaker Evaluation Forms – Appendix A

b. Describe the side effects of drugs and how drugs are commonly abused.	Show a video that discusses the side effects of drugs and how drugs are commonly abused. Have students discuss the video.	Observe student participation in class discussion. Student Class Discussion Rubric – Appendix A
c. Illustrate how drug use, misuse, and abuse cause problems in society.	Invite drug task force and mental health personnel to lead class discussion on various drug topics.	Observation Guest Speaker Evaluation Forms – Appendix A
d. Explain how medicines benefit the life of human beings.	Invite health professional to lead class discussion on the proper use of medicine.	Observation Guest Speaker Evaluation Forms – Appendix A

Competency 4: Illustrate the health hazards of inhalants. (DOK 1, NHES7, NHES8)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss various types of inhalants and identify dangers associated with the use of inhalants.	Have students participate in a KWL (What I Know, What I Want to Know, and What I Learned) activity. Introduce various types of inhalants. Have students research the various types of inhalants and list dangers associated with the use of inhalants. Have students use this information to develop a poster on inhalants and the dangers associated with inhalants.	Observation of students Poster Rubric – Appendix A

Competency 5: Discuss refusal and intervention skills. (DOK 1, NHES4, NHES7)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Develop refusal skills for all forms of drugs and inhalants.	Discuss refusal and intervention skills. Divide the class into small groups and create a public service announcement (PSA) emphasizing ways to refuse all forms of drugs and inhalants.	Evaluate PSA and student participation. Public Service Announcement Rubric – Appendix A
b. Demonstrate ways to intervene and help a drug-dependent friend.	Have students compile a list of agencies and individuals available to assist with the treatments for drug dependency. Role-play ways to help a drug-dependent friend.	Evaluate list. Role-play or Skit Rubric – Appendix A Give Unit Test.
c. Describe how individuals can help reduce the misuse and abuse of drugs.	Invite drug task force and mental health personnel to lead class discussion on various drug topics.	Guest Speaker Evaluation Forms – Appendix A

d. Explain how alcohol and drugs can increase the vulnerability to unwanted sexual advances. *Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 – Appendix G)*	Discuss the effect that alcohol and drugs have on the central nervous system that alters a person's ability to think clearly and to reason. Discuss sex, drugs, and alcohol and the impact of the media on each, both positively and negatively. Have students brainstorm ways that they can avoid becoming vulnerable to unwanted sexual advances. Have students research and report on MS laws that relate to unwanted sexual advances.	Presentation Rubric – Appendix A

Performance Task

Performance Task Title: Here's What Drugs Can Do For You!

Objective: Students to will demonstrate the effects of drugs on society, especially on young people.

The teacher will lead the students as they work in cooperative groups of five to six students, each to create cemetery headstones from cardboard boxes. The headstones will be for famous celebrities who have died from drug and alcohol abuse. The students will place the headstones around the school building and the school grounds to illustrate how deadly drugs can be. The students should especially focus on young celebrities who have died to show that it can happen to young people their age.

The evaluation of the task will consist of the teacher observing the students as they work in their groups. The teacher critiques the final project (a celebrity headstone) for artistic creativity as well as emotional impact.

Attachments for Performance Task

Poster Rubric – Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following Web site:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Substance Abuse Prevention are listed below.

Alcohol + Brain = Trouble – H-412
All That Health…Up In Smoke – H-267
Do You Want This In Your Body? – H-269
DUI and You May Die – H-414
How 'Bout a Chaw? – H-353
No Smoking in Our Town – H-271
Under Age…and Under Arrest – H-384
What's Hiding In That Bottle? – H-355

Generation Free (FREE) Grades 9-12 – Lesson 13 – H-1268
Generation Free (FREE) Grades 9-12 – Lesson 12 – H-1287
Generation Free (FREE) Grades 9-12 – Lesson 9 – H-1284
Generation Free (FREE) Grades 9-12 – Lesson 8 – H-1283
Go Ahead and Smoke…I Know You Want To Be Cool! – H-268
Just Because You Smoke, Don't Pollute My Air! – H-270
When Drinking Goes Too Far – H-890
Whiskey, Wine, and Beer…They're All Dangerous – H-385

Health Literacy – Using Books to Teach Health Concepts and Skills

Books listed below can be used while teaching the unit on Substance Abuse Prevention. They may be helpful for introducing unit topics or as sources for student-prepared oral or written reports, either as regular or extra-credit assignments.

1. *The House That Crack Built*
   Author – Clark Taylor
   Publisher – Chronicle Books

2. *In a Perfect World*
   Author – Marie Lindquist
   Publisher – Hazelden
   ISBN – 978-0894867750

3. *Choosing the Best Path*, 4th Edition
   Copyright 2008
   Publisher – Choosing the Best
   ISBN –978-0-9724890-2-7 (Student)
   ISBN – 978-0-9724890-5-8 (Leader/teacher)

4. *Choosing the Best Life*, 4th Edition
   Copyright 2008
   Publishing – Choosing the Best
   ISBN – 0-9724890-1-0 (student)
   ISBN – 978-0-9724890-7-2 (Leader/teacher)

Unit 8: Community And Environmental Health

Understandings and Goals

Enduring Understandings

In this unit, the student will

- identify community health-care agencies.
- identify health-care careers.
- describe the importance of family medical records.
- describe the causes and effects of pollution.
- identify how to keep air and water clean.
- describe ways to conserve natural resources.
- list organizations that protect the environment.
- demonstrate decision-making skills to choose environmentally friendly products.

Essential Questions

- What services do community health-care agencies provide?
- What are five health career opportunities?
- Why is it important to have medical history information available for each member of a family?
- What is pollution?
- How can pollution, natural disasters, over-population, and community violence affect our environmental health?
- What are the biggest sources of air, water, noise, radiation, and ground pollution? What are ways to prevent these types of pollution?
- What is conservation, and why is it important?
- What are ways to conserve heat, electricity, and water?
- What government agencies help protect people from environmental dangers?
- What is the green movement, and why is it important?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Identify community health-care agencies, health careers, and the importance of family medical records. (DOK 1, NHES3)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe organizations and services that assist the community and individuals in health promotion.	Identify community health-care agencies and their functions. Have students participate in a class discussion about community health-care agencies, their functions, and services provided.	Observe student participation in class discussion. Student Class Discussion Rubric – Appendix A
b. List career opportunities in health.	Divide students into groups and assign each group a specific health career to research and present to the class.	Presentation Rubric – Appendix A
c. Explain the importance of family medical records.	Discuss the value of family medical history. Have students complete the generic family medical form from a specific scenario.	Case Study/Scenario Rubric and Medical History Worksheet – Appendix A

Competency 2: Explain how the environment affects people and how people affect the environment. (DOK 2, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Determine how pollution, natural disasters, over-population, and community violence affect our environmental health.	Explain how the environment affects people and how people affect the environment. Have students participate in a class discussion and list the environmental threats found in the local community. Have students bring clippings from newspapers and magazines that relate to environmental concerns and present an oral report to the class.	Observe student participation in class discussion, participation in class activity, and presentation of an oral report to the class. Presentation Rubric – Appendix A
b. Name sources of air, water, noise, radiation, and ground pollution.	Have students create bumper-sticker designs and slogans to inform the public about global pollution of air, water, noise, radiation, and ground. Invite a guest speaker (DEQ – Department of Environmental Quality) to discuss various pollution issues.	Evaluate bumper sticker/slogan. Guest Speaker Evaluation Forms – Appendix A
c. Describe government agencies that protect the environment.	Have students participate in class discussion. Include the names of government agencies that protect the environment and explain the functions of the agencies.	Observe student participation in class discussion. Student Class Discussion Rubric – Appendix A

		Give Unit Test on community and environmental health.
d. Identify the importance of conserving natural resources and the green movement.	Discuss the importance of "going green." Create a flyer with ideas and tips on how to use the "going green" concepts.	Brochure Rubric – Appendix A

Performance Task

Performance Task Title: Pollution – What Can We Do?

Objective: Students will gain knowledge concerning methods to reduce pollution.

The teacher will have students choose one method of reducing air and water pollution, either from the text or from another source. Instruct them to write a plan that will incorporate this method of reducing pollution into their daily lives. The teacher will instruct the students to try the method in their daily lives for 5 days, have them write about the experience, and compare the new experience to their old habits. Encourage students to evaluate the impact of their change on the environment.

Attachments for Performance Task

Textbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health.* Woodland Hills, CA: Glencoe/McGraw Hill.
Workbook – Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health.* Woodland Hills, CA: Glencoe/McGraw Hill.

Written Report Assessment Rubric – Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following Web site:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Community and Environmental Health are listed below.

What Public Health Services Are There to Help You? – H568
Just Because You Smoke, Don't Pollute My Air! – H270

Unit 9: Safety And First Aid

Understandings and Goals

Enduring Understandings

In this unit, the student will

- explain how to stay safe at home and school.
- develop safe habits.
- describe how to avoid injuries.
- explain how to stay safe during severe weather.
- identify various weather emergencies and natural disasters.
- explain universal precautions.
- identify the steps to take in an emergency.
- assemble a first aid kit.
- explain first aid treatments for common injuries.
- recognize when to call for medical assistance.
- explain different kinds of life-threatening emergencies.
- identify the symptoms of shock.
- explain how to help someone who is choking.

Essential Questions

- What are the strategies for preventing accidents at home and school?
- What are universal precautions?
- What are four kinds of weather emergencies?
- What is the difference between a weather watch and a weather warning?
- What are the four universal precautions to take when administering first aid?
- How can you help an injured person until professional medical help arrives?
- What are the symptoms of heat exhaustion?
- What are the symptoms of heat stroke?
- What is the universal sign for choking?

- What are the symptoms of shock?

Vocabulary

Vocabulary terms and definitions can be found in Appendix B.

Suggested Learning Experiences

Competency 1: Discuss promotion of safety and prevention of accidents. (DOK 1, NHES1)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Describe behaviors that promote home safety.	Discuss promotion of safety and prevention of accidents. Divide class into small groups to brainstorm ideas for prevention of accidents in the home.	Observe student participation in class discussion and brainstorming session. Student Class Discussion Rubric – Appendix A
b. Describe ways to prepare for natural disasters in the community.	Have students participate in class discussion on potential natural disasters (earthquake, tornadoes, etc.). Divide the class into groups and have each group develop a plan to cope with each disaster listed above.	Observe student participation in class discussion and completion of written assignment. Student Class Discussion Rubric – Appendix A Written Report Rubric or Checklist – Appendix A
c. Identify basic safety rules that help prevent accidents at work and school.	Have students participate in a class discussion, review school safety and emergency rules and procedures, and write safety rules on the board. Discuss Senate Bill 2473 (Nathan's Law) regarding use of a cellular phone while driving (see Senate Bill 2472 in Appendix H).	Observe student participation in class discussion. Student Class Participation Rubric – Appendix A
d. Recognize recreational-related injuries and how to prevent them.	Discuss common recreational-related injuries (sprains, cuts and bruises, fractures, heat exhaustion, heat stroke, hypothermia, etc.). Invite a professional to speak to students about common recreational-related injuries.	Observation of students. Guest Speaker Evaluation Forms – Appendix A
e. Explain ways to promote vehicle safety, including regular use of seat belts for all ages.	Invite a guest speaker (EMT, etc.) to discuss automobile accidents he or she has worked where the victims could have been saved if seat belts had been used. Have students participate in a class discussion on the importance of driver's education.	Guest Speaker Forms – Appendix A Student Class Participation Rubric – Appendix A

f. Recognize dangerous situations, including rape, assault, misuse of social networking, and gang-related activities, and how to avoid them *Note: Check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999–Appendix G)*	Have students research dangerous situations. Group students by situation and have them create a fact sheet or poster on measures to avoid dangerous situations. Invite a guest speaker (police officer) to discuss recognizing and avoiding violent situations.	Poster Rubric – Appendix A Guest Speaker Evaluation Forms – Appendix A

Competency 2: Discuss and demonstrate procedures for emergency situations. (DOK 2, NHES3)		
Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Identify, assess, and learn to respond to emergency situations using CPR procedures and an AED. *Note: Senate Bill 2185, signed into law in 2015, mandates that CPR/AED instruction is required for high school graduation.*	Discuss and demonstrate procedures for emergency situations including CPR using American Heart Association Guidelines. http://bethebeat.heart.org/ (click on Lesson Plans) Use resources found on the Office of Healthy Schools website http://www.mde.k12.ms.us/ohs/home to teach CPR/AED as required by law. Invite guest speaker/trainer to supplement classroom instruction. An appropriate guest should have expertise in CPR/AED training such as: nurse, EMT, AHA/Red Cross trainer, or hospital based educator.	Observe student participation in skills and class discussion. Guest Speaker Evaluation Forms – Appendix A
b. Assemble contents of a basic first aid kit.	Discuss and demonstrate how to assemble a first aid kit for the class. Have students assemble a small first aid kit.	Observe student participation.
c. Practice first aid emergency procedures, including reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.	Have guest speaker demonstrate and discuss first aid emergency procedures to class. Have students demonstrate first aid procedures.	Give Unit Test on safety and first aid.

Performance Task

Performance Task Title: First Aid Training and You!

Objective: Students will be trained in basic first aid using American Red Cross First Aid Training.

The teacher will have a representative from the American Red Cross instruct the class on basic first aid. The representative will also give instruction on the procedures for being a first responder in any emergency situation. (Note: This may be taught by the instructor if he or she is Red Cross Certified.) Students will demonstrate their skills by role-playing an emergency situation.

Attachments for Performance Task

Role-Play or Skit Rubric – Appendix A

Supplementary Lesson Plans

Supplementary lesson plans can be found at the following Web site:
http://www.mde.k12.ms.us/ohs/home - (click on Health In Action)

Lessons plans for teaching Safety and First Aid are listed below.

Healthy Eyes Relay – H139
All Families Are Not the Bradys – H258
I Can Protect Myself – H262
Safe Schools – H265
Home Safe Home – H420
Be Road Safe – H428
I Don't Think We're In Kansas Anymore! – H429
A Safe Home is a Happy Home! – H430
Let's Get Physical – H451
Halloween…Make It Scary But Safe – H491
What Public Health Services Are There to Help You? – H568
Antrrax Isn't Just a Rock Band! – H880

Health Literacy – Using Books to Teach Health Concepts and Skills

The book listed below can be used while teaching the unit onSafety and First Aid. It may be helpful for introducing unit topics or as a source of student-prepared oral or written reports, either for regular or extra-credit assignments.

1. *Mick Harte was Here*
   Author – Barbara Park
   Publisher – Yearling

Unit Resources

Unit 1 – Personal and Consumer Health

Books: Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007). *Teen health.* Woodland Hills, CA: Glencoe/McGraw Hill.

Unit 2 – Mental Health

Books: Pruitt, B. E., Allegrante, J. P., & Prothrow-Stith, D. (2007). *Prentice hall health.* Saddle Creek, NJ: Pearson.

Online:
Educational Videos – *http://streaming.discoveryeducation.com/*
Education Weekly – *www.edweek.org*
Health – *https://www.thehealthatoz.com*
Health – *www.KidsHealth.org*
Health Resources – *www.pbs.org/teachers/*
Mental Health – *www.mentalhealth.com*
Mental Disorders – *www.webmd.com/mental-health/default.htm*
Teens Health – *www.teenshealth.org/*
Teaching Resources – *https://classroommentalhealth.org/*

Other: Pruitt, B. E. (Author). (2007). *Health: Teens talk video series* [DVD]. Saddle River, NJ: Discovery Education, Prentice Hall Health.

Unit 3 – Social and Family Health

Book: Merki, M. B. & Merki, D. (2002). *A guide to wellness*. New York, NY: Glencoe.

Unit 4 – Human Growth and Development

No Additional Resources

Unit 5 – Disease Prevention and Control

Book: Bronson, M. H., Merki, D., & Cleary, M. J. (2002). *Teen health, Course 2*. New York, NY: Glencoe/McGraw Hill.

Online: Health – *https://www.mheducation.com/prek-12/program/glencoe-health-2022/MKTSP-GIF04MO.html*

Unit 6 – Nutrition and Fitness

Book: Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

Journals: *The Journal of Physical Education*
Recreation & Dance

Online: American Alliance for Health, Physical Education, Recreation and Dance – *www.aahperd.org*
Digestive Tract – *www.medtropolis.com/vbody.asp*

Kids Health for Teens – *http://kidshealth.org*
Fitness for Life – *www.fitnessforlife.org/highschool*
MyPlate nutritional information – *www.choosemyplate.gov*

Unit 7 – Substance Abuse Prevention

Book: Merki, M. B. & Merki, D. (2007). *A guide to wellness.* New York, NY: Glencoe.

Other: Natural High Educational Network (Producer). (2009). *Natural high* [DVD]. La Jolla, CA: Sundt Memorial Foundation.

Drunk Busters of America (Producer). (2003). *Just call me crash: The Denise Wagoner story* [DVD]. Brownsville, WI: Drunk Busters of America, LLC.

HBO-Family (Producer). (2005). *Smashed: Toxic tales of teens and alcohol* [DVD]. Studio City, CA: RADD/HBO-Family.

Unit 8 – Community and Environment Health

Book: Bronson, M. H., Merki, D., & Cleary, M. J. (2002). *Teen health, Course 2.* New York, NY: Glencoe/McGraw Hill.

Online: Health – *https://www.mheducation.com/prek-12/program/glencoe-health-2022/MKTSP-GIF04MO.html*

Unit 9 – Safety and First Aid

Books: Bronson, M. H. & Merki, D. (2005). *Health*. New York, NY: Glencoe/McGraw Hill.

Bronson, M. H., Cleary, M. J., & Hubbard, B. M. (2007) *Teen health.* Woodland Hills, CA: Glencoe/McGraw Hill.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Personal and Consumer Health		
	1.	Describe ways to achieve and maintain a healthy lifestyle. (DOK 1)
	2.	Demonstrate the ability to use goal setting and decision making skills to enhance health. (DOK 3)
	3.	Recognize the benefits of being a wise consumer. (DOK 2)
	4.	Analyze the influence of culture, media, technology, and other factors on health. (DOK3)
Unit 2: Mental Health		
	1.	Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. (DOK2)
	2.	Describe how stress influences mental health. (DOK1)
	3.	Define functional and organic mental disorders and state controls for each. (DOK1)
Unit 3: Family/Social Health		
	1.	Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. (DOK1)
	2.	Describe why the family is the basic social unit of society. (DOK1)
Unit 4: Human Growth and Development		
	1.	Summarize how genetic traits are passed on from one generation to another. (DOK2)
	2.	Examine health practices to be considered before, during, and after pregnancy. (DOK2)
	3.	Identify physical, mental, and emotional changes that occur from childhood through adolescence. (DOK1)
	4.	Examine the aging process from adulthood through death. (DOK2)
Unit 5: Disease Prevention and Control		
	1.	Recognize the causes, transfer, and control of common communicable diseases. (DOK1)
	2.	Recognize the ways to prevent HIV infection and STDs. (DOK1)
	3.	State causes, signs, and control of noninfectious diseases. (DOK1)
Unit 6: Nutrition and Fitness		
	1.	Summarize how responsible food choices lead to nutritional health. (DOK2)
	2.	Discover the importance of fitness. (DOK2)
Unit 7: Substance Abuse Prevention		
	1.	Examine the health hazards of tobacco. (DOK3)

	2.	Summarize the health hazards of alcohol. (DOK2)
	3.	Analyze the health hazards of drugs and benefits of medicines. (DOK3)
	4.	Illustrate the health hazards of inhalants. (DOK1)
	5.	Discuss refusal and intervention skills. (DOK2)
Unit 8: Community and Environmental Health		
	1.	Identify community health-care agencies, health careers, and the importance of family medical records. (DOK1)
	2.	Explain how environment affects people and how people affect the environment. (DOK2)
Unit 9: Safety and First Aid		
	1.	Discuss promotion of safety and prevention of accidents. (DOK1)
	2.	Discuss and demonstrate procedures for emergency situations. (DOK2)

Appendix A: Activities and Rubrics

Answer Key for Fitness and Nutrition Performance Task

Performance Task Title: Personal Exercise Plan for a 5K Run/Walk Race (Page 46)

Objective: Students to develop a written personal exercise plan for participation in a 5K run/walk race. Their plan will include both fitness and nutrition components and will be shared with the class in an oral report.

Answers may vary.

a) <u>Fitness</u>

1. Perform a pre-assessment to determine your current fitness level and include your findings in this report.

    a. What three assessments should be performed to determine your fitness level?
        1. Strength
        2. Flexibility
        3. Endurance
    b. What activities can be used to measure each?
        1. **Strength – curl ups, squats, leg press, push ups**
        2. Flexibility – sit & reach
        3. Endurance – step test, 1-mile timed run/walk

2. From the information gathered in the pre-assessment use the F.I.T.T. Principal to develop the training plan.

    Frequency
        Strength – 2-3 days a week
        Flexibility – daily
        Endurance – 3-5 days a week
    Intensity
        Strength – moderate
        Flexibility – moderate
        Endurance – depending on cardio endurance Low to Moderate
    Time
        Strength – 2-3 sets/8-12 reps each set
        Flexibility – 4 reps/15-60 seconds hold on each
        Endurance – 3-5 days/week, 20-60 minutes each
    Type
        Strength – Free and/or machine weights
        Flexibility – Static stretch: yoga, etc.
        Endurance – 80 %

b) <u>Nutrition</u>

3. Identify each food group and the number of servings of each that is needed for proper health.
    1. **Grains – 6-8oz/equivalent**
    2. **Vegetable- 2 ½-3 cups**
    3. **Fruit – 1 ½-2 cups**
    4. **Meat & Beans – 5-6oz/equivalent**
    5. **Milk – 3 cups**
    6. **Oil – 5-6 teaspoons**

4. Using the food groups, identify where each of the 6 nutrients may be found.
    1. **Carbohydrates = grains & vegetables**
    2. **Fiber = whole grains, fruits & vegetables**
    3. **Proteins = meat, beans, nuts, milk & whole grains**
    4. **Lipid= animal fats & tropical oils**
    5. **Vitamins = all food groups**
    6. **Minerals = all food groups**

5. Using the foods and number of servings from each of the food groups construct one day of meals broken down into breakfast, snack, lunch, snack, and dinner. Then show how the portions and foods would appear on MyPlate.

    Answers will vary.

6. Select one food from your day of meals and trace it through the digestive tract.

    The first stage in the digestive process begins with ingestion, by the mouth. Ingestion involves the teeth, salivary glands, and tongue. The teeth break down the food into small pieces. The salivary glands produce the first digestive juice that break down starches and sugars in food into smaller particles. Then the tongue forms chewed food into a size and shape that can be swallowed. Food then enters the esophagus by swallowing. As food moves down the esophagus it empties into the stomach. Once in the stomach food is mixed with gastric juices and converted into chyme (food), the chyme is moved into the small intestine. Once in the small intestine, the juices of two other digestive organs mix with the food to continue the digestive process. First is the pancreas, it produces enzymes that break down carbohydrates, fats, and proteins in foods. Second is the liver, it produces bile that breaks down and assist in the absorption of fats. The unabsorbed material, in the form of liquid and fiber, moves into the colon or large intestine. The main function of the large intestine is to absorb water, vitamins, and salts, and to eliminate wastes.

7. In a written discussion, explain the following:

a. The roles that nutrients play in helping you reach your fitness goal.
b. How exercise and proper nutrition can help prevent disease and promote positive physical and psychological benefits.

Answers should be in-line with earlier class discussion on these two topics.

8. Share your findings with the class in a short oral report.

Brochure/Bulletin Board/Visual Display Assessment Rubric

Category	Possible Points	Points Earned
Title: Eye-catching, states a purpose, and conveys a message	10	_____
Appropriate Use of Space: Layout and design is creative and easily read	10	_____
Accuracy of Information: Major points are clearly defined	20	_____
Correct use of grammar and spelling	10	_____
Artistic Appeal: Border applied	10	_____
Attractive color scheme	20	_____
Neatly presented artwork, drawings, cut-outs, and lettering	20	_____
	100	_____

Case Study/Scenario Assessment Rubric

	Excellent	Accomplished	Needs Improvement	Unsatisfactory	Score
	4 Points	**3 Points**	**2 Points**	**1 Point**	
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that would provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communications	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	

EXIT TICKETS

Description: A short, written assessment strategy given at the end of class that allows students to combine learned information, skills, and processes. An Exit Ticket provides immediate feedback to the teacher.

Purpose: To enable the teacher to quickly assess his/her own teaching and to engage students in summarizing their learning.

Procedure:

1. Students will need to get out a sheet of paper for writing.
2. The teacher will ask students one or two assessment question(s).
3. Students will have five to ten minutes at end of class to write their answers.
4. Students will give teacher Exit Tickets as they exit the classroom.
5. The teacher will analyze the tickets.

Response Ideas:

Two things I learned in class today are _____.

One question I still have is _____.

Briefly explain _____. Give an example of _____.

3 words I think are important to this topic:

1 connection I made: _____

1 thing I did not like: _____

Guest Speaker Evaluation Form

Student Name: _____
Date: _____

Name of Speaker: _____

1. List 5 main ideas expressed in the presentation:

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Guest Speaker Evaluation

Student name: _____
Guest Speaker's Name: _____
Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:
Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree

	SA	A	N	D	SD	
The presentation stimulated my interest.	**( )**	**( )**	**( )**	**( )**	**( )**	
The content was clearly presented.		**( )**	**( )**	**( )**	**( )**	**( )**
The content was challenging.		**( )**	**( )**	**( )**	**( )**	**( )**
The handouts and materials were helpful.		**( )**	**( )**	**( )**	**( )**	

2. Please rate the guest speaker:
____ Extraordinary ____Excellent ____ Good ____ Fair ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. How would you improve or change the presentation?

6. What do you still need or want to know?

Group Participation Assessment Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
	1 point	2 points	3 points	4 points	
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Consistently assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	

Group Work Assessment Rubric

	Highly Successful	Meeting Success	Experiencing Difficulty	Score
	3 points	2 points	1 point	
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	

Medical History Scenario

After months of training, Bridget Ann Clark finally made the soccer team at her local high school in Sparks, MS. Her coach informed all of the new players that they needed to have a physical. Bridget was nervous because she had always seen the same doctor and did not know what to expect. Bridget's coach assured her that all she would need was her basic health information and a good general knowledge of her family's medical history. Bridget still felt nervous but knew she could answer questions about herself. She was born May 1, 1997. She lived with her parents, Doris and Joe Clark, at 507 South Street, Sparks, MS, 57058. Her home phone number was 605-489-1111, her cell phone number was 605-713-2191, and her e-mail was bclark@gmail.com. "Let's see, what else?" she thought to herself. "Oh yeah, medical history." Bridget could remember all of the shots that she had gotten when she was five: Tetanus, Hepatitis A/B, Influenza, Pneumococcal, and Polio. Her doctor has prescribed a Ventolin inhaler for her asthma. She knew she was allergic to Sulfa because she would get a bad rash every time she took it. Bridget did not take any type of drugs that were harmful to her since she was an athlete. She had oral surgery in 2010 to remove four wisdom teeth. Bridget's mother began having asthma attacks at age six, and her grandmother had breast cancer at age forty-five. Her dad had been diagnosed with high cholesterol at age fifty.

Scenario by Laura A. Boyd

Medical History Worksheet

Personal Data				
Name	First	Middle	Last	
Circle One	Ms.	Mrs.	Mr.	
Date of Birth	Month	Day	Year	
Address	Street	City	State	Zip
Phone	Home	Work	Mobile	
E-Mail				
Marital Status (circle one)	Single	Married	Divorced	Widowed
Occupation				
Emergency Contact				
Name				
Address	Street	City	State	Zip
Relationship to Patient				
Phone number				

Medication Allergies	
Name of Medication	Reaction

Medication (Prescription & Non-Prescription)		
Name	Strength	How Taken

Past Hospitalization / Surgeries	Dates

Have you had the following?			
Immunization	**Date**	**Don't Know**	**Have Not Had One**
Tetanus booster			
Hepatitis A			
Hepatitis B			
Influenza			
Pneumococcal			
Polio			

Family Medical History		
Disease	Relative	Onset
Heart Disease		
Diabetes		
High Cholesterol		
Hypertension		
Colon Cancer		
Breast Cancer		
Ovarian Cancer		
Thyroid		
Asthma		
Mental Illness		

Social History		
Drug		Frequency
Tobacco	Yes / No	
Alcohol	Yes / No	
Drug Use	Yes / No	

Mental Health Project Rubric

Poster Presentation Criteria

Content	Design	Efficiency
The poster/brochure will include the types of information: • **Title** • **Symptoms** • **Causes** • **Treatments** • **Treatment centers, local services, and resources** • **References of all sources where the information was found**	**The poster/brochure will include:** • **A team product rather than individual work** • **Easy-to-follow content objectives** • **Creative use of visual components, to include coloring, spacing, lettering**	**The poster will include traits that make the subject easy to understand:** • **Content is easy to read and interpret.** • **The information is presented in clear writing.** • **The content of the poster/brochure is informative.**

Poster Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 Points	3 Points	2 Points	1 Point	
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled and easy to read.	Almost all items of importance on the poster are clearly labeled and easy to read.	Many items of importance on the poster are clearly labeled and easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are 1 to 2 grammatical or mechanical mistakes on the poster.	There are 3 to 4 grammatical or mechanical mistakes on the poster.	There are more than 4 grammatical or mechanical mistakes on the poster.	

Presentation Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 points	3 points	2 points	1 point	
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Public Service Announcement Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 points	**3 points**	**2 points**	**1 point**	
Delivery	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.	
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
Length	30-45 seconds long; pre-produced	30 seconds; performed in class	20-29 seconds; performed in class	15-19 seconds; performed in class	
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	

Role-play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Total
Accuracy	All information accurate	Almost all information accurate	Most information accurate	Very little information accurate	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his/her character "saw" things differently than other characters	Can clearly explain one way in which his/her character "saw" things differently than other characters	Cannot explain any way in which his/her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used 1 or 2 appropriate props that made the presentation better	Used 1 or 2 props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	

Stress Chart

Stress can be both negative and positive. Negative stress is called distress and positive stress is called eustress. It can take time to adapt to both positive and negative stress.

Sources of conflict that may cause stress are stated below. Rate each one, 1 being most stressful for you, and 5 being least stressful.

	Most				Least
School (grades)	1	2	3	4	5
Money	1	2	3	4	5
Social matters	1	2	3	4	5
Curfew	1	2	3	4	5
Chores	1	2	3	4	5
Respecting parents	1	2	3	4	5

Which source of conflict above causes you the most stress? Explain.

Life Events:

If any of the following has happened in your life, put a check in the box.

Changes in eating habits	
Major change in sleeping habits	
Change in residence	
Major change in living condition	
Death of a loved one	
Learning you were adopted	
Personal Injury or Illness	
Minor Violations with the law	
Going through a parents' divorce	
Having a newborn sister or brother	
Having a parent lose his job	
Being accepted to college	

Would you consider any of the life changes listed above as positive? Explain.

Student Class Participation Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
	1 point	2 points	3 points	4 points	
Discussions	Rarely contributed to discussions	Contributed good effort to discussions	Contributed great effort to discussions	Contributed exceptional effort to discussions	
Listening	Ignored ideas of other class members	Seldom listened to ideas of other class members	Occasionally listened to ideas of other class members	Always listened to ideas of other class members	
On-task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	

Student Critique of Project

1. **By observing each group's poster/brochure, which one did you find most interesting? Explain.**

2. **By observing each group's poster/brochure, which did you find least interesting? Explain.**

3. **Which poster/brochure was your favorite and why?**

4. **How can the information presented by each group about the different mental disorders help you in the future?**

5. **What did you find most interesting or surprising about the mental disorder you researched?**

Written Report Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning	Score
	4 points	3 points	2 points	1 point	
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Written Report Checklist

_____/16 Preparation
_____/28 Organization
_____/24 Thoroughness
_____/19 Extra Materials
_____/13 Final Report

Preparation:

1. **_____/2 Information written (neatly)**
2. **_____/2 Sources used listed**
3. **_____/5 Worked every day (did not waste time)**
4. **_____/5 Has all materials ready for use**
5. **_____/2 Cooperative**

Organization

1. **_____/7 Report in a logical order**
2. **_____/7 Interesting manner**
3. **_____/7 Understanding of topic**
4. **_____/7 Spelling and sentence structure (do not copy from books)**

Thoroughness

1. **_____/5 Main points given**
2. **_____/5 Details to explain given**
3. **_____/5 Information presented clearly**
4. **_____/4 More than one source used**
5. **_____/5 Extra materials are appropriate**

Extra Materials

1. **_____/2 Neatness**
2. **_____/7 Creativity**
3. **_____/2 Dramatic value**
4. **_____/3 Usefulness**
5. **_____/5 Correctness**

Final Report

1. **_____/3 Written clearly**
2. **_____/2 Organized**
3. **_____/2 Sources documented correctly**
4. **_____/2 Spelling**
5. **_____/2 Grammar**
6. **_____/2 Neatness**

Appendix B: Glossary

Unit 1 – Personal and Consumer Health

Consumer: anyone who uses products and services.

Consumer skills: techniques that enable you to make wise and informed purchases.

Health: a combination of physical, mental/emotional, and social well-being.

Health care system: the medical services available to a nation's people and the manner in which these services are paid for.

Health fraud: intentional misrepresentation of health care practices by a provider.

Health insurance: a plan in which private companies or government programs pay part of a person's medical costs.

Hygiene: habits that keep the body clean.

Preventive Care: the steps taken to keep disease or injury from happening or getting worse.

Reliable: trustworthy or dependable.

Valid: a legitimate source.

Wellness: a state of well-being or total health.

Unit 2 – Mental Health

Anorexia nervosa: eating disorder in which a person doesn't eat enough food to maintain a healthy body weight.

Binge eating disorder: abnormal behavior related to food in which a person suffers from the uncontrollable urge to eat large amounts of food.

Bulimia: eating disorder in which a person experiences uncontrollable eating binges, and then follows them by purging, or removing, the food from their bodies.

Clinical psychologist: a professional trained to recognize and treat behavior that is not normal.

Depression: feelings of sadness and/or hopelessness, which may last for months.

Eating disorder: mental disorder that reveals itself through abnormal behaviors related to food.

Mental disorder: illness that affects the mind and reduces a person's ability to function, to adjust to change, or to get along with others.

Psychiatric social worker: a professional trained to help people with mental disorders and their families to accept and adjust to the illness.

Psychiatrist: physician who can diagnose and treat mental disorders.

Unit 3 – Social and Family Health

Abstinence: the conscious decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs.

Active listening: really paying attention to what someone is saying and feeling.

Advocate: someone who speaks out for another person or cause.

Assertive: standing up for your own rights, in firm but positive ways.

Body language: nonverbal communication through gestures, facial expressions, and behaviors.

Child abuse: physical harm, including sexual abuse, or emotional harm to a child.

Clique: a small, narrow circle of friends usually with similar backgrounds or tastes that excludes people they view as outsiders.

Communication: a process through which you send messages to and receive messages from others.

Constructive criticism: non-hostile comments that point out problems and have the potential to help change a person.

Cooperation: working together for the good of all.

Crisis center: a facility equipped to handle emergencies and make referrals for persons who need help.

Custody: a legal decision about who has the right to make decisions that affects the children and who has the physical responsibility of caring for them.

Domestic violence: any acts of violence involving family members.

Emotional abuse: a pattern of behavior that attacks a child's emotional development and sense of self-worth.

Family counseling: therapy to restore healthy relationships in a family.

Family values: values, especially of a traditional or conservative kind, which are held to promote the sound functioning of the family and strengthen the fabric of society.

Friendship: a significant relationship between two people based on caring, consideration, and trust.

"I" message: a statement in which a person tells you how he or she feels using the pronoun "I".

Neglect: a failure to provide a child's physical or emotional needs.

Peer pressure- the control and influence people your age may have over you.

Personality: a complex set of characteristics that makes you unique and sets you apart from everyone else.

Platonic friendship: a relationship with a member of the opposite gender in which there is affection, but no sexual activity.

Refusal skills: techniques that can help you refuse when you are urged to take part in unsafe or unhealthful behaviors.

Relationship: a bond or connection between people.

Role: a part that you play in a relationship.

Spousal abuse: domestic abuse directed at a spouse.

Stereotype: an exaggerated and oversimplified belief about an entire group of people.

Values: beliefs and standards of conduct that you find important.

Unit 4 – Human Growth and Development

Abstinence: a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol and other drugs.

Adolescence: the period from childhood to adulthood.

Chromosomes: threadlike structures found within the nucleus of a cell that carry the codes for inherited traits.

Cognition: the ability to reason and think our abstract solutions.

Developmental tasks: events that need to happen in order for person to continue growing toward becoming a healthy, mature adult.

DNA: the chemical unit that makes up chromosomes.

Emotional maturity: the state at which the mental and emotional capabilities of an individual are fully developed.

Fertilization: the union of a male sperm cell and a female egg cell; also known as conception.

Genes: the basic units of heredity.

Genetic disorders: disorders caused partly or completely by a defect in genes.

Heredity: the passing of traits from parents to their children.

Hormones: chemical substances that are produced in glands and help regulate many body's functions.

Physical maturity: the state at which the physical body and all its organs are fully developed.

Puberty: the time when a person begins to develop certain traits of adults of his or her own gender.

Unit 5 – Disease Prevention and Control

Antibodies: specific proteins that attach to antigens, keeping them from harming the body.
Antigens: substances that send the immune systems into action.

Arthritis: a disease of the joints marked by painful swelling and stiffness.

Bacteria: simple one-celled organisms.

Communicable disease: a disease that can be spread to a person from another person, an animal, or an object.

Contagious period: the length of time that a particular disease can be spread from person to person.

Disease: any condition that interferes with the normal or proper functioning of the body or mind.

Fungi: organisms that are more complex than bacteria, but cannot make their own food.

Germs: organisms that are so small they can only be seen through a microscope.

Hepatitis: disease characterized by an inflammation of the liver and yellowing of the skin and the white of the eyes.

Hygiene: cleanliness.

Immune system: a combination of body defenses made up of the cells, issues, and organs that fight pathogens in the body.

Immunity: the ability to resist the pathogens that cause a particular disease.

Infection: a condition that happens when pathogens enter the body, multiply, and cause harm.

Inflammation: the body's response to injury or disease, resulting in a condition of swelling, pain, heat, and redness.

Influenza (flu): a communicable disease characterized by fever, chills, fatigue, headache, muscle aches, and respiratory symptoms.

Juvenile rheumatoid arthritis (JRA): the most common form of arthritis in young people.

Lymphatic system: a secondary circulatory system that helps the body fight pathogens and maintains its fluid of balance.

Lymphocytes: special white blood cells in the blood and lymphatic system.

Mononucleosis: a viral disease characterized by a severe sire throat and swelling of the lymph glands in the neck and around the throat area.

Osteoarthritis: a chronic disease that is common in older adults and results from a breakdown in cartilage in the joints.

Pathogens: germs that cause diseases.

Pneumonia: a serious inflammation of the lungs.

Protozoa: one-celled organisms that are more complex than bacteria.

Rheumatoid arthritis: a chronic disease characterized by pain, inflammation, swelling, and stiffness of the joints.

Strep Throat: a sore throat caused by streptococcal bacteria.

Tuberculosis: a bacterial disease that usually affects the lungs.

Vaccine: a preparation of dead or weakened pathogens that is introduced into the body to cause an immune response.

Viruses: the smallest and simplest pathogens.

Unit 6 – Nutrition and Fitness

Nutrition

Calorie (kilocalories): units of heat that measure the energy used by the body and the energy that foods supply to the body.

Carbohydrates: the starches and sugars present in foods.

Complete proteins: a protein that contains an adequate amount of all nine essential amino acids.

Complex carbohydrate: starches found in certain types of foods.

Cross contamination: the spreading of bacteria or other pathogens from one food to another.

Dietary Guidelines for Americans: a set of recommendations for healthful eating and active living.

Fiber: an indigestible complex carbohydrate.

Food additives: substances intentionally added to food to produce a desired effect.

Food allergy: a condition in which the body's immune system reacts to substances in some foods.

Food intolerance: a negative reaction to a food or part of food caused by a metabolic problem, such as the inability to digest parts of food caused by a metabolic problem, such as the inability to digest parts of certain foods or food components.

Foodborne illness: food poisoning.

Incomplete proteins: a protein that lacks one or more of the essential amino acids.

Lipid: a fatty substance that does not dissolve in water.

Minerals: substances that the body cannot manufacture but that are needed for forming healthy bones and teeth and for regulating many vital body processes.

MyPlate: an illustrated dietary tool broken into the 5 food groups and related portion sizes.

Nutrients: substances in food that your body needs to grow, to repair itself, and to supply your energy

Nutrition: the process by which the body takes in and uses food.

Proteins: nutrients that help build and maintain body cells and tissues.

Pasteurization: the process of treating a substance with heat to destroy or slow the growth of pathogens.

Simple carbohydrate: sugars, such as fructose and lactose.

Vitamins: compounds that help regulate many vital body processes, including the digestion, absorption, and metabolism of other nutrients.

Fitness

Aerobic exercise: an activity that uses large muscle groups, is rhythmic in nature, and can be maintained continuously for at least 10 minutes three times a day or for 20 to 30 minutes at one time.

Anaerobic exercise: intense short bursts of activity in which the muscles work so hard that they produce energy without using oxygen.

Body composition: the ratio of body fat to lean body tissue, including muscle, bone, water, and connective tissue such as ligaments, cartilage, and tendons.

Cardiorespiratory endurance: the ability of the heart, lungs, and blood vessels to utilize and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

Cool down: the activity that prepares the muscles to return to a resting state.

Exercise: is purposeful activity that is planned, structured, and repetitive and that improves or maintains personal fitness.

F.I.T.T. principle: frequency, intensity, time/duration, and type of activity.

Flexibility: the ability to move a body part through a full range of motion.

Metabolism: the process by which your body gets energy from food.

Muscle endurance: the ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength: the amount of force a muscle can exert.

Overload: working the body harder than it is normally worked.

Physical activity: any form of movement that causes your body to use energy.

Physical fitness: the ability to carry out daily tasks easily and have enough reserve energy to respond to unexpected demands.

Progression: the gradual increase in overload necessary to achieve higher levels of fitness.

Resting heart rate: the number of times your heart beats in one minute when you are not active.

Specificity: particular exercise and activities that improve particular areas of health-related fitness.
Warm up: an activity that prepares the muscles for work.

Unit 7 – Substance Abuse Prevention

Addiction: a chronic relapsing condition characterized by compulsive drug-seeking and abuse and by long-lasting chemical changes in the brain.

Alcohol abuse: use of alcoholic beverage to excess, either on individual occasions or as a regular practice.

Alcoholism: physical dependence on alcohol to the extent that stopping alcohol use will bring on withdrawal symptoms.

Heroin: semisynthetic drug derived from morphine.

Inhalant: any breathable chemical vapor.

Marijuana: a very common street and recreational drug that comes from the marijuana plant.

Nicotine: an alkaloid (a nitrogen-containing chemical) made by the tobacco plant.

NIDA: National Institute of Drug Abuse.

Prescription: a physician's order for the preparation and administration of a drug or device for a patient.

Substance abuse: the excessive use of a substance, especially alcohol or a drug.

Tobacco: a South American herb, formally known as Nicotiana tabacum, whose leaves contain 2-8% nicotine and serve as the source of smoking and smokeless tobacco.

Withdrawal symptoms: abnormal physical or psychological features that follow the abrupt discontinuation of a drug that has the capability of producing physical dependence.

Unit 8 – Community and Environmental Health

Acid rain: rain that is more acidic than normal rain.

Air: the mixture of invisible odorless, tasteless nitrogen and oxygen gases that surrounds the earth.

Biodegradable: easily broken down in the environment.

Career: a profession for which one trains and which is undertaken as a permanent calling.

Community: people with common interest living in a particular area.
Conservation: the saving of resources.

Environmental Protection Agency (EPA): an agency of the U.S. government that is dedicated to protecting the environment.

Fossil fuels: the oil, coal, and natural gas that are used to provide energy.

Groundwater: water that collects under the earth's surface.

Hazardous wastes: human-made liquid, solid, sludge, or radioactive wastes that may endanger human health or the environment.

Landfill: huge, specially designed pits where waste materials are dumped and buried.

Natural disaster: an event caused by nature those results in widespread damage.

Noise: loud, confused, or senseless shouting or outcry.

Nonrenewable resources: substances that cannot be replaced once they are used.

Occupational Safety and Health Administration (OSHA): a branch of the U.S. Department of Labor that protects American workers.

Ozone: a gas made of three oxygen atoms.

Pollution: dirty or harmful substances in the environment.

Radiation: energy radiated in the form of waves or particles.

Sewage: human waste, garbage, detergents, and other household waste washed down drains and toilets.

Smog: a yellow/brown haze that forms when sunlight reacts with air pollution.

Water: the liquid that descends from the clouds as rain, forms streams, lakes, and seas.

Unit 9 – Safety and First Aid

Accident: any event that was not intended to happen.

Accident chain: a series of events that include a situation, an unsafe habit, and an unsafe action.

Accidental injuries: injuries that result from an accident.

First aid: the immediate, temporary care given to an injured or ill person until he or she can get professional help.

Heat exhaustion: a life threatening condition characterized by faintness, nausea, rapid heartbeat, and hot, red, dry, or sweaty skin.

Shock: a life threatening condition in which the circulatory system fails to deliver enough blood to vital tissues and organs.

Universal precautions: actions taken to prevent the spread of disease by treating all blood as if it were contaminated.

Appendix C: Industry Standards

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
NHES1		X		X	X	X		X	X
NHES2	X		X		X				
NHES3	X							X	X
NHES4				X				X	
NHES5					X				
NHES6	X					X			
NHES7							X		
NHES8							X		

NHES 1: Students will comprehend concepts related to health promotion and disease prevention to Enhance health.

1.12.1 Predict how healthy behaviors can affect health status.
1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3 Analyze how environment and personal health are interrelated.
1.12.4 Analyze how genetics and family history can impact personal health.
1.12.5 Propose ways to reduce or prevent injuries and health problems.
1.12.6 Analyze the relationship between access to health care and health status.
1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

NHES 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.12.1 Analyze how the family influences the health of individuals.
2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5 Evaluate the effect of media on personal and family health.
2.12.6 Evaluate the impact of technology on personal, family, and community health.
2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

NHES 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.12.1 Evaluate the validity of health information, products, and services.
3.12.2 Use resources from home, school, and community that provide valid health information.
3.12.3 Determine the accessibility of products and services that enhance health.
3.12.4 Determine when professional health services may be required.
3.12.5 Access valid and reliable health products and services.

NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.12.1 Examine barriers that can hinder healthy decision making.
5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
5.12.3 Justify when individual or collaborative decision making is appropriate.
5.12.4 Generate alternatives to health-related issues or problems.
5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
5.12.6 Defend the healthy choice when making decisions.
5.12.7 Evaluate the effectiveness of health-related decisions.

NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
6.12.1 Assess personal health practices and overall health status.
6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
6.12.4 Formulate an effective long-term personal health plan.

NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.12.1 Analyze the role of individual responsibility for enhancing health.
7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.
8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
8.12.2 Demonstrate how to influence and support others to make positive health choices.
8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
8.12.4 Adapt health messages and communication techniques to a specific target audience.

Appendix E: Common Core Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Common Core Standards										
CCR1										
CCR2										
CCR3										
CCR4										
CCR5										
CCR6										
CCR7		X	X			X	X	X	X	
CCR8		X		X						
CCR9										
CCR10										
CCW1		X	X	X				X		
CCW2					X		X	X		
CCW3										
CCW4			X	X			X	X	X	
CCW5										
CCW6		X	X		X	X	X	X	X	
CCW7		X	X				X	X		
CCW8							X			
CCW9										
CCW10										
CCSL1		X	X	X	X			X	X	X
CCSL2		X	X			X			X	
CCSL3		X	X		X	X	X	X	X	X
CCSL4			X							
CCSL5										
CCSL6										
CCL1										
CCL2										
CCL3										
CCL4		X	X	X		X	X	X	X	X
CCL5										
CCL6		X	X					X		
CCM1										
CCM2										
CCM3					X	X	X			

English Language Arts (6-12)

College and Career Readiness Anchor Standards for *Reading*

Key Ideas and Details

CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR2: Determine central ideas or themes of a text, and analyze their development; summarize the key supporting details and ideas.

CCR3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

CCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCR7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCR8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCR10: Read and comprehend complex literary and informational texts independently and proficiently.
Mathematics (High School)

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCW3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCW6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for *Speaking and Listening*

Comprehension and Collaboration

CCSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

CCL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCL3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Appendix D: 21st Century Skills[1]

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
21st Century Standards									
CS1	X								
CS2	X								
CS3	X								
CS4	X	X	X	X	X	X	X	X	X
CS5								X	
CS6					X	X	X	X	X
CS7	X	X	X	X	X	X	X	X	X
CS8		X	X		X	X	X	X	X
CS9	X	X	X	X	X	X	X	X	X
CS10	X			X	X	X	X	X	X
CS11	X			X	X	X	X	X	X
CS12			X	X					
CS13		X	X						
CS14	X		X		X			X	X
CS15									
CS16			X						

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

[1] *21st century skills.* (n.d.). Washington, DC: Partnership for 21st Century Skills.

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others

Appendix F: National Educational Technology Standards for Students (NETS-S)

	Unit 1 Personal & Consumer Health	Unit 2 Mental Health	Unit 3 Social & Family Health	Unit 4 Human Growth & Development	Unit 5 Disease Prevention & Control	Unit 6 Nutrition & Fitness	Unit 7 Substance Abuse Prevention	Unit 8 Community & Environment Health	Unit 9 Safety & First Aid
NETS Standards									
T1					X	X		X	X
T2					X	X	X	X	X
T3	**X**	X		X		X	X	X	X
T4	**X**			X	X		X		
T5									
T6		X							

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:
a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:
a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:
a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

Appendix G: Mississippi House Bill 999

MISSISSIPPI LEGISLATURE
2011 Regular Session
To: Education
By: Representatives Clarke, Mayo, Hines, Broomfield, Brown, Burnett, Calhoun, Clark, Coleman (29th), Coleman (65th), Dedeaux, Evans (70th), Flaggs, Fredericks, Gardner, Gibbs, Harrison, Lane, Smith (27th), Straughter, Thomas, Scott

House Bill 999

(As Sent to Governor)

AN ACT TO AMEND SECTION 37-13-171, MISSISSIPPI CODE OF 1972, TO REQUIRE EACH LOCAL SCHOOL BOARD TO ADOPT A SEX-RELATED EDUCATION POLICY TO IMPLEMENT ABSTINENCE-ONLY OR ABSTINENCE-PLUS EDUCATION INTO ITS LOCAL SCHOOL DISTRICT'S CURRICULUM BY JUNE 30, 2012, OR TO REQUIRE THE LOCAL SCHOOL BOARD TO ADOPT THE PROGRAM DEVELOPED BY THE MISSISSIPPI DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH; TO REQUIRE THE STATE DEPARTMENT TO APPROVE EACH DISTRICT'S CURRICULUM FOR SEX-RELATED EDUCATION AND ESTABLISH A PROTOCOL TO BE USED BY DISTRICTS TO PROVIDE CONTINUITY IN TEACHING THE APPROVED CURRICULUM; TO PROVIDE THAT INSTRUCTION IN SCHOOL DISTRICTS IMPLEMENTING ABSTINENCE-PLUS EDUCATION INTO THE CURRICULUM MAY BE EXPANDED BEYOND THE INSTRUCTION FOR ABSTINENCE-ONLY EDUCATION WITHIN PARAMETERS APPROVED BY THE DEPARTMENT; TO DEFINE ABSTINENCE-PLUS EDUCATION; TO REMOVE THE AUTHORITY GIVEN TO LOCAL SCHOOL BOARDS TO VOTE IN FAVOR OF TEACHING SEX EDUCATION WITHOUT ANY INSTRUCTION ON ABSTINENCE; TO PROHIBIT ANY TEACHING THAT ABORTION CAN BE USED TO PREVENT THE BIRTH OF A BABY; TO REQUIRE BOYS AND GIRLS TO BE SEPARATED INTO DIFFERENT CLASSES BY GENDER AT ALL TIMES WHEN SEX-RELATED EDUCATION IS DISCUSSED OR TAUGHT; TO REQUIRE THE DEPARTMENT OF HUMAN SERVICES AND THE DEPARTMENT OF HEALTH TO DEVELOP CERTAIN PROGRAMS AND STRATEGIES PROMOTING PREGNANCY PREVENTION AND PROVIDING INFORMATION ON THE CONSEQUENCES OF UNPROTECTED, UNINFORMED AND UNDERAGE SEXUAL ACTIVITY; TO PROVIDE FOR THE REPEAL OF THIS SECTION ON JULY 1, 2016; TO AMEND SECTION 37-13-173, MISSISSIPPI CODE OF 1972, RELATING TO PARENTAL NOTICE; TO AMEND SECTION 2, CHAPTER 507, LAWS OF 2009, TO REVISE THE DUTIES OF THE TEEN PREGNANCY PREVENTION TASK FORCE AND TO EXTEND THE DATE OF THE REPEAL ON THE TASK FORCE TO JULY 1, 2016; TO REQUIRE THE STATE DEPARTMENT OF HEALTH AND THE STATE DEPARTMENT OF EDUCATION, SUBJECT TO THE AVAILABILITY OF FUNDS, TO ESTABLISH A PILOT PROGRAM IN EACH HEALTH CARE DISTRICT, TO BE LOCATED IN A SCHOOL DISTRICT IN A COUNTY HAVING THE HIGHEST NUMBER OF TEEN PREGNANCIES; TO REQUIRE THOSE AGENCIES TO PROVIDE CERTAIN EDUCATIONAL SERVICES THROUGH QUALIFIED PERSONNEL; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 37-13-171, Mississippi Code of 1972, is amended as follows:

37-13-171. (1) The local school board of every public school district shall adopt a policy to implement abstinence-only or abstinence-plus education into its curriculum by June 30, 2012, which instruction in those subjects shall be implemented not later than the start of the 2012-2013 school year or the local school board shall adopt the program which has been developed by the Mississippi Department of Human Services and the Mississippi Department of Health. The State Department of Education shall approve each district's curriculum for sex-related education and shall establish a protocol to be used by districts to provide continuity in teaching the approved curriculum in a manner that is age, grade and developmentally appropriate.

(2) Abstinence-only education shall remain the state standard for any sex-related education taught in the public schools. For purposes of this section, abstinence-only education includes any type of instruction or program which, at an appropriate age and grade:

(a) Teaches the social, psychological and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;

(b) Teaches the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;

(c) Teaches that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;

(d) Teaches that abstinence from sexual activity before marriage, and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases and related health problems. The instruction or program may include a discussion on condoms or contraceptives, but only if that discussion includes a factual presentation of the risks and failure rates *** * *** of those contraceptives. In no case shall the instruction or program include any demonstration of how condoms or other contraceptives are applied;

(e) Teaches the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and

(f) Teaches that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.

(3) A program or instruction on sex-related education need not include every component listed in subsection (2) of this section for abstinence-only education. However, no program or instruction under an abstinence-only curriculum may include anything that contradicts the excluded components. For purposes of this section, abstinence-plus education includes every component listed under subsection (2) of this section that is age and grade appropriate, in addition to any other programmatic or instructional component approved by the department, which shall not include instruction and demonstrations on the application and use of condoms. Abstinence-plus education may discuss other contraceptives, the nature, causes and effects of sexually transmitted diseases, or the prevention of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

(4) Any course containing sex-related education offered in the public schools shall include instruction in either abstinence-only or abstinence-plus education. *** * ***

(5) Local school districts, in their discretion, may host programs designed to teach parents how to discuss abstinence with their children.

(6) There shall be no effort in either an abstinence-only or an abstinence-plus curriculum to teach that abortion can be used to prevent the birth of a baby.

(7) At all times when sex-related education is discussed or taught, boys and girls shall be separated according to gender into different classrooms, sex-related education instruction may not be conducted when boys and girls are in the company of any students of the opposite gender.

(8) This section shall stand repealed on July 1, 2016.

SECTION 2. (1) The Mississippi Department of Human Services shall develop programs to accomplish the purpose of one or more of the following strategies:

(a) Promoting effective communication among families about preventing teen pregnancy, particularly communication among parents or guardians and their children;

(b) Educating community members about the consequences of unprotected, uninformed and underage sexual activity and teen pregnancy;

(c) Encouraging young people to postpone sexual activity and prepare for a healthy, successful adulthood, including teaching them skills to avoid making or receiving unwanted verbal, physical, and sexual advances;

(d) Providing medically accurate information about the health benefits and side effects of all contraceptives and barrier methods as a means to prevent pregnancy and reduce the risk of contracting sexually transmitted infections, including HIV/AIDS; or

(e) Providing educational information, including medically accurate information about the health benefits and side effects of all contraceptives and barrier methods, for young people in those communities who are already sexually active or are at risk of becoming sexually active and inform young people in those communities about the responsibilities and consequences of being a parent, and how early pregnancy and parenthood can interfere with educational and other goals.

(2) The State Department of Health shall develop programs with the following strategies:

(a) To carry out activities, including counseling, to prevent unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(b) To provide necessary social and cultural support services regarding teen pregnancy;

(c) To provide health and educational services related to the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens;

(d) To promote better health and educational outcomes among pregnant teens; and

(e) To provide training for individuals who plan to work in school-based support programs regarding the prevention of unintended pregnancy and sexually transmitted infections, including HIV/AIDS, among teens.

(3) It shall be the responsibility of school nurses employed by local school districts implementing the program developed by the State Department of Health under subsection (2) of this section to carry out the functions of those strategies to promote consistency in the administration of the program.

SECTION 3. Section 37-13-173, Mississippi Code of 1972, is amended as follows:

37-13-173. Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to

the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice also must inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

SECTION 4. Section 2, Chapter 507, Laws of 2009, is amended as follows:

Section 2. (1) There is created the Teen Pregnancy Prevention Task Force to study and make recommendation to the Legislature on the implementation of sex-related educational courses through abstinence-only or abstinence-plus education into the curriculum of local school districts and the coordination of services by certain state agencies to reduce teen pregnancy and provide prenatal and postnatal training to expectant teen parents in Mississippi. The task force shall make an annual report of its findings and recommendations to the Legislature beginning with the 2012 Regular Session.

(2) The task force shall be composed of the following seventeen (17) members:

(a) The Chairmen of the Senate and House Public Health and Welfare Committees, or their designees;

(b) The Chairmen of the Senate and House Education Committees, or their designees;

(c) The Chairman of the House Select Committee on Poverty;

(d) One (1) member of the Senate appointed by the Lieutenant Governor;

(e) The Executive Director of the Department of Human Services, or his or her designee;

(f) The State Health Officer, or his or her designee;

(g) The State Superintendent of Public Education, or his or her designee;

(h) The Executive Director of the Division of Medicaid, or his or her designee;

(i) The Executive Director of the State Department of Mental Health, or his or her designee;

(j) The Vice Chancellor for Health Affairs and Dean of the University of Mississippi Medical Center School of Medicine, or his or her designee;

(k) Two (2) representatives of the private health or social services sector appointed by the Governor;

(l) One (1) representative of the private health or social services sector appointed by the Lieutenant Governor; * * *

(m) One (1) representative of the private health or social services sector appointed by the Speaker of the House of Representatives; and

(n) One (1) representative from a local community-based youth organization that teaches or has taught a federal or local school district approved curriculum.

(3) Appointments shall be made within thirty (30) days after the effective date of this act, and, within fifteen (15) days thereafter on a day to be designated jointly by the Speaker of the House and the Lieutenant Governor, the task force shall meet and organize by selecting from its membership a chairman and a vice chairman. The vice chairman shall also serve as secretary and shall be responsible for keeping all records of the task force. A majority

of the members of the task force shall constitute a quorum. In the selection of its officers and the adoption of rules, resolutions and reports, an affirmative vote of a majority of the task force shall be required. All members shall be notified in writing of all meetings, the notices to be mailed at least fifteen (15) days before the date on which a meeting is to be held. If a vacancy occurs on the task force, the vacancy shall be filled in the manner that the original appointment was made.

(4) Members of the task force who are not legislators, state officials or state employees shall be compensated at the per diem rate authorized by Section 25-3-69 and shall be reimbursed in accordance with Section 25-3-41 for mileage and actual expenses incurred in the performance of their duties. Legislative members of the task force shall be paid from the contingent expense funds of their respective houses in the same manner as provided for committee meetings when the Legislature is not in session. However, no per diem or expense for attending meetings of the task force may be paid to legislative members of the task force while the Legislature is in session. No task force member may incur per diem, travel or other expenses unless previously authorized by vote, at a meeting of the task force, which action shall be recorded in the official minutes of the meeting. Nonlegislative members shall be paid from any funds made available to the task force for that purpose.

(5) The task force shall use clerical and legal staff already employed by the Legislature and any other staff assistance made available to it by the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid. To effectuate the purposes of this section, any department, division, board, bureau, commission or agency of the state or of any political subdivision thereof shall, at the request of the chairman of the task force, provide to the task force such facilities, assistance and data as will enable the task force properly to carry out its duties.

(6) In order to carry out the functions and responsibilities necessary to study and make recommendations to the Legislature, the Teen Pregnancy Prevention Task Force shall:

(a) Form task force subgroups based on specific areas of expertise;

(b) Review and consider coordinated services and plans and related studies done by or through existing state agencies and advisory, policy or research organizations to reduce teen pregnancy and provide the necessary prenatal and postnatal training to expectant teen parents;

(c) Review and consider statewide and regional planning initiatives related to teen pregnancy;

(d) Consider efforts of stakeholder groups to comply with federal requirements for coordinated planning and service delivery; * * *

(e) Evaluate the implementation of sex-related educational courses through abstinence-only or abstinence-plus education in local school districts throughout the state;

(f) Evaluate the effect of the adoption of a required sex education policy on teen pregnancy rates and dropout rates due to teen pregnancy on the local school district and statewide levels;

(g) Compare and analyze data in districts adopting and implementing abstinence-only education to districts adopting abstinence-plus education;

(h) Require the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to conduct a study of community programs available throughout the state, and the areas wherein they are located, which provide programs of instruction on sexual behavior and assistance to teen parents; and

(i) Work through the Department of Health, the Mississippi Department of Human Services, the Department of Mental Health, the State Department of Education and the Division of Medicaid to cause any studies, assessments and analyses to be conducted as may be deemed necessary by the task force.

(7) This section shall stand repealed on July 1, 2016.

SECTION 5. (1) Beginning with the 2012-2013 school year, to the extent that federal or state funds are available and appropriated by the Legislature for the purposes of establishing and implementing the Prevention of Teen Pregnancy Pilot Program authorized by Section 41-79-5, the State Department of Health in conjunction with the State Department of Education shall establish a pilot program in each of the nine (9) health districts as defined by the State Department of Health, to be located in a school district in a county in that district having the highest number of teen pregnancies.

(2) The State Department of Health and the State Department of Education shall jointly provide education services through qualified personnel to increase awareness of the health, social and economic risks associated with teen pregnancy. The services and curriculum provided shall have a primary emphasis on reducing the teenage pregnancy rate in those pilot districts.

SECTION 6. This act shall take effect and be in force from and after July 1, 2011.

Appendix H: Mississippi Senate Bill 2472 – Nathan's Law

MISSISSIPPI LEGISLATURE
2011 Regular Session
To: Judiciary, Division A
By: Senator(s) McDaniel, Watson, Yancey, Montgomery, Hyde-Smith, King, Lee (35th), Chassaniol, Ward, Gollott, Flowers, Hewes, Mettetal, Hudson, Jackson (15th), Moffatt, Fillingane, Brown, Davis, Burton, Dearing

SENATE BILL NO. 2472
(As Sent to Governor)

AN ACT TO CREATE "NATHAN'S LAW"; TO AMEND SECTION 63-3-615, MISSISSIPPI CODE OF 1972, TO CLARIFY THE OFFENSE OF PASSING A SCHOOL BUS WHEN STOPPED TO LOAD OR UNLOAD STUDENTS AND TO REVISE THE PENALTY THEREFORE; TO REQUIRE THE STATE DEPARTMENT OF EDUCATION TO DEVELOP CURRICULUM GUIDELINES FOR SCHOOL BUS SAFETY; TO AMEND SECTION 63-1-73, MISSISSIPPI CODE OF 1972, TO PROHIBIT THE USE OF WIRELESS COMMUNICATION DEVICES BY BUS DRIVERS; TO AMEND SECTION 97-3-7, MISSISSIPPI CODE OF 1972, IN CONFORMITY; TO AMEND SECTION 63-1-33, MISSISSIPPI CODE OF 1972, TO REVISE THE DRIVER'S LICENSE EXAMINATION REQUIREMENTS TO ENSURE COVERAGE THEREON OF SCHOOL BUS SAFETY ISSUES; TO AUTHORIZE CAMERAS ON SCHOOL BUS STOP ARMS; TO AUTHORIZE THE DEPARTMENTS OF TRANSPORTATION AND EDUCATION TO CONDUCT A PUBLIC EDUCATION CAMPAIGN ON SCHOOL BUS SAFETY; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 63-3-615, Mississippi Code of 1972, is amended as follows:

63-3-615. (1) (a) The driver of a vehicle upon a street or highway upon meeting or overtaking any school bus that has stopped on the street or highway for the purpose of receiving or discharging any school children shall come to a complete stop at least ten (10) feet from the school bus before reaching the school bus when there is in operation on the school bus the flashing red lights provided in Section 63-7-23, or when a retractable, hand-operated stop sign is extended; the driver *** * *** shall not proceed until the children have crossed the street or highway and the school bus has resumed motion or the flashing red lights are no longer actuated and the hand-operated stop sign is retracted.

(b) The driver of a vehicle upon a highway that has four (4) lanes or more, whether or not there is a median or turn lane, need not stop upon meeting or passing a school bus that is on a different roadway or when upon a controlled-access highway if the school bus is stopped in a loading zone that is a part of or adjacent to the highway and where pedestrians are not permitted to cross the roadway.

(2) (a) Except as provided in paragraph (b), any person violating the provisions of subsection (1) of this section shall be guilty of a misdemeanor and upon a first conviction thereof shall be fined not less than Three Hundred Fifty Dollars ($350.00) nor more than Seven Hundred Fifty Dollars ($750.00), or imprisoned for not more than one (1) year, or both. For a second or subsequent offense, the offenses being committed within a period of five (5) years, the person shall be guilty of a misdemeanor and, upon conviction, shall be fined not less than Seven

Hundred Fifty Dollars ($750.00) nor more than One Thousand Five Hundred Dollars ($1,500.00), or imprisoned for not more than one (1) year, or both. In addition, the Commissioner of Public Safety or his duly authorized designee, after conviction for a second or subsequent offense and upon receipt of the court abstract, shall suspend the driver's license and driving privileges of the person for a period of ninety (90) days.

(b) A conviction under this section for a violation resulting in any injury to a child who is in the process of boarding or exiting a school bus shall be a violation of Section 54 97-3-7, and a violator shall be punished under subsection (2) of that section.

(3) This section shall be applicable only in the event the school bus shall bear upon the front and rear thereon a plainly visible sign containing the words "school bus" in letters not less than four (4) inches in height.

(4) If the driver of any vehicle is witnessed by a law enforcement officer or the driver of a school bus to have violated this section and the identity of the driver of the vehicle is not otherwise apparent, it shall be a rebuttable inference that the person in whose name the vehicle is registered committed the violation. If charges are filed against multiple owners of a motor vehicle, only one (1) of the owners may be convicted and court costs may be assessed against only one (1) of the owners. If the vehicle that is involved in the violation is registered in the name of a rental or leasing company and the vehicle is rented or leased to another person at the time of the violation, the rental or leasing company may rebut the inference of guilt by providing the law enforcement officer or prosecuting authority with a copy of the rental or lease agreement in effect at the time of the violation.

SECTION 2. Section 63-1-73, Mississippi Code of 1972, is amended as follows:

63-1-73. (1) For purposes of this section, the following terms shall have the meanings ascribed in this subsection, unless the context clearly indicates otherwise:

(a) "Cellular telephone" means an analog or digital wireless telephone authorized by the Federal Communications Commission to operate in the frequency bandwidth reserved for cellular radiophones.

(b) "Personal digital assistant" means a wireless electronic communication device that provides for data communications other than by voice.

(c) The term "E911" shall have the meaning ascribed in Section 19-5-303.

(d) "Wireless communication device" means a device that uses a commercial mobile service, as defined by 47 USC Section 332, including a cellular telephone or personal digital assistant.

(2) (a) A person who is authorized to drive under an intermediate license, a temporary learning permit or a temporary driving permit shall not operate a motor vehicle on a highway while using a wireless communication device to send or receive a written message while the motor vehicle is in motion.

(b) A person shall not use a wireless communication device while operating a passenger bus with a minor passenger on the bus, except for an emergency or in the case of a school bus driver for official school business or in an emergency.

(3) This section does not apply to any of the following:

(a) Law enforcement and safety personnel;

(b) Drivers of authorized emergency vehicles;

(c) * * * A person who is reporting reckless or negligent behavior;

(d) * * * A person who believes that the person or another person is in physical danger * * *;

(e) Written messages sent or received while the vehicle is parked; * * *

(f) The use of a wireless communication device for the sole purpose of communicating with any of the following regarding an emergency situation:

(i) An emergency response or E911 operator;

(ii) A hospital, physician's office or health clinic;

(iii) A provider of ambulance services;

(iv) A provider of firefighting services;

(v) A law enforcement agency;

(g) The use of technology utilizing a cellular connection to a vehicle to relay vehicle operational information between the vehicle and a call center or repair facility; and

(h) A vehicle navigation system utilizing a cellular connection to update databases and provide real-time traffic information.

(4) (a) A violation of this section is a misdemeanor, and upon conviction, is punishable by a fine not to exceed Five Hundred Dollars ($500.00).

(b) If the person violates this section at the time that he is involved in a motor vehicle accident, then the S. B. No. 2472 violations is punishable by a fine not to exceed One Thousand Dollars ($1,000.00).

(c) A law enforcement officer investigating a motor vehicle accident in which a person is cited for violating subsection (2)(b) or (c) of this section * * * shall indicate on the written accident report * * * the use of a wireless communication device in violation of this section * * * at the time of the accident.

SECTION 3. Section 97-3-7, Mississippi Code of 1972, is amended as follows:

97-3-7. (1) A person is guilty of simple assault if he (a) attempts to cause or purposely, knowingly or recklessly causes bodily injury to another; or (b) negligently causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) attempts by physical menace to put another in fear of imminent serious bodily harm; and, upon conviction, he shall be punished by a fine of not more than Five Hundred Dollars ($500.00) or by imprisonment in the county jail for not more than six (6) months, or both. However, a person convicted of simple assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker or family protection specialist or family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor,

court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than One Thousand Dollars ($1,000.00) or by imprisonment for not more than five (5) years, or both.

(2) A person is guilty of aggravated assault if he (a) attempts to cause serious bodily injury to another, or causes such injury purposely, knowingly or recklessly under circumstances manifesting extreme indifference to the value of human life; *** * *** (b) attempts to cause or purposely or knowingly causes bodily injury to another with a deadly weapon or other means likely to produce death or serious bodily harm; or (c) causes any injury to a child who is in the process of boarding or exiting a school bus in the course of a violation of Section 63-3-615; and, upon conviction, he shall be punished by imprisonment in the county jail for not more than one (1) year or in the Penitentiary for not more than twenty (20) years. However, a person convicted of aggravated assault (a) upon a statewide elected official, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker employed by the Department of Human Services or another agency, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, or a judge of a circuit, chancery, county, justice, municipal or youth court or a judge of the Court of Appeals or a justice of the Supreme Court, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender, while such statewide elected official, judge or justice, law enforcement officer, fireman, emergency medical personnel, public health personnel, social worker, family protection specialist, family protection worker, youth detention center personnel, training school juvenile care worker, any county or municipal jail officer, superintendent, principal, teacher or other instructional personnel, school attendance officer, school bus driver, district attorney, legal assistant to a district attorney, county prosecutor, municipal prosecutor, court reporter employed by a court, court administrator, clerk or deputy clerk of the court, or public defender is acting within the scope of his duty, office or employment; (b) upon a legislator while the Legislature is in regular or extraordinary session or while otherwise acting within the scope of his duty, office or employment; or (c) upon a person who is sixty-five (65) years of age or older or a person who is a

vulnerable adult, as defined in Section 43-47-5, shall be punished by a fine of not more than Five Thousand Dollars ($5,000.00) or by imprisonment for not more than thirty (30) years, or both.

(3) A person is guilty of simple domestic violence who commits simple assault as described in subsection (1) of this section against a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child and, upon conviction, the defendant shall be punished as provided under subsection (1) of this section; however, upon a third or subsequent conviction of simple domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment not less than five (5) nor more than ten (10) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred.

(4) A person is guilty of aggravated domestic violence who commits aggravated assault as described in subsection (2) of this section against, or who strangles, or attempts to strangle, a current or former spouse or a child of that person, a person living as a spouse or who formerly lived as a spouse with the defendant or a child of that person, other persons related by consanguinity or affinity who reside with or formerly resided with the defendant, a person who has a current or former dating relationship with the defendant, or a person with whom the defendant has had a biological or legally adopted child. Upon conviction, the defendant shall be punished by imprisonment in the custody of the Department of Corrections for not less than two (2) years; however, upon a third or subsequent conviction of aggravated domestic violence, whether against the same or another victim and within five (5) years, the defendant shall be guilty of a felony and sentenced to a term of imprisonment of not less than ten (10) nor more than twenty (20) years. In sentencing, the court shall consider as an aggravating factor whether the crime was committed in the physical presence or hearing of a child under sixteen (16) years of age who was, at the time of the offense, living within either the residence of the victim, the residence of the perpetrator, or the residence where the offense occurred. Reasonable discipline of a child, such as spanking, is not an offense under this subsection (4). A person convicted of aggravated domestic violence shall not be eligible for parole under the provisions of Section 47-7-3(1)(c) until he shall have served one (1) year of his sentence.
For the purposes of this section, "strangle" means to restrict the flow of oxygen or blood by intentionally applying pressure on the neck or throat of another person by any means or to intentionally block the nose or mouth of another person by any means.

(5) "Dating relationship" means a social relationship as defined in Section 93-21-3.

(6) Every conviction of domestic violence may require as a condition of any suspended sentence that the defendant participate in counseling or treatment to bring about the cessation of domestic abuse. The defendant may be required to pay all or part of the cost of the counseling or treatment, in the discretion of the court.

(7) When investigating allegations of a violation of subsection (3) or (4) of this section, law enforcement officers shall utilize the form prescribed for such purposes by the Office of the Attorney General in consultation with the sheriff's and police chief's associations.

(8) In any conviction of assault as described in any subsection of this section which arises from an incident of domestic violence, the sentencing order shall include the designation "domestic violence." The court shall forward a copy of each sentencing order bearing the designation "domestic violence" to the Office of the Attorney General.

SECTION 4. The State Department of Education shall develop and issue curriculum guidelines to school districts relating to the implementation of a school bus safety curriculum for implementation in Kindergarten through Grade 3.

SECTION 5. Section 63-1-33, Mississippi Code of 1972, is amended as follows:

63-1-33. (1) Except as otherwise provided under subsection(6) of this section, it shall be the duty of the license examiner, when application is made for an operator's license or temporary driving permit, to test the applicant's ability to read and understand road signs and to give the required signals as adopted by the National Advisory Committee on Uniform Traffic Control Devices and the American Association of Motor Vehicle Administrators.

(2) Except as otherwise provided under subsection (6) of this section, the commissioner shall have prepared and administer a test composed of at least ten (10) questions relating to the safe operation of a motor vehicle and testing the applicant's knowledge of the proper operation of a motor vehicle. Every examination shall ensure adequate knowledge on the part of the applicant as to school bus safety requirements.

(3) Prior to the administration of the test, the license examiner shall inspect the horn, lights, brakes, inspection certificate and vehicle registration of the motor vehicle which the applicant expects to operate while being tested, and if he finds that any of the aforementioned items are deficient, no license or endorsement shall be issued to the applicant until same have been repaired.

(4) An applicant for a Mississippi driver's license who, at the time of application, holds a valid motor vehicle driver's license issued by another state shall not be required to take a written test.

(5) Except as otherwise provided by Section 63-1-6, when application is made for an original motorcycle endorsement or a restricted motorcycle operator's license, the applicant shall be required to pass a written test which consists of questions relating to the safe operation of a motorcycle and a skill test similar to the "Motorcycle Operator Skill Test," which is endorsed by the American Association of Motor Vehicle Administrators. The commissioner may exempt any applicant from the skill test if the applicant presents a certificate showing

successful completion of a course approved by the commissioner, which includes a similar examination of skills needed in the safe operation of a motorcycle.

(6) The Department of Public Safety may accept the certification of successful completion of an individual's training in the knowledge and skills needed for the proper and safe operation of a motor vehicle from a driver education and training program at a secondary school that meets the standards of the department, in lieu of the department administering the examination of the individual for the purpose of obtaining a driver's license. The commissioner and the State Board of Education shall jointly promulgate rules and regulations for the administration of this subsection.

SECTION 6. Every school district is authorized to mount a camera on any retractable, hand-operated stop sign that is a part of the equipment of a school bus.

SECTION 7. To the extent that state, federal or other funds are available or appropriated, the Department of Transportation and the Department of Education shall cooperate to conduct an information campaign to educate drivers concerning the provisions of this act and the importance of school bus safety.

SECTION 8. (1) There is created the Mississippi School Bus Safety Task Force which shall be composed of nine (9) members as follows:

(a) Three (3) members appointed by the Speaker of the House of Representatives, one (1) of whom shall be appointed from the membership of the House of Representatives;

(b) Three (3) members appointed by the Lieutenant Governor, one (1) of whom shall be appointed from the membership of the Senate; and

(c) Three (3) members appointed by the Governor.

(2) At its first meeting, the task force shall elect a chairman and vice chairman from its membership and shall adopt rules for transacting its business and keeping records. Members of the task force shall receive a per diem in the amount provided in Section 25-3-69 for each day engaged in the business of the task force. Members of the task force other than legislative members shall receive reimbursement for travel expenses incurred while engaged in official business of the task force in accordance with Section 25-3-41; legislative members of the task force shall receive the expense allowance provided for in Section 5-1-47.

(3) The duties of the task force shall be to:

(a) Make a comprehensive study of school bus safety designs and technology related to safety and law enforcement.

(b) Examine and study approaches taken by other states in the implementation and costs of school bus safety.

(c) Research and develop recommendations relating to school bus safety.

(4) The task force shall publish its findings and recommendations with any proposed legislation in a report to the Governor and the Legislature to be made on or before December 31, 2011.

(5) The task force shall stand dissolved on January 1, 2012. S. B. No. 2472 *SS26/R171SG* 11/SS26/R171SG PAGE 13 ST: Nathan's law; increase penalty for unlawful passing of school bus.

SECTION 9. This act shall take effect and be in force from and after July 1, 2011.

2013-2014
MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK

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Revised 2013

1703

Physical Education Curriculum (K-12)

Mississippi Department of Education

2013

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Published by
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P.O. Box 771
Mississippi Department of Education
Jackson, MS 39201

The Office of Healthy Schools is a part of the Mississippi Department of Education and is located in Jackson, MS. In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools.

Acknowledgments

The Physical Education (K-12) curriculum was presented to the Mississippi Board of Education on April 18, 2013. The following persons were serving on the state board at the time:

Dr. Lynn House, Interim State Superintendent
Dr. O. Wayne Gann, Chair
Mr. Howell “Hal” N. Gage, Vice Chair
Ms. Kami Bumgarner
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland
Mr. Richard Morrison
Ms. Martha “Jackie” Murphy
Mr. Simon F. Weir, II

Scott Clements, Bureau Director for the Office of Healthy Schools, provided guidance as the taskforce committee was assembled and provided input throughout the development of the Physical Education Curriculum (K-12). Members of this taskforce were as follows:

Dr. Aaron Beighle	University of Kentucky
Joyce Aycock	Cleveland School District
Dr. Carol Barnes	Mississippi College
Dr. Tamika Bradley	Jackson State University
Joe Clark	Jackson County School District
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Appreciation is expressed to the following Office of Healthy Schools staff member who provided guidance and insight throughout the development process:

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Preface

The Mississippi Healthy Students Act of 2007 strengthened physical education and health education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. Data indicates that the earlier that students begin participating in physical activity and are introduced to health education skills, the greater the chance that they will build life skills to help them to be healthier. The Mississippi Healthy Students Act also strengthened the child nutrition program and school health councils in the state. Prior to the passing of this law, health education was already a graduation requirement in grades 9-12.

As a result of this legislation, forty-five minutes of health education and 150 minutes of physical education/physical activity are required each week for students in grades K-8 and a ½ Carnegie Unit for graduation for grades 9-12.

This bill is referenced at http://www.mde.k12.ms.us/docs/healthy-schools/senatebill2369.pdf?sfvrsn=2.

The results of a quality daily physical education program can have a dynamically positive and long-lasting effect on those who participate. According to the Centers for Disease Control's *Physical Activity Guidelines for Americans (2008)* the following are benefits of physical activity:

- Assists in the reduction of obesity;
- Reduces the risks of developing type II diabetes, cardiovascular disease and other chronic health conditions;
- Improves respiratory efficiency and reduces the risk of respiratory diseases such as asthma;
- Helps build and maintain healthy bones and muscles;
- Reduces feelings of depression and anxiety; and
- Promotes psychological well-being.

Physical Education (K-12) Executive Summary

PHILOSOPHY

The purpose of the 2013 Mississippi Physical Education Framework is to provide Mississippi physical educators in the public schools with a foundation for developing a quality physical education curriculum. This model provides consistency for physical education programs in the state. The 2013 Mississippi Physical Education Framework uses terminology and a format consistent with other Mississippi subject area curriculum frameworks. It is flexible enough to allow opportunities for creativity by individual teachers.

A high quality physical education program should address the physical development and skills (psychomotor), mental (cognitive), and social/emotional development (affective)of every child and incorporate fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.

-NASPE Definition of Quality Physical Education

Quality physical education is an essential component of a student's overall education. Every student in Mississippi will benefit physically, emotionally, and mentally from an educational process which provides the skills, attitudes and knowledge needed to develop and maintain a physically active and healthy lifestyle.

Physical education is delivered through a sequential developmentally appropriate curriculum utilizing best instructional practices. A variety of student-centered activities are utilized to teach movement skills and concepts in a safe-positive environment. Students are provided the opportunity to achieve and maintain their own level of physical activity. In addition, students are taught social and personal responsibility while being provided with the confidence in their physical skills requisite for a lifetime of physical activity.

MISSION STATEMENT

This framework was designed for Mississippi educators who teach physical education in the public schools. It was developed as a model to provide consistency for physical education programs in the state. It is flexible enough to allow opportunities for creativity by individual teachers.

Quality daily physical education is an integral part of the total educational process in Mississippi schools. A sequentially-planned program will result in students who:

- Participate regularly in physical activity;
- Know the implications of and the health benefits derived from involvement in physical activities;
- Value physical activity and its contributions to a healthy lifestyle;
- Are physically fit; and
- Learn skills and acquire knowledge necessary to perform a variety of physical activities.

YOUTH AND PHYSICAL ACTIVITY

Physical activity can help control weight, reduce the risk of heart disease and some cancers, strengthen bones and muscles, and improve mental health. *The Physical Activity Guidelines for Americans* recommend that children and adolescents aged 6-17 years should have 60 minutes (1 hour) or more of moderate to vigorous physical activity (MVPA) each day. It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Youth Physical Activity Guidelines

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

-Source: U.S. Department of Health and Human Services. *Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Services; 2008.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

The National Association for Sports and Physical Education (NASPE) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality education program. The competencies chosen for the framework were taken directly from the NASPE content standards for physical education. The National Standards for Physical Education are as follows:

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
- Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities;
- Exhibits a physically active lifestyle;
- Achieves and maintains a health-enhancing level of physical fitness;
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

SUGGESTED GUIDELINES FOR SUCCESSFUL FRAMEWORK IMPLEMENTATION

ELEMENTARY

- Provide daily physical education for all students.
- Recommend maximum class size of thirty-five students per class for a minimum of thirty minutes per day.
- Engage students for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.

MIDDLE SCHOOL

- Require daily physical education for all students.
- Recommend maximum class size of thirty-five students per class.
- Engage students using the lesson's primary objectives for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Provide certified physical education teachers for all classes.
- Provide adequate equipment and facilities specifically designated for physical education classes.
- Require physical education classes that are not designated for practice time or workout time for athletics.

SECONDARY

- Require a minimum of two semesters of physical education for graduation with a focus on lifetime activities which encourage a physically active lifestyle.
- Provide options for students to take elective courses in physical education that emphasize lifetime and fitness activities which do not include varsity athletic practice.
- Recommend maximum class size of forty students per class.
- Engage students using the lesson's primary objectives for a minimum of fifty percent of the class period.
- Implement the 2013 Mississippi Physical Education Framework competencies in daily lessons.
- Require daily lesson plans with objectives and strategies.
- Require a minimum of fifty minutes per class.
- Provide adequate equipment and facilities specifically designated for physical education class.

ORGANIZATION

The 2013 Mississippi Physical Education Framework ensures that all students will have opportunity to gain information and skills appropriate to age level and apply skills to everyday decisions.

A general description is provided for each grade level (K-2, 3-5, 6-8, 9-12) that includes the purpose and overview. The framework is organized so that each grade level has six competencies that focus on physical education. Each competency has suggested objectives, suggested teaching strategies and assessments designed to reinforce the competency.

COMPETENCIES

The National Association for Sports and Physical Education (NASPE, 2004) established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality physical education program. The competencies chosen for this framework were taken directly from the NASPE content standards for physical education.

The 2013 Mississippi Physical Education Framework competencies are based on these national standards and are required to be taught to all students. The six competencies do not have to be taught in the order presented within this framework. The competencies are intentionally broad to allow school districts and teacher's flexibility in developing curriculum unique to their students' needs.

OBJECTIVES

Each objective provided in the sample paragraph is a direct reflection of the competencies of the framework. The objectives are the means for achieving the competencies at each grade level listed in this framework. Each school district may adopt the suggested objectives and are encouraged to add additional objectives that meet the needs of the students in their district.

SUGGESTED TEACHING STRATEGIES

The suggested teaching strategies included in the framework are to be considered as examples or recommendations for teaching the objectives. Teachers in physical education settings have a variety of teaching styles, methodologies and facilities that may influence how the objectives will be taught. Therefore, each teaching strategy used should continually be examined relative to the competencies.

SAMPLE LESSON PLANS

The sample lesson plans listed under each competency can be accessed through the website listed below. Register at the “Health In Action” website below with your email address. Click on the grade level that you teach, click continue, then click on physical education. You can identify the topic that you are teaching in the box to locate lesson plans for that topic or you can get a listing of all topics under the physical education category for each grade level.

Supplementary lesson plans can be found at the following website:
www.healthyschoolsms.org/healthinaction.html

ASSESSMENT METHODS

Assessment is the mechanism used to measure educational achievement. Assessment is important because it affects how the students view themselves and the way parents, community, and governing bodies evaluate schools and districts. The assessment methods suggested in this framework are also to be considered only as examples for assessing competencies and objectives. Teachers should correlate their assessment methods with the assignments chosen for instruction. Listed below are some examples of assessment methods.

1. **Activity Log**
2. **Checklist**
3. **Fitness Test**
4. **Interview**
5. **Observation/Teacher**
6. **Parent Report**
7. **Peer Assessment**
8. **Portfolio**
9. **Role Play**
10. **Self Assessment**
11. **Skill Test**
12. **Student Contract**
13. **Student Journal**
14. **Written Assignment**
15. **Written Test**

2013 MISSISSIPPI PHYSICAL EDUCATION FRAMEWORK OVERVIEW

Grades Kindergarten-Two

Kindergarten through grade two is dedicated to the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. The instruction at each level will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

Grades Three-Five

Grades three through five continues the development of fundamental motor skills, movement concepts, manipulative, non-manipulative, and perceptual motor skills. Students are provided the opportunity to refine these basic skills and apply these skills in a movement form. The instruction will be progressive and focus on basic skills, the value of being physically active and the ability to display appropriate behaviors and attitudes during activity.

Grades Six- Eight

Physical Education in grades six through eight is dedicated to developing competency in many movement forms and their relation to an active lifestyle. The focus is to apply previously introduced skills and to acquire knowledge necessary for participation. The instruction at each level focuses on basic skills, lead-up activities and knowledge that demonstrate competency in each activity.

Grades Nine-Twelve

Grades nine through twelve are dedicated to the development of achieving competency in more complex versions of various movement forms and proficiency in a few movement forms. The focus of this instruction should be on individual/dual sports, team sports, physical fitness, and lifetime activities. It is recommended that students take one credit of physical education yearly.

Skills and Concepts

Movement Patterns/Concepts			
Body Awareness	**Spatial Awareness**	**Quality of Movement**	**Relationships**
Shapes	General	Time/Speed	Far/Near
Balance	Personal	Force	Above/Below
Transfer of body weight	Direction	Flow	Front/Behind
Flight	Levels		On/Off
Landing	Pathways		Together/Apart
	Planes		Around/Through

GENERAL ACTIVITY BY CATEGORY

The following list is not meant to be all-inclusive. These are merely some examples of different types of activities, and skills used while participating in the activities being taught in grades K-12. Teachers may select some or all of these activities.

Team Sports	Individual Sports	Lifetime Sports	Fitness
Basketball	Tennis	Canoeing	Aerobics
Softball	Pickleball	Hunter Education	Weight Training
Volleyball	Badminton	Archery	Running/Walking
Ultimate Frisbee	Bowling	Rollerblading	Walking/Running
Table Tennis	Golf	Dance	Pilates
Soccer	Gymnastics	Swimming/Water Sports	Yoga
Team Handball	Frisbee Golf	Biking	
Field Hockey		Orienteering	
Track and Field		Cooperative Education	
Flag Football			
Speedball			

CYCLE

The Mississippi content area frameworks are on a six (6) year cycle. Implementation of the framework begins in the school year, 2013-2014.

KINDERGARTEN - SECOND GRADE

The emphasis of physical education in **Kindergarten-Second grade** is to assist student development in fundamental motor skills, manipulative skills and movement experiences. Cognitive concepts associated with movement and fitness will enable the student to develop positive attitudes toward healthy lifestyles and physical activities.

Kindergarten-Second grade students begin to understand and model acceptable behaviors for the physical activity setting. Safe practices, classroom rules and procedures are prominent issues during instruction. Concepts of cooperation are introduced through small group activities, involving sharing equipment and space. Kindergarten students must be encouraged to participate in physical activities in and out of the classroom setting. Teachers must reinforce to students the importance of practice in order to learn and that it is acceptable to be a beginner when trying new skills.

Teachers in **first grade** should reinforce the benefits of participating in physical activity. Since young students can only focus on one or two concepts at a time, instructions for game activities should be simple and concrete.

Teachers in **second grade** should reinforce that changes in motor skills occur gradually over many years and that learning many different motor skills provides more choices for movement as they get older.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

KINDERGARTEN – SECOND GRADE

Content Strands

Gross Motor Skills Development (GM)
Fine Motor Skills Development (FM)
Social Skills (S)
Personal Skills (P)
Cognitive Development (C)
Lifelong Learning/Participation (L)
Fitness (F)
Adapted Physical Education (AP)

* See glossary

1. Demonstrate competency in motor skills and movement patterns/concepts needed to perform a variety of physical activities (GM, FM, F)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop fundamental locomotor*/non-locomotor*skills at an introductory level.	Students should follow specific instructions while performing basic activities, such as jumping with feet together from point A to point B.	**5**
Demonstrate clear contrasts between fast and slow.	Teachers may instruct students to mimic running speed of known animals (i.e., turtle, rabbit, and cheetah). Students should use a variety of *locomotor skills (i.e., jumping, galloping, and walking).	**5, 11**
Explore manipulative skills at an introductory level.	Students should locate body parts and identify which skill would be performed with each (i.e., have students bounce and catch a ball with both hands). Have students roll a ball back and forth with a partner or kick a sock ball.	**5**
Demonstrate rhythmic movements, timing, and following a beat at an introductory level.	Have students demonstrate a variety of locomotor movements to slow and fast music.	**12**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop fundamental locomotor*and nonlocomotor*skills at the basic level.	Have students walk, run, jump, hop, skip, gallop, slide and leap around the designated play area as directed. Some skills can be performed forward and backward or side to side.	**11**
Develop manipulative* skills at the introductory level.	Have students demonstrate throwing in an underhand and overhand movement pattern while stepping with the opposite foot.	**8, 11**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate locomotor* movements at the intermediate level.	Teachers can have students participate in activities that include changes in the speed of movement, and direction. Students will demonstrate these commands with verbal cues from the teachers such as relay races and/or obstacle courses.	**5, 12**
Demonstrate non-locomotor* movements with proficiency.	Teacher will lead the class in a sequence of stretching exercises as a warm-up that can lead into an aerobic* or anaerobic* type activity	**5**
Demonstrate manipulative* movements at the beginner level.	Give students instruction on basic steps to jumping rope. Guide students into jumping rope at a fast pace, slow pace, and while in a forward motion.	**2**
Demonstrate rhythmic movements, timing, and following a beat.	Have students participate in basketball drills-shooting and dribbling, hula-hoop activities, and volleyball activities.	**2**

COMPETENCY 1. SAMPLE LESSON PLANS

P-1177 Look At Me **P-1186 Tomorrow is a Brand New Day** **P-177 Locomotor Basic Skills(Part 1)** **P-204 Locomotor Basic Skills(Part 2)**	**P -1178 Look At Me** **P-1110 Underhand Throwing Skills** **P-589 Hula Hoops (Part 1-5)** **P-205 Locomotor Basic Skills (Part 3)**	**P-1179 Look At Me** **P-207 Manipulative Skills 1** **P-251 Manipulative Skills 2** **P-206 Non-Locomotor Skills** **P-1182 Reach**

2. Demonstrate understanding of movement principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. (GM, C, FM, AP, F)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.	Have students perform the musical game "Hokey Pokey."("You put your right hand in, take your right hand out")	**5**
Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.	Have students change direction of the movement on signal (may include north, south, east, and west).	**5**
	Have students identify and apply the concept of personal space and general space.	**5**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify body parts and movement of body parts during performance of motor skills.	Have students participate in the "Hokey Pokey."	**10**
Identify and apply fundamental locomotor* and non-locomotor* skills.	Have students use locomotor and non-locomotor combinations called out by teacher such as four jumps, three stretches, and five skips.	**10, 12**

Display manipulative skills* at the introductory level through a variety of activities.	Have students toss or bounce a ball to a designated target.	**5, 11**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.	Have students participate in a line dance to music. Rhythm and balance should be identified as key elements. Have students participate in aerobic activities that include dance steps along with stretching exercises.	**5**
Apply movement concepts and principles to a variety of basic skills.	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher.	**5, 11**
Understand the benefits of trying new or difficult tasks.	Students should attempt to correct/improve their skill level based on feedback from the teacher. Feedback should be offered to students as soon as possible after the performance.	**5**

COMPETENCY 2. SAMPLE LESSON PLANS

P-1059 Parachute: Part 1	**P-1181 Reach**	**P-1111 Rainy Day Recess 1**
P-1060 Parachute: Part 2	**P-1111 Rainy Day Recess 1**	
P-1061 Parachute: Part 3	**P-1112 Rainy Day P.E.**	
P-1062 Parachute: Part 4	**P-254 Tying My Shoes**	
P-1063 Parachute: Part 5		
P-1180 Reach		

3. Participates regularly in physical activity (GM, L, F, C, L, S)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Regularly participate in a variety of non-structured physical activities in school settings and out of school settings (recess, home) individually and as a group.	Have students engaged in teacher-led exercises by participating in a tag game for aerobic activity (i.e., Freeze Tag, Heart Healthy Tag, or Amoeba Tag: Physical Best Activity Guide, Elementary level).	**5, 8**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply activities learned during physical education in other settings.	Provide students with a checklist of after-school activities. Have students check which activities they participated in for the week. Discuss activities that are healthy and physically beneficial. Such activities may include dance, gymnastics, bicycling, sports, and walking.	**2**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous activities* such as bike riding, swimming, etc., outside of class. Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).	Have students draw pictures of people involved in different types of vigorous activities and identify feelings associated with each (i.e., happy, sad, tired, etc.). Give students a list of activities and have them identify how each of the activities makes them feel.	**15**

COMPETENCY 3. SAMPLE LESSON PLANS

P-1158 Getting Active with Jack the Apple **P-1155 I'm Healthy** **P-1184 The Heart Song** **P-1113 Posture**	**P-1187 Tomorrow is a Brand New Day** **P-1123 Cardio-Respiratory Fitness** **P-1153 The Freeze Game** **P-1124 Speed and Power**	**P-1188 Tomorrow is a Brand New Day** **P-1156 Paper War** **P-1154 Mental Energizers**

4. Achieve and maintain a health-enhancing level of physical fitness. (GM, FM, C, F, L)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Vigorously*participate in physical activity for a sustained amount of time.	Have students run back and forth across a specified distance at a pace that gets faster each minute (i.e., FITNESSGRAM Pacer test).	**5**
Recognize the change in heart rate and respiration as a result of physical activity.	Have students locate the heart with the right hand and show speed of heart beating by opening and closing left hand.	**5**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify changes in the body that occur at different levels of physical activity.	Have students identify changes in heart rate, perspiration, and breathing patterns while they participate in aerobic activities (i.e., jumping rope, running, walking).	**3**
Participate in basic exercises and physical activities with moderate efficiency.	Introduce students to the exercises that are assessed in the ***President's Challenge on Physical Fitness and/or FITNESSGRAM*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org** (aerobic capacity, body composition, muscular strength, muscular endurance, and flexibility).	**3**
Engage regularly in moderate to vigorous activity*, emphasizing muscular strength*, flexibility*, and cardiovascular endurance*.	Students will walk, jog, or run laps for a specified amount of time around an area designated by the teacher. At the end of each lap the student is given a straw to keep count. Have students' complete pre-post test. Students will use a clock as the measurement of time.	**5, 11**
Accomplish and retain physical fitness goals set at the introductory level.	Have students participate in a teacher constructed fitness test at the beginning and the end of the school year.	**3, 9**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.	The teacher can have students participate in moderate to vigorous physical activity (MVPA*) such as, (running, jogging, jumping jacks) and then compare and contrast the changes in heart rate and perspiration. Students can compare their heart rate before and after MVPA by counting the heart rate for six seconds and adding a zero.	**15**
Recognize components of physical fitness such as muscular strength, muscle endurance, and flexibility at an introductory level.	Students will complete and discuss all 5 activities (i.e., curl-ups, endurance run, pacer, pull-ups or right angle push-ups, shuttle run, V sit reach or sit and reach, or shoulder stretch) of the ***President's Challenge to Physical Fitness and Sports Test*** or ***Fitnessgram*** and compare/contrast fall test scores to spring test scores. **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**3, 15**
Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at an introductory level.	Teacher will have students perform muscular strength and endurance exercises that include but are not limited to crunches, push-ups, and pull-ups. Students will also perform basic flexibility exercises for the upper and lower extremities and explain the benefits of flexibility.	

COMPETENCY 4. SAMPLE LESSON PLANS

P-1291- P-1305 Moving with Fruits and Vegetables **P-1114 Balance**	**P-1144 Body Composition** **P-1119 Warm-Up/Cool-Down**	**P-1140 Strength and Endurance** **P-1129 Training Principles** **P-1125 Fitness** **P-1115 Coordination and Agility**

5. Exhibit responsible personal and social behavior that respect s self and others in physical activity settings. (L, F, P, S, AP)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules, procedures and safety practices while recognizing inappropriate behavior.	Students should follow specific instructions from the teacher while performing basic activities, such as jumping with feet together from point A to point B.	**5**
Follow directions and work cooperatively with others during physical activity.	Have students choose a partner and then decide on a skill to practice (i.e., push-up, curl-up, balance beam, etc.).	**8**
Demonstrate proper use and care of equipment.	Explain to students the importance of properly using and caring for equipment. Provide specific instructions for students to follow when they are finished with equipment.	**5**

GRADE ONE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety practices with little reinforcement from teacher.	Students will identify a skill that is challenging to them and demonstrate a positive attitude while practicing this skill. Reinforce that challenging skills will vary from student to student.	**5**
Demonstrate proper courtesy, cooperation and sportsmanship with others.	While participating in games such as "Duck, Duck Goose" students should demonstrate the ability to share space.	**5**
Respect the physical and performance differences of others.	Students will use locomotor skills on a low balance beam (1"x4"h, 2"x4"w or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	**5**

GRADE TWO

Apply rules, procedures, and safe practices with little or no reinforcement.	Perform locomotor skills (i.e., running, hopping, skipping, leaping, etc.) to a beat. When the beat changes, the locomotor skill changes to that which is specified by the teacher.	**11**
Work cooperatively with a partner or group and recognize the enjoyment of shared play.	Instruct students on the correct form of kicking a soccer ball while running. Have students practice a number of drills using the soccer ball (i.e., dribbling and passing, etc.).	**5, 11**
Recognize and experience physical activities from other cultures.	Have students participate in games from other countries. Such examples include the "Corkscrew" (England), "Peteca" (Brazil), "Catch Your Tail" (Nigeria), "Spearing the Disk" (Ethiopia), "Catching Fishes in the Dark" (China), and "Ladder Jump" (Australia). Have students use maps to locate the country and/or continent where the game originated. (Resource- *Multicultural Games*, Human Kinetics, 1997)	**5, 12**

COMPETENCY 5. SAMPLE LESSON PLANS

P-1189 Safe Routes to School - K-2 - Lesson 1	**P-1193 Safe Routes to School - First Grade - Lesson 1**	**P-1157 Diversity Elementary: Abilities**
P-1191 Safe Routes to School - Kindergarten - Lesson 2	**P-1170 Math Fact Fun**	**P-1145 Fitness Addition**
	P-1128 What If You Lose When You Play to Win?	**P-1120 All Fit Workout**
		P-1116 I've Got It

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, S, AP, L, C)

KINDERGARTEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express a positive outlook during physical activity and enjoy interaction with others.	Have students choose a partner and then decide on a skill to practice (i.e., passing a soccer ball, basketball, or volleyball etc.). Instruct students to exercise when the music is on and rest when the music is off.	**8**
Develop skills while participating in different activities individually and while working with others.	Have students choose a partner and then decide on a skill to practice (i.e., bouncing a ball, tossing a ball with a partner, etc.). Instruct students to exercise when the music is on and rest when the music is off.	**8**

GRADE ONE

Recognize the feelings resulting from challenges, successes, and failures during physical activity.	Students will discuss how they feel when participating in various physical education activities.	**12**
Exhibit a positive outlook while encouraging peers during physical activity.	Students will use locomotor skills on a low balance beam (1"h x 4"w, 2"h x 4"w or painted lines on the parking lot can be substituted for the balance beam). Reinforce the importance of students encouraging other students.	**5**
Express a willingness to try new activities and continue to participate when not successful on the first try.	Students will identify a skill that is challenging to them and demonstrate a positive attitude while practicing this skill. Reinforce that challenging skills will vary from student to student.	**5**

GRADE TWO

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Cooperate in helping others to achieve goals. Be aware of the feelings resulting from challenges, successes, and failures during physical activity.	The teacher will have students identify a partner and work cooperatively with their partner to complete the task assigned. Have students express feelings they associate with physical activity.	**15**

COMPETENCY 6. SAMPLE LESSON PLANS

P-1189 Safe Routes to School - K-2 - Lesson 1 **P-1143 Heads, Shoulders, Knees and Toes**	**P-1199 The Tortoise and the Hare - Grades 1 & 2** **P-1141 The Butterfly** **P-1118 Mighty Me Training Camp**	**P-1142 Fitness Spelling** **P-1138 Rock the Baby** **P-1136 Dog and Cat**

THIRD-FIFTH GRADE

The emphasis of physical education in **third-fifth grades** is to demonstrate a mature form in fundamental motor skills, and continue the development of manipulative skills and movement experiences. Students will begin to use non-locomotor skills in combination with movement skills. Cognitive concepts associated with movement will enable the student to demonstrate positive attitudes toward healthy lifestyles and physical activities.

Third and fourth grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities. Students should recognize the value of rules, fair play, safety and respect for others.

Teachers should reinforce the physical and mental benefits of aerobic activity. Teachers should also reinforce the importance of visual focus (see glossary) while performing a skill. Lead- up activities are emphasized for application of learned skills. Students should be able to follow specific rules, procedures, and etiquette involved in physical activity.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

THIRD-FIFTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Fine Motor Skills Development (FM)
Social Skills (S)
Personal Skills (P)
Cognitive Development (C)
Lifelong Learning/Participation (L)
Fitness (F)
Adapted Physical Education (AP)

* See glossary

COMPENTENCIES and Suggested Objectives:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Begin to use locomotor* and nonlocomotor* skills to perform rhythmic activities.	Students will perform a game of Hopscotch. Balance and smooth transition should be identified as necessary skills to be successful.	**15**
Demonstrate an intermediate form of manipulative skills.	Have students demonstrate mirroring/matching, meeting/parting, leading/following, and moving over/under. (Mirroring – Have students face one another and simultaneously do the same movements (i.e., jumping jacks, hopping on one foot, waving, etc.) as their partner. Matching – Have students repeat a motion after seeing a partner demonstrate a movement (i.e., jumping, jacks, hopping on one foot, waving, etc.).	**15**
Perform fundamental movement skills* in a variety of settings.	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, nonlocomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	**2**

Apply manipulative* skills to accomplish the objective of the activity.	With a partner, students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands) when receiving a ball.	**2, 11**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply manipulative skills* to enhance participation in physical activity settings.	Have students participate and learn rules in lead-up games such as one base baseball, sideline soccer, 2 on 1 hockey, and basketball, Frisbee to demonstrate manipulative skills* (i.e., bouncing, throwing, kicking, rolling, striking, and trapping the ball, puck, or Frisbee).	**5, 17**
Employ fundamental movement skills* in various settings.	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	**5**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Have students learn and perform simple dances in time with music, such as, polka step (hop-step-together-step), Electric Slide, Cha-Cha Slide.	**11**
Demonstrate improvement of form, strength, and accuracy in performing	Have students practice overhand/underhand throwing, catching, shooting, dribbling, kicking, and striking	**2**

manipulative skills*. Demonstrate movement skills with productivity during team activities.	activities at varying distances. Play “Rip Flag” (i.e., Two teams will have different color flags attached at the waist level with Velcro. Each team must attempt to capture the other team’s flags using chasing and fleeing skills).	**5**

COMPETENCY 1 SAMPLE LESSON PLANS.		
P-1121 Rainy Day Recess 1: Intermediate Grades **P-909 Math Battle Field** **P-853 Scientific Head Shoulders Knees and Toes 1** **P-852 Scientific Head Shoulders Knees and Toes 2**	**P-973 Classroom Olympics** **P-859 Jumping to Learn** **P-891 Multiplicity Volleyball**	**P-910 Three Facts and a Fib** **P-900 Jump the Solar System** **P-847 Virus Attack**

2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Adapt body movements according to particular obstacles.	Students should complete a teacher-constructed obstacle course that requires a variety of locomotor movements, non-locomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	**2**
Understand how appropriate practice improves performance.	Have students engage in activities such as horseshoes, basketball, and soccer. Have students identify which skill is being used and why. (For example, when playing horseshoes, the students should use the underhand toss instead of the	**5**

	overhand throw so the landing of the horseshoe is much softer.)	
Improve performance by participating in new and difficult tasks.	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	**2, 11**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply specific direction and force to manipulative skills.	Have students demonstrate the proper grip on a tennis racket to perform the forehand groundstroke. Explain how the amount of force applied determines the distance that the ball lands.	**5**
Incorporate basic offensive and defensive strategies (i.e., one –on- one, arms out for balance on the balance beam, alignment of players in volleyball, etc.) in a variety of settings.	Students will participate in a game of "Capture the Flag". Each team has a designated area called "base". "Base" is where each team's flag is located. Each team also attempts to capture the opponent's flag while protecting their flag. Observe students to determine if they are incorporating learned skills into game settings.	**5**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Plan basic offensive and defensive strategies designed for team activities.	Have students create a routine using basketball passing skills (i.e., three-on- three dribble/pass, three-on-two, two-on- one full court drill.	**5**
Recognize the critical elements that would enhance a peer's performance of a specialized skill (i.e., grip in tennis, dribbling with finger tips in basketball, etc.).	Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	**8**

COMPETENCY 2. LESSON PLANS

P-1309 Basketball Basics – Dribbling	**P-1320 Playground Ball Basics - Passing and Catching**	**P-1321 Playground Ball - Four Square**
P-1310 Basketball Basics – Passing	**P-1319 Soccer Basics – Heading**	**P-1314 Measuring the Basketball Court**
P-1311 Basketball Basics - Shooting	**P-1315 Football Basics - Passing**	**P-1122 Rainy Day P.E.: Intermediate Grades**
P-1318 Soccer Basics – Dribbling	**P-1317 Football Basics - Punting a Football**	**P-1008 Chinese Jump Rope MCT2 Review**
P-1316 Football Basics – Running With the Ball	**P-981 String Games**	**P-978 Fantastic Fun Stunts**
P-975 3-Rs	**P-971 Historical Who Am I**	**P-946 Space Exercises**
P-945 Flying Lid Football	**P-940 Snowball Math**	**P-942 The Tug of the Civil War**
P-908 Arm Yourself	**P-787 International Hopscotch**	

3. Participates regularly in physical activity (GM, L, F, C, L, S, AP).

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous* physical activities.	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	**11**
Explain the importance of a physically active lifestyle.	Students will develop an individual plan to exhibit a physically active lifestyle.	**8**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate regularly in a variety of physical activities.	Teacher will have students participate in physical activities that will improve the student's cardiovascular health and enhance their skill level.	**12**
Maintain participation in activities outside of the school setting.	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings.	
Identify benefits derived from physical activities.	Students will identify their strengths and weaknesses by participating in fitness tests, such as "Presidential Challenge to Physical Fitness" **www.presidentialyouthfitnessprogram.org**	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify opportunities in the school and community for regular participation in physical activity.	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league).	**15**
Participate in physical activities that will help prevent a sedentary lifestyle.	Encourage students to participate in activities such as walking, bicycling, and fishing. Discuss how these activities help prevent a sedentary lifestyle.	**2**

COMPETENCY 3. SAMPLE LESSON PLANS		
P-951 World Cup Soccer **P-860 Membrane Mayhem**	**P-939 Dictionary Dash** **P-848 Skeletal Simon Says**	**P-915 Toxic H2O**

4. Achieve and maintain a health-enhancing level of physical fitness (F, L, C)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Maintain aerobic* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame.	Engage in selected activities that maintain the heart rate within the target heart rate*zone for a specified amount of time. See glossary on how to calculate target heart rate zone. Students should use basic multiplication, addition, and subtraction to calculate heart rate and target heart rate zone.	**9**
Identify the importance of leading a healthy lifestyle.	Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	**11**

Associate specific physical activities with the components of health-related fitness (muscular strength*, muscular endurance*, flexibility*, body composition*, and aerobic fitness*).	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	**11**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in moderate*to vigorous*physical activities (MVPA) on a daily basis.	Have students participate in calisthenics*, lead-up games, or individual skills (i.e., balancing, running, hopping, skipping, throwing, catching, striking, kicking, etc.) to improve performance in activities that require students to use many skills.	**5**
Understand health related fitness standards (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing* and demonstrate physical fitness.	Students will identify their strengths and weaknesses by participating in fitness tests, such as ***"Fitnessgram"*** or the ***Presidential Youth Fitness Program.*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**12, 15**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Meet health-related fitness standards (i.e., muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*) as defined by fitness testing.	Administer pre and post fitness tests to measure cardiovascular endurance, muscular strength/endurance, body composition*, and flexibility. Have students write a summary about their perception of the fitness test results.	**3**
Demonstrate several activities involving each component of health-related fitness (muscular strength*, muscular endurance*, flexibility*, aerobic fitness*, and body composition*)	Keep a daily log of activities students perform outside the classroom (i.e., church league, boys and girls club, YMCA, city league). `	**15**

COMPETENCY 4. SAMPLE LESSON PLANS

P-953 Progressive Storytelling	**P-937 Geography Walk**	**P-913 Noun Master**
P-911 Number Line Up	**P-907 Foul Ball**	**P-904 Jumping Out of this World**
P-897 Buzz Walking	**P-896 Minute Marathon**	**P-849 Skeleton Race**
P-801 Camera Walk	**P-627 Fitness Testing for the Classroom**	**P-295 Break it Down**
P-260 No Couch Potato		

5. Exhibit responsible personal and social behavior that respects **self and others in physical activity settings. (P, S, L, AP)**

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety principles to any type of physical activity.	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	**5, 8**
Work with others to obtain the common goal of an activity.	Have students work in groups to create and perform a dance routine to music from different cultures based on a story from that country. Have students demonstrate movements (running, jumping, falling, throwing, etc.), to show feelings (happy, sad, etc.) of the characters.	**5, 8**
Respect the limitations and abilities of themselves and others during physical activity.	Have students create props that explain the setting (country).	

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Work cooperatively and productively with a partner or in a group setting. Accept and respond to winning and losing with dignity and understanding.	Have students work with a partner or group and complete a circuit of exercises that address health-related components of fitness. Have students write three sentences on the feelings they have when winning/losing and three sentences about the positive outcomes gained by participation in the game/sport.	

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate an understanding of various roles within group activities.	Assign students different roles within physical activities (i.e., student leader, umpire, scorekeeper, equipment manager, etc.) Rotate roles throughout the activity. Have students write about the responsibilities and importance of each role.	**5, 16**
Recognize and follow rules and procedures while maintaining ethical behavior during physical activities.	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities.	**11**
Identify areas of concern for safety of self and others in physical activities.	Have students list safety procedures for specific activities according to the level of involvement (i.e., player wearing helmet, player remaining in on-deck circle, spectator remaining aware of surroundings, umpire wearing	**16**

Work cooperatively with peers who demonstrate variations in skill development.	protective gear, media remaining in designated areas, etc.). Use task cards or sheets for peers to critique another student's technique of specialized skills (i.e., passing, dribbling, striking, and shooting).	**8**

COMPETENCY 5. SAMPLE LESSON PLANS

P-1313 Measuring the Bounce	**P-1312 How Far Will They Roll?**	**P-1308 History of Soccer Scavenger Hunt**
P-1307 History of Football Scavenger Hunt	**P-1306 History of Basketball Scavenger Hunt**	**P-1222 Bicycle Safety Skills - Grade 5**
P-1212 Behaviors of Safe Bikers - Grade 4	**P-1127 Street Games**	**P-970 Name Them All**
	P-950 Funnel Cloud Fun	**P-949 Prey and Predator**
P-954 Rope Ball	**P-938 Girl Power**	**P-903 Name Game Show Off**
P-948 Roadway Math	**P-899 Ships and Sailors**	**P-858 Knots of Fun**
P-902 What is Your Angle?	**P-805 Turkey Trot with Thankful Hearts**	**P-304 Famous American Circuit**
P-857 Get Up Glyphs	**P-285 Shadow Tag**	**P-264 Rock, Paper, Scissors, Compute**
P-301 Who's the Leader?		

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)

GRADE THREE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Assist peers to achieve success in physical activity settings.	Have students teach a skill identified by the teacher to a lower grade level or assist a peer in skill development.	**5**

GRADE FOUR

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Express enjoyment while participating in physical activity. Recognize personal challenges and experiences in physical activities.	Encourage students to participate in moderate to vigorous physical activities such as intramural sports offered by the school or local community programs. Have students write about physical activity experiences in other settings. Have students select and practice a skill that he/she needs to improve.	**12** **12**

GRADE FIVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize positive feelings that result from participation in physical activities.	Create drawings, posters, or cartoons for the school/local newspaper that display the benefits of participating in physical activity.	**5, 11**

COMPETENCY 6. SAMPLE LESSON PLANS

P-1217 Safe Routes to School - Pollution - Grades 4, 5, and 6	**P-1214 Safe Routes to School - Cost - Grade 5**	**P-1213 Bicycle Rodeo - Grades 5 & 6**
P-1192 Safe Routes to School - Grades 3-5 - Lesson 1	**P-972 BAM! Body and Mind**	**P-969 Mystery Ball**
P-944 Rainforest Expedition	**P-943 Synonym Paired Virginia Reel**	**P-914 What Time is It?**
P-905 Spelling Cheer	**P-898 Punctuation Power**	**P-893 Paper Skating**
P-892 Silent Spelling Bee	**P-856 Sport Alliterations**	**P-855 Metaphors and Similes in Motion**
P-802 Find It and Phrase It	**P-794 Chicken Dance Fun**	**P-793 Recreate Please**

P-628 Pop Walk **P-290 Rhyme Mine** **P-280 Biome Boogie**	**P-302 Password Pantomime** **P-289 Lights, Camera, Action**	**P-292 Question of the Day** **P-282 Travel the Magnolia State**

SIXTH-EIGHTH GRADE

Physical education for **sixth-eighth grade** students should provide experiences for social interaction while following rules, regulations, and safety procedures. It should provide a positive setting for students to compete, gain respect for others, and to build self-confidence. Students will be challenged by high levels of competition and by learning new and/or different activities. Most skills should be practiced as a whole so that rhythm is maintained.

Fitness is a major component of the **sixth-eighth grade** framework. Students should participate in numerous fitness activities for varying lengths of time. Participation in these activities should enable students to develop diversity.

The teacher should reinforce consistency in performing complex skills in complex environments. Students should be aware that individuals learn skills at different rates and mastery is not solely based on the amount of time spent performing the skill. Teachers should also reinforce short-term goals, independence and healthy lifestyles so students can easily identify personal successes.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance; rather, the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail and show the progression of concepts throughout the grades. School districts may adopt the objectives and modify them and are encouraged to write their own objectives to meet the competencies for students in their school district.

SIXTH-EIGHTH GRADE

Content Strands

Gross Motor Skills Development (GM)
Social Skills (S)
Cognitive Development (C)
Fitness (F)
Fine Motor Skills Development (FM)
Personal Skills (P)
Lifelong Learning/Participation (L)
Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate smooth combinations of fundamental movement skills through rhythmic patterns.	Teach rhythmic activities using a variety of sports equipment (i.e., dribbling to music, using stretch bands, performing rhythmic parachute activities).	**8**
Demonstrate improvement of form, strength, and accuracy in performing manipulative skills*.	Play dribble tag. Have two to four students dribble a ball while chasing other students. The students who are being chased should be required to use a variety of locomotor* skills, such as running, hopping, skipping and to change them on command. Have students assume various roles during activity.	**5, 8**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate competency with increasing proficiency in movement skills while participating in team and individual sports.	The opponent will return the serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.	**2, 13**
Perform continuous (possibly using rhythmic activities) and discrete skills (i.e. discrete skills have a defined beginning and end and continuous skills are ongoing).	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey, fencing, archery).	**5**
Develop offensive and defensive strategies in individual and team sports.	Use bouncing a ball to music, jumping rope to music, and/or tinikling (National dance for the Philippines that combines physical education and music).	**8**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate increased proficiency in movement skills while participating in team and individual sports.	Have students demonstrate various physical activities that include locomotor* and non-locomotor* movements.	**2, 13,**
Perform continuous and discrete skills (i.e., discrete skills have a defined beginning and end and continuous skills are ongoing).	Have students practice discrete skills (i.e., forearm volleyball pass, bowling) and continuous skills (i.e., juggling, dribbling a basketball).	**5**
Execute offensive and defensive strategies in individual and team sports.	Have students participate in scrimmage game (i.e., badminton or soccer) to apply learned skills.	**5**

COMPETENCY 1. SAMPLE LESSON PLANS

P-1134 Sport Stacking: Day 1	**P-368 Geography Golf: Day 5**	**P-1098 Lead-Up Soccer 1**
P-1146 Sport Stacking: Day 2	**P-1105 Stack It Up!**	**P-1099 Lead-Up Soccer 2**
P-1147 Sport Stacking: Day 3	**P-1104 Volley Up!**	**P-1100 Lead-Up Soccer 3**
P-1148 Sport Stacking: Day 4	**P-1103 Lead-Up Volleyball]**	**P-1102 Lead-Up Soccer 4**
P-1149 Sport Stacking: Day 5	**P-1076 Pushup/Chair Dip Challenge**	**P-1101 Lead-Up Soccer 5**
P-1087 Quick Muscle Pump 1	**P-1077 Ball Activity Warm-Up Day 1**	**P-1089 Squat it Out! 1**
P-1082 Jump Start the Class 1	**P-1078 Ball Activity Warm-Up Day 2**	**P-1066 Grab that Flag: Team Play**
P-1083 Jump Start the Class 2	**P-1079 Ball Activity Warm-Up Day 3**	**P-941 Deck Tennis: Serve It Up!**
P-1084 Jump Start the Class 3	**P-1080 Ball Activity Warm-Up Day 4**	**P-813 Lane Soccer**
P-1086 Jump Start the Class 4	**P-1081 Ball Activity Warm-Up Day 5**	**P-774 Two-on-One Soccer**
P-343 Geography Golf: Day 1	**P-1106 BB/FT Ball**	**P-611 Moving with Adverbs**
P-356 Geography Golf: Day 2		**P-550 Reading Trivia Tag**
P-357 Geography Golf :Day 3		**P-1108 Pickleball**
P-367 Geography Golf: Day 4		**P-1107Speed Ball**

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessment
Analyze the critical elements that would enhance a peer's performance in a specialized skill.	Have students create a checklist according to activity to determine if a peer is using appropriate techniques to enhance performance.	**8**
Comprehend the importance of warm-up* and cool down* techniques during physical activity.	Teach proper warm-up*/cool down* techniques to prevent injury. Have students warm-up and cool-down before and after all activities (i.e., hold stretching and walking to reduce heart rate after running).	**8**
Create and modify activities that provide practice of selected skills to help improve physical performance, begin offensive and defensive strategies	Explain/demonstrate proper technique for specific activities. Watch teacher-made video on correct/ incorrect form of specialized skill (i.e., throwing, catching, shooting, movement skills, etc.) and critique performance of that skill.	**2, 5**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create and modify activities that provide practice of selected skills to help improve physical performance.	Teacher can have students return a serve in tennis using the forehand or backhand stroke. Have students field the ball (i.e., softball or baseball) using the correct technique.	**2, 13**
Identify the basic training principles (i.e., FITT*, Warm-up/Work-Out/Cool Down, specificity, overload, intensity).	Discuss the changes (i.e., increased heart rate, perspiration, increased respiration, etc.) that occur after performing physical activity based on the FITT principal (Frequency, Intensity, Time, and Type of activity). Have students identify the weakest area and create a plan for improvement.	**12**
Discuss concepts that impact the quality of proper practice techniques.	Explain the skills necessary to maximize student's success in performing the underhand serve in the following phases of volleyball. <u>Preparation phase</u>- feet in comfortable stride, weight evenly distributed, and eyes on ball <u>Execution Phase</u>- swing arm back, transfer weight, contact ball with heel of open hand, and contact ball below center <u>Follow through</u>- swing striking hand forward to top of net, and transfer weight to front foot. Have students observe a peer performing one or all of the components of this skill and provide feedback.	**2,4,11,12**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Create offensive and defensive strategies in physical activities.	Devise a game using offensive and defensive strategies in specific sports. (i.e., When students are playing capture the flag, have them decide how many will stay to protect the flag and how many will attempt to capture the other team's flag. Have students determine if man-to-man coverage or zone coverage in a game of basketball would be the best strategy to maximize chances of success.)	**8**
Apply appropriate warm-up and cool down* techniques while participating in a variety of physical activities.	Perform warm-up* and cool-down* exercises before and after activities throughout the year and discuss the importance of each. Observe students to ensure that proper stretching techniques are being used.	**5**
Utilize principles of training and conditioning (FITT*, Warm-up-Work out- Cool down*, specificity*, intensity*, overload*) to improve physical fitness.	Research safety practices for basic muscular strength and endurance principles and create a fitness plan that includes principles of training and conditioning. Students will share this information with their class.	**5,8,15**
Understand how biomechanics (i.e., human movement from a variety of perspectives) affects performance.	Have students understand how proper hip rotation improves performance of striking skills and how knee extension improves performance of a kicking skill. Have students demonstrate these proper techniques.	**5,8**

COMPETENCY 2. SAMPLE LESSON PLANS

P-1131 Clowning 101: Part 1	**P-1075 Seasons of the Year: The Kinesthetic Way**	**P-825 Foot/Basket Ball**
P-1132 Clowning 101: Part 2	**P-1074 Math Basketball**	**P-503 Too Close for Comfort**
P-1085 Four Square: Ready for Fitness	**P-1067 Synaptic Tag**	**P-383 Synaptic Tag: The Brain on Drugs**

3. Participates regularly in physical activity (GM, L, F)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities in and out of the school's physical education setting.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	**15**
Participate in moderate to vigorous physical activity (MVPA) on a regular basis.	Use pedometer to count steps throughout the day. Record results in a physical activity log.	**9**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in physical activities based on individual interests or capabilities.	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	**1**
Explore different lifelong physical activities.	At the beginning of the year give an interest survey on lifelong physical activities. The teacher should incorporate the results in yearlong	**15**

	planning.	

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in games, sports, dance, and/or other activities in a variety of settings that are based on personal interests.	Have students participate in a variety of activities based on their own interests. Reinforce that these activities could be different for everyone and that mastery of a skill is not necessary for enjoyment. Use survey to determine activities.	**15**
Set personal physical fitness goals based upon the results of fitness assessments.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of the ***Presidential Youth Fitness Program*** test or other instructor initiated fitness test. www.presidentialyouthfitnessprogram.org	**3**
Participate and apply basic muscular strength and endurance principles and safety practices both inside and outside of school.	Research safety practices for basic muscular strength and endurance principles. Share information with class.	**16**

COMPETENCY 3. SAMPLE LESSON PLANS

P-1093 Crunch Those Abs! 1	**P-1092 Pump It Up Please!**	**P-1058 Pace Yourself**
P-1094 Crunch Those Abs! 2	**P-1090 Squat it Out! 2**	**P-916 Modern Day Tinikling**
P-1095 Crunch Those Abs! 3	**P-1064 Hoops for Heart**	**P-279 Fitness Stations**
P-1096 Crunch Those Abs! 4	**P-612 Fitness Four Square**	**P-1097 Crunch Those Abs!**

4. Achieve and maintain a health-enhancing level of physical fitness. (L, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify each health-related fitness component (i.e., cardiovascular endurance*, muscle strength*, flexibility*, muscular endurance*, and body composition*) and the impact of physical participation on these components.	Have students participate in health related fitness activities and explain the importance of each component. Reinforce science skills by explaining how physical activity and proper nutrition affect the major organs of the body.	**9**
Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.	Have students maintain his/her target heart rate zone* (see glossary) for 20 minutes while participating in an activity of their choice.	**3**
Examine pre-and post-fitness test scores after participation in fitness-enhancing activities.	Have students graph pre- and post-fitness test scores and compare results. Have students answer questions about fitness levels and improvements.	**17**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in fitness assessment and developmentally appropriate health-related activities for the purpose of improving skill performance and physical fitness.	Administer a health related fitness test. ***Presidential Youth Fitness Program*** www.presidentialyouthfitnessprogram.org Use health related activities from Physical Best or other fitness curricula. ***Physical Best***- www.aahperd.org	**3**

Design a personal fitness plan*.	Based on fitness scores have students develop a fitness plan that improves body composition, muscular strength, muscular endurance, flexibility, aerobic fitness, etc.	**15**
Engage in physical activity at an increased heart rate for a minimum of 20 minutes at least three times per week.	Record heart rates obtained through a variety of endurance activities within a 20-minute time frame. Have students explain the difference between resting and exercising heart rate based on how vigorous the exercise was (i.e., heart rate after walking, heart rate after running, etc.). Collectively compile data and create a chart listing each student's heart rates.	**9, 15**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply each health-related fitness component (i.e., muscular strength, endurance, flexibility, body composition, aerobic fitness) and explain how participation in physical activity impacts personal fitness.	Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition in a variety of settings.	**15**
Examine and discuss pre- and post-fitness test scores after participation in fitness-enhancing activities.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of ***FitnessGram*** or ***Presidential Youth Fitness Program*** testing.	**3**
Implement a personal fitness plan to accomplish a physical fitness goal.	Use fitness test results to have students determine if they are achieving their fitness goals. Design meaningful fitness goals based on the results of ***Presidential Youth Fitness Program or FitnessGram.*** **www.fitnessgram.net** **www.presidentialyouthfitnessprogram.org**	**15**

COMPETENCY 4. SAMPLE LESSON PLANS		
P-1054 Fitnessgram: Day 1 **P-1055 Fitnessgram: Day 2** **P-1056 Fitnessgram: Day 3** **P-1057 Fitnessgram: Day 4**	**P-1133 The Musculoskeletal System**	P-1168 **Body Image and Self Esteem**

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.(S, P, L)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and procedures and display sportsmanship while participating in physical activities.	Provide students with scenarios of game situations. Have students explain the importance of accepting a controversial call and appropriately handling conflicts.	**15**
Practice responsible decision-making during specific activities.	Students will complete a group project to identify places for physical activity in school/community. Students should be encouraged to exhibit responsible personal and social behavior.	**14,15**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Follow rules and regulations and respect others.	Provide students with scenarios of inappropriate use of equipment and space. Have students demonstrate the appropriate use.	**5**
Exhibit characteristics of a positive role model by following rules and procedures and displaying sportsmanship during physical activities.	Encourage students to exhibit positive peer interaction while participating in various activities that include non-traditional sports (e.g., Field hockey fencing, archery).	**5, 8**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Exhibit characteristics of a positive role model.	Discuss the influence of role models, listing positive and negative examples. Discuss the importance of displaying positive character traits to other students. Have student's role play being a role model/mentor. Distinguish/Identify the traits exhibited by a person that students consider a good role model and how they differ from a negative role model (traits not actions). Allow proper debate when opinions differ.	**5, 10**
Solve conflicts in physical activity by determining potential solutions.	The teacher can have students serve in various roles in physical education class such as team captain, game official, and coach of a team.	**5,8**

COMPETENCY 5. SAMPLE LESSON PLANS

P-1221 Bicycle Safety Skills - Grades 6-8	**P-1216 Safe Routes to School - Counting Vehicles**	**P-1208 Safety Behaviors for Pedestrians - Grades 7 & 8**
P-1211 Behaviors of Safe Bikers - Grades 6 - 8	**P-1207 Safety Behaviors for Pedestrians - Grade 6**	**P-1162 Criticism: Striving For Perfection**
P-1161 Respect for Property and Authority	**P-1160 Bicycle Safety and You**	**P-1159 Trust Me: Learning to Be Responsible**

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C)

GRADE SIX

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Describe and practice positive feelings associated with physical fitness.	Describe ways the body can be used to express and/or communicate ideas and feelings.	**5**
Identify physical changes that occur in our bodies associated with physical activity.	Have students identify changes in heart rate, perspiration, and muscle development through participation in physical activity. Discuss how being active reduces stress, decreases hyperactivity, etc.	**5, 15**

GRADE SEVEN

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Use the physical activity setting as an opportunity to improve social skills (i.e., self-expression, social interaction, etc.).	List personal interests and abilities and have student's research opportunities available in these areas to meet their fitness needs.	**1**
Analyze physical fitness experiences regarding social, emotional, and health benefits.	Write one paragraph on how participation in physical activity promotes a healthy lifestyle (i.e., social, emotional, etc.).	**15**

GRADE EIGHT

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that provide challenge, problem solving, decision-making and risk taking.	Provide opportunities for students to engage in challenging activities (i.e., team sports, game settings). Observe students to see if they are using skills learned in a variety of settings.	**5**

COMPETENCY 6. SAMPLE LESSON PLANS

P-1219 Safe Routes to School - Pollution Contest - Grade 6 **P-1215 Safe Routes to School - Cost - Grade 6** **P-1194 Safe Routes to School - Grades 6-8 - Lesson 1**	**P-1220 Safe Routes to School - Questionnaire - Grades 7 & 8** **P-1209 Bicycle Rodeo - Grades 7 & 8** **P-1167 Our Flexible Frame**	**P-1218 Safe Routes to School - Pollution - Grades 7 & 8** **P-1171 At Your Own Risk** **P-1163 The Motion Potion**

GRADES NINTH – TWELVE

Grades nine through twelve are dedicated to mastery in more complex versions of various movements and proficiency in most activities. These should include a minimum of six themes:

Team	Aquatics
Dual and Individual Sports	Fitness activities
Gymnastics	Rhythms/dance

Non-traditional activities should be included where facilities and instructional expertise are available. The primary focus of instruction should be on the application and mastery of activity skills that would encourage students to lead an active lifestyle. The application of these motor skills in instructor supervised physical activities will help students learn and apply the social skills (i.e., cooperation, fair play, playing by the rules, etc.) necessary to function appropriately in society. Additionally, students should plan, execute and alter, as needed, a fitness program that encourages them to be physically fit/active for a lifetime.

Teacher should encourage students to use skills in unpredictable environments and reinforce that mental practice can increase performance, particularly at higher skill levels. They should understand that regular physical activity and mastering skills will continue with them throughout their lifetime. Family, school, and community attitudes are influenced by an individual's commitment to a fitness plan.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. Competencies may be taught in any format a district may develop. ***The competencies are required to be taught.*** Competencies are not ranked in order of importance rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, and show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

GRADES NINE - TWELVE

Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

* See glossary

COMPETENCIES and Suggested Objectives:

1. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)**

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate proficiency in numerous movement forms.	Students will participate in team and individual activities that allow them to practice, improve, and apply previously learned motor skills in activities taken from the suggested activity list.	**5, 12, 15**
Use technology to evaluate a variety of movement forms.	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, fitness testing software) to analyze and assess the improvement of their physical skills. ***FitnessGram*** **www.fitnessgram.net** ***Presidential Youth Fitness Program*** **www.presidentialyouthfitnessprogram.org**	**11, 3**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Demonstrate proficiency in team-oriented skills	Have students participate in a tennis match. Students should display skills such as developing strategy, playing by the rules, scorekeeping, proper grip, force, etc.	**5, 11**
Improve upon a variety of advanced manipulative skills.	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/ or volleyball.	**11, 13**

COMPETENCY 1. SAMPLE LESSON PLANS

P-563 Track-Shot Put and Discus	**P-569 End of Year Fitness Testing**	**P-486 Jump Rope for Heart**
P-561 Track-Long Jump and Triple Jump	**P-844 Footwork and Change of Direction**	**P-435 Core Muscle Exercises**
P-560 Track-High Jump	**P-480 Take Your Medicine - Leg Exercises**	**P-434 Weight Room-Back Exercises**
P-557 Track-High and Intermediate Hurdles	**P-477 Short Response Drills**	**P-433 Weight Room-Leg Exercises**
P-556 Track-Relays	**P-476 Long Response Drills**	**P-432 Weight Room-Arm Exercises**
P-554 Track-Middle Distance	**P-475 Rapid Response Drills**	**P-431 Weight Room-Shoulder Exercises**
P-410 Jump into Plyometrics	**P-351 Soccer Drills-Trapping**	**P-413 Weight-Room Chest Exercises**
		P-305 Ultimate Frisbee-Freelance Throwing

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, P, AP)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Identify and analyze the movement skills of self and peers during various physical activities.	Using a teacher provided checklist or rubric; students will observe and evaluate the motor skills of peers in selected areas.	**2, 11**
Design self-improvement plan to achieve a higher skill level in a movement activity.	Video students during physical activities. Have students watch video and use the checklist/rubric to evaluate movement skills. Design activities to improve movement skills.	**2, 8**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Analyze peer performance on specific movement skills.	Have students create a rubric to observe and analyze the movement skills of two other students.	**2, 11**
Determine offensive and defensive strategies while participating in team and individual sports.	Have students demonstrate strategy while participating in activities such as racquetball, tennis, soccer, badminton, and/or volleyball.	**2, 5**
Use the outcomes of strategic decisions to encourage the improvement of personal performance.	Have students evaluate and document ways to improve their performance or the performance of their team following an activity.	**11,14,15**

COMPETENCY 2. SAMPLE LESSON PLANS

P-845 How to Punt	**P-824 Volleyball Serving Drill**	**P-650 BMI Check**
P-831 Kicking a Football	**P-778 Set Yourself Before You Wreck Yourself**	**P-649 What is Your Body Type?**
P-830 Receivers Routes-Angles	**P-777 Dig It?**	**P-645 How Active are You?**
P-829 Receivers Routes-Estimating Distance	**P-776 Would You Like Fries with that Serve?**	**P-644 Check Your Attitude**
P-828 Catching a Football	**P-775 Volleyball - The Basics**	**P-485 How Hard Are You Working?**
P-827 Football-Drive it	**P-653 Am I Eating Because I'm Sad?**	**P-484 FITT**
P-826 Mechanics of Throwing a Football	**P-458 Posture Check**	**P-481 Are You Alive?**
P-342 Running Lessons-Biomechanics of Jogging	**P-411 Antagonistic Muscle Groups**	**P-436 Applying Newton's First Law**
P-315 Soccer Drills-Long Kicks	**P-348 Fast Twitch Muscle Fibers vs. Slow Twitch Muscle Fibers**	**P-438 Applying Newton's Second law**
P-317 Soccer Drills-Inside the Foot Passing	**P-314 Disc Golf-Play**	**P-440 Applying Newton's Third Law**
P-318 Soccer Drills-Passing Using the Outside of the Foot	**P-313 Disc Golf-Rules**	
P-140 How Much Do You Eat?	**P-275 Ultimate Frisbee-Backhand Throw**	
P-132 A Quality Physical Education Program : Part I	**P-276 Ultimate Frisbee-Forehand Throw**	
P-133 A Quality Physical Education Program : Part II	**P-277 Ultimate Frisbee-Proper Catching**	
	P-278 Ultimate Frisbee-Hammer Throw	

3. Participates regularly in physical activity. (GM, L, F, C, L, S)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Recognize the value of participating in vigorous activities over a sustained period of time.	Students will complete a weekly physical activity log that includes a minimum of 10 physical activities. It should include activities in a variety of settings. Have students write a one-page essay identifying behavior changes needed to continue a healthy active lifestyle.	**11, 15**
Establish personal physical activity goals based on previous assessments.	Assist students as they assess their fitness levels based on the five health related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition). Have students identify their weakest component and design a plan to improve it.	**3, 12**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in a variety of health-related movement activities, which encourages a lifetime of physical fitness.	Have students use different methods to monitor the five health-related components of fitness (muscular strength, endurance, flexibility, aerobic fitness, body composition) and identify any correlation in data that would indicate fitness.	**2, 3**
Select activities that promote a physically active lifestyle by determining the health and fitness benefits of team, dual, individual, and lifetime activities.	In order to demonstrate the knowledge of activities that promote a physically active lifestyle, students will select two activities that improve fitness levels in each of the health related components of fitness.	**2, 16**
Create a plan to maximize success in a variety of activities (i.e., picnic, camping trip, picking up litter, etc.).	Have students create a list of supplies and materials they would need to go on an overnight backpacking trip. Encourage them to execute the plan with family.	**5, 16**

COMPETENCY 3. SAMPLE LESSON PLANS

P-870 Agility-Rabbit Drill	**P-651 Skinfold Test**	**P-570 End of Year Fitness Testing**
P-871 Agility-Ball Toe Taps	**P-631 Is This Your Gym?**	**P-615 Crazy Fit Test**
P-565 Yoga-What is it?	**P-483 MHR**	**P-478 Push-up day**
P-567 OOOOMMMMMM.....That Hurts!!!	**P-479 Take Your Medicine-Shoulders**	**P-474 Get on the Ball-Core Stability**
P-470 Dynamic Stretching vs. Static Stretching	**P-469 So....How Strong Are You? Deadlift**	**P-146 Tour De France Project: Stage One - Time Trial**
P-457 Design Your Own Workout	**P-468 So... How Strong Are You? Shoulder Press**	**P-147 Tour De France: Stage Two-Intermediate Hills**
P-337 How Much Do You Walk In A Day?	**P-467 So....How Strong Are You? Squat**	**P-148 Tour De France Project: Stage Three – Flats**
P-338 Running Lessons-Finding Your Pace: Part 1	**P-456 So...How Strong Are You? - Bench Press**	**P-149 Tour De France Project: Stage Four - Big Hills**
		P-150 Tour De France Project: Stage

P-339 Running Lessons-Finding Your Pace: Part 2 **P-334 Walking Math** **P-156 History of the President's Physical Fitness Challenge**	**P-325 Soccer Drills-Dribbling Slalom** **P-160 Marathon Mania** **P-135 Keeping Daily Fitness Journals** **P-473 Get on the Ball-Leg Exercises**	**Five - Intermediate Hills** **P-151 Tour De France Project: Stage Six - Modest Hills** **P-152 Tour De France Project: Stage Seven - More Modest Hills** **P-155 Tour De France Project: Final Stage-Sprint**

4. Achieve and maintain a health-enhancing level of physical fitness. (F, L, C, AP)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate in a nationally recognized fitness test to assess personal fitness.	Complete the ***FITNESSGRAM*** ***www.fitnessgram.net*** or ***Presidential Youth Fitness Program*** **www.presidentialyouthfitnessprogram.org**.	**3**
Utilize various resources including technology to enhance personal fitness.	Students will use professionally prepared and teacher prepared videos and computer programs (i.e., aerobic videos, physical activity instructional videos, ***FITNESSGRAM***, **www.fitnessgram.net** fitness testing software) to analyze and assess the improvement of their physical skills.	**3, 12**
Design and participate in a personal fitness program.	Students will use fitness assessment data to plan a personal fitness program to increase the five health related components (muscular strength, muscular endurance, aerobic fitness, flexibility, and body composition).	**2, 11**

GRADES TEN – TWELVE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.	Have students create a fitness plan that focuses on body composition. The fitness plan should include warm-up and cool down exercises (i.e., stretching), aerobic fitness exercises, and muscular strength and endurance exercises. Students should also plan for a nutritious appropriate diet using MyPlate. www.choosemyplate.gov	**9, 16**
Maintain the five health related fitness components (i.e., aerobic fitness, muscular strength, muscular endurance, flexibility, body composition) to live a healthy lifestyle through the development of a fitness plan.	Have students create an outline explaining the activities, principles, and methods they plan to participate in to maintain aerobic endurance, muscular strength and endurance, flexibility, and body composition.	**2, 3, 16**
Develop and participate in an appropriate physical fitness program to improve personal fitness over an extended period of time.	Have students record the fitness, intensity, time, and type of activity (FITT) that he/she engaged in for a specific amount of time. Identify likes/dislikes of the activity and needs for improvement.	**1, 14, 15**

COMPETENCY 4. SAMPLE LESSON PLANS

P-1065 Fitnessgram: Day 5	**P-841 Maslow's Challenge**	**P-846 Circuit Workout**
P-840 Running from a Heart Attack	**P-839 Don't Fumble with this Jumble**	**P-838 Active Down Time**
P-648 How Skilled are You?	**P-647 Skill Related Fitness**	**P-646 Leave an Impression-Feet Type**

P-635 You Want Me to Buy What? **P-632 What is That?** **P-487 Jumping to Better Fitness** **P-158 Student Fitness Testing : Day One** **P-159 Student Fitness Testing : Day Two**	**P-634 Flexibility Evaluation** **P-616 Researching Aerobic Programs** **P-472 Get on the Ball And Stay** **P-335 Walking a Mile With Math** **P-143 Mowing For Your Heart**	**P-633 Muscular Endurance Test** **P-614 Health Related Fitness** **P-471 Get on the Ball-Chest Exercises** **P-336 Determining Stride Length**

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P, L GM, AP)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safe practices based upon teacher instruction.	Have students develop rules and serve as the official for the designed activity.	**5, 15**
Demonstrate sportsmanship and fair play during physical activities.	Students will show proper etiquette in various physical activities or competitions.	**5**
Recognize and understand the value of cultural diversity in physical activity.	Have students recognize the similarities and differences in games from various cultures (i.e., the music from various cultures has different rhythms).	**15, 16**
Develop strategies for including persons with different ability levels.	Have students participate in a game that will require all team members make at least one pass to different team mates before their team can score.	**5, 12**

GRADES TENTH – TWELFTH

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in physical activities that encourage self-motivation and goal setting.	Have students use health-related fitness testing data to recognize their various ability levels and indicate their strengths and weaknesses. Students should create a list of ideas for short-term goals to improve weak areas. These short-term goals are designed to meet long-term goals of students. The more proficient an individual becomes, the more likely he/she will continue to engage in physical activity.	**1, 9, 11, 14**
Cooperate with peers personally and socially through physical activities.	Students will show proper etiquette while participating in various physical activities or competitions.	
Acknowledge differences in peer abilities while working together to achieve physical activity goals.	Have students recognize the various ability levels in individuals and indicate strengths and weaknesses. Students should create a list of ideas for short-term goals to improve weak areas. These short-term goals are designed to meet long-term goals of students. The more proficient an individual becomes, the more likely he/she will continue to engage in physical activity.	
Identify the effects of age on lifelong physical activity preferences and participation.	Have students complete an assignment that identifies activities that will aid the students maintain a physically active lifestyle when they become independent of physical education instruction.	**16**

COMPETENCY 5. SAMPLE LESSON PLANS		
P-816 Survival 101 **P-817 Survival 102-Fire** **P-818 Survival 103-Shelter** **P-819 Survival 104-Food** **P-820 Survival 105-Injury** **P-821 Survival 106-Lost** **P-822 Survival 107-Water** **P-823 Survival 108-Leave No Trace**	**P-1165 Skills for Healthy Living: Dealing With Disabilities** **P-1164 Setting Goals for Healthy Living** **P-837 Spell Your Way to Fitness** **P-453 Weight Room 101-The Rules** **P-454 Weight Room 101- Proper Etiquette** **P-455 Weight Room 101-Basic Terms and Principles**	**P-874 Teamwork-Passing Relay** **P-873 Teamwork-Team Relay** **P-872 Teamwork-Cross the River** **P-321 Soccer Drills-Ball Tag** **P-319 Soccer Drills-Practice Passes** **P-307 Ultimate Frisbee-Play** **P-162 Ultimate Diamond Frisbee** **P-230 Ultimate Frisbee-Spirit of the Game**

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, L, F, GM, AP)

GRADE NINE

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Participate regularly in health enhancing and self-rewarding physical activities.	Participate in an activity based on personal enjoyment. Have students write a speech on why they enjoy the activity and the health benefits of the activity. Present the speech to the class.	**11**
Recognize the extensive variety of physical activities, including those that will challenge the traditional notion of physical fitness.	Students will participate in a variety of non- traditional activities that include strategy games (i.e., capture-the-flag, fitness activities, orienteering, rappelling, scavenger hunts, roller blading, water sports, unicycling). Have students write in journal describing challenges of nontraditional games.	**8, 15**

GRADES TENTH – TWELFTH

Interact with peers in a fun and challenging environment while participating in group-related physical activities.	Teacher can divide students into work groups. Have each work group develop an activity that includes all students regardless of skill-level.	**2, 5, 15**
Understand the value and benefits of physical activity which lead to a healthier lifestyle.	Students will prepare a report identifying reasons for participating (i.e., weight loss, reduce medical complications, relieve stress, socialization) or reasons for not participating (i.e., slowing of reflexes, loss of muscle strength, eye sight, possibility of injury, etc) in certain lifelong physical activities.	**11, 16**

COMPETENCY 6. SAMPLE LESSON PLANS

P-551 The Olympic Games **P-137 What is the Impact of Physical Activity on Mood?**	**P-344 Walking the USA**	**P-145 Tour De France Project: Part 1 - History**

ASSESSMENT DEFININTIONS

1. **Activity Log –** A listing of bodily movements produced by the contraction of skeletal muscles that result in energy expenditure.

2. **Checklist –** A listing of items that the student checks off as each item is completed or accomplished.

3. **Fitness Test –** A test of a student's state of physical and mental well-being that allows the body to do work-related tasks.

4. **Interview –** An interview is a conversation between two or more people where questions are asked by the teacher to elicit facts or statements from the students.

5. **Observation –** A means of assessing the achievement of learning outcomes by looking at a student's individual actions.

6. **Other –** Any other method of assessment that the teacher might choose to use.

7. **Parent Report –** Parents are notified in writing concerning their student's performance in classroom activities.

8. **Peer Assessment –** An assessment method whereby students analyze the performance of other students.

9. **Portfolio –** A collection of student work – usually a combination of student-chosen ad required material – that demonstrates achievement of program goals.

10. **Role Play –** Students take on different roles, assuming a profile of a character or personality an interest and participate in diverse and complex learning settings.

11. **Rubric –** A set of scoring guidelines for assessing student work.

12. **Self Assessment –** An assessment method whereby students use rubrics of critical elements, journals, or logs to monitor their own progress.

13. **Skill Test –** Testing a student to determine if they have the capability for doing a specific task well. Skills improve with practice.

14. **Student Contract –** A written agreement between student and teacher addressing how classroom goals will be met.

15. **Student Journal –** A journal is a written account from the perspective of the individual. The student writes their thoughts concerning a specific topic.

16. **Written Assignment –** An assignment that requires a written response from the student.

17. **Written Test –** A test that requires a written response. The test may be administered orally, on paper or on a computer.

GLOSSARY

Adapt-To be able to use learned skills in situations other than the setting the skills were learned.

Aerobic- Energy produced by the utilization of oxygen.

Aerobic Activities- Exercise that requires a continuous use of oxygen over an extended period of time (i.e., briskly walking, running, etc.).

Anaerobic Exercise- Exercise in which the body's demand for oxygen is greater than the supply.

Assessment- Interpretation of measurements for the purpose of making decisions about placement, program planning, learning, and performance objectives.

Balance- A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving.

Body Composition- A health-related component of fitness that relates to the relative amounts of muscle, fat, bone, and other vital body parts.

Calisthenics- Exercises that develop muscle tone and improve physical well being.

Cardiovascular Endurance- Health-related fitness component that relates to the ability of the circulatory and respiratory system to supply oxygen during sustained physical activity.

Centers for Disease Control and Prevention (CDC) - Federal agency within the United States Public Health Service responsible for tracking disease incidence and taking action to control the incidence of such diseases.

Classroom assessment- An assessment developed, administered, and scored by teacher /teachers with the purpose of evaluating individual or classroom student performance on a topic.

Cognitive (C) - Observing, studying and reading about an activity, focusing on the proper technique.

Content Standards- Expectations of what students should know and be able to do in particular subjects and grade levels.

Continuous Skills- Skills that do not have a defined beginning and end.

Cool-down Exercises- A necessary phase of physical activity (walking and stretching) that enables the body to gradually return to the non-exercising state.

Coordination- A skill-related component of fitness that relates to the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately.

Curriculum- A body of material that defines the content to be taught and the methods to be used.

Developmentally Appropriate Activities – Programs of activities suited for the developmental needs, capacities and limitations of students in physical education.

Differences in Individuals- Relating to the skill levels of individuals.

Discrete skills- Skills that have a defined beginning and end.

Endurance- The ability to continue performance of a movement activity.

Equilibrium- The state of a system whose motion is not being changed, accelerated, or decelerated.

Evaluation- Judgment requiring the quality, value, or worth of a response, product, or performance based on established criteria and usually based on multiple sources of information.

Exercise- Planned, structured, and repetitive body movement done to improve or maintain physical fitness.

Feedback- A verbal gesture, and/or physical consequence given immediately after a student responds to a cue.

Fine Motor Skills (FM)- Movement of small muscles, (e.g., writing, sewing, drawing, initiating facial gestures, pronouncing words).

Fitness- State of physical and mental well-being that allows the body to do work-related tasks.

Fitness Tests- tests (Pre-test, Post- test) that are given before a series of participation in physical activity and after a series of participation to determine an individual's progress.

FITT- Fitness, Intensity, Time, and Type of activity.

Flexibility-The ability of the joints, muscles and tendons to move freely with their full range of motion.

Fundamental Movement Skills-The basic skills necessary to improve performance.

Gross Motor Skills (GM) - Activities that require large muscle groups, (e.g., walking, running, standing on one leg, hopscotch).

Heart Rate-Number of times the heart beats per minute.

Intermediate form- Competent.

Instructional Alignment- Congruence of student outcomes, learning experiences and assessments.

Lifetime Activity- Skills and sports that can be used or played throughout life, not just at that particular time.

Limitations- Disadvantages an individual may have that limits his/her ability.

Locomotor- Moving that requires a series of actions to be repeated over and over (i.e., walk, run, jump, hop, skip, gallop, slide, leap).

Manipulative Activities- Activities such as jumping rope, keeping a foot bag in the air using repetitive foot contact, and juggling with scarves which require the use of manipulative skills (i.e., bounce, throw, kick, roll, hit, strike, trap). Manipulative activities develop both hand-eye coordination and dexterity.

Manipulative Skills- A skill in which an individual must handle an object with the hands, feet, or other body part.

Mastery- The capability to perform an activity repeatedly without error or hesitation at one's highest possible potential (proficient).

Mature form- The critical elements of a skill performed in a smooth a continuous motion.

Maximum Heart Rate- Highest heart rate value attainable during an all-out effort to the point of exhaustion (220–Age).

Metabolism- The total of all chemical reactions that occur in the body during the production of energy for work.

Moderate Activity- Exercising at a rate between resting and target heart rate.

Muscular Endurance- The ability of a muscle or muscle group to perform repeated

contractions without fatigue.

Muscular Strength- The amount of force exerted or resistance overcome by a muscle for a single repetition.

Nonlocomotor- Movements (i.e., push/pull, bend/stretch, twist/turn, swing/sway, fall/ride) one can do from a stationary position.

Performance Assessment- Assessment that requires students to construct a response, create a product, or perform a demonstration.

Performance Task- Authentic, meaningful task that requires the students to synthesize knowledge and skills learned and apply them to construct a response, create a product and/or performance that demonstrates understanding.

Physical Activity- Bodily movement produced by the contraction of skeletal muscles that results in energy expenditure.

Physically Educated Person- A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contributions to wellness.

Portfolio- A collection of student work over time.

Proficiency- The mastery of a specific skill.

Progression- Gradually increasing the intensity and duration of an activity.

Reaction Time- The interval of time from a suddenly presented, unanticipated stimulus until the beginning of a response.

Resting Heart Rate- The heart rate at rest, usually 60-80 beats per minute.

Rubric- A set of scoring guidelines for assessing student work.

Skill Development- Goals of a physical education program, learned by practicing fundamentals of movement in a planned sequential manner.

Skills- The ability of students to use knowledge effectively and readily in performance, the ability to transform knowledge into action.

Standards- Statements of specific expectations.

Strength- The amount of force a muscle can exert.

Specialized Skill- A skill that is necessary for an individual to perform in a certain task.

Sportsmanship- The ability to follow the rules of the game, show courtesy to other participants, etc.

Tactics- Individual movements of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

Target Heart Rate-Maintaining an exercise heart rate between 60 and 80 percent of the maximum heart rate (See maximum heart rate).

Technique- The skill an individual uses to perform a specific task.

Trap- Method of stopping an object.

Understanding- Insight into key ideas, as reflected in thoughtful and effective use of knowledge and skills in varied situations.

Vigorous Activity- Exercising at target heart rate (See target heart rate).

Visual Focus- Where an individual should be looking when performing a skill (Example: When a student is attempting to balance his/her body they should be focused on a specific stationary place).

PHYSICAL EDUCATION CONNECTIONS

www.aahperd.com

www.funattic.com

www.pecentral.org

www.edhelper.com

www.movetolearnms.org

http://activities.healthyschoolsms.org

www.cdc.gov

PHYSICAL EDUCATION INFORMATION RESOURSE LIST

American Alliance of Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 20191-1599
www.aahperd.org
(800) 213-7193 Ext. 410

American Cancer Society
1599 Clifton Road, NE
Atlanta, GA 30329-4251
www.acs.org

American Heart Association
7272 Greenville Avenue
Dallas, Texas 75231-4596
www.americanheart.org
(800) 242-8721

National Association for Sport and Physical Education
1900 Association Drive
Reston, Virginia 20191-1599
(800) 213-7193 Ext. 410
www.aahperd.org

Centers for Disease Control
4700 Buford Highway, NE
Atlanta, GA 30341-3724
(888) CDC-4NRG
www.cdc.gov

National Park and Recreation Association
2775South Quincy Street, Suite 300
Arlington, VA 22206-2204
(800) 649-3042
(703) 578-5558
www.nrpa.com

President's Council on Physical Fitness And Sports
701 Pennsylvania Avenue, NW, Suite 250
Washington, D.C. 20004
(202) 272-3421
www.presidentialyouthfitnessprogram.org

National Association of Governor's Councils on Physical Fitness and Sports
201 South Capitol Avenue, Suite 560
Indianapolis, IN 46225
(317) 237-5630

SUGGESTED PHYSICAL EDUCATION GUIDES

National Association for Sport and Physical Education. (2004). *Moving into the Future*: *National Standards for Physical Education*, (2nd ed.). Reston, VA: Author.

Children Moving- authored by George Graham, SHIRLEY Holt/Hale, and Melissa Parker

Concepts and Principles of Physical Education: What Every Student Needs to Know, 2nd Edition- developed by the National Association for Sport and Physical Education, edited by Bonnie Mohnsen

Beighle, A., Pangrazi, R.P. (2009). Dynamic Physical Education for Elementary School Children. San Francisco, CA. Benjamin Cummings

Suggested Assessment Resources

A. K-12 Assessment Series- developed by National Association for Sport and Physical Education

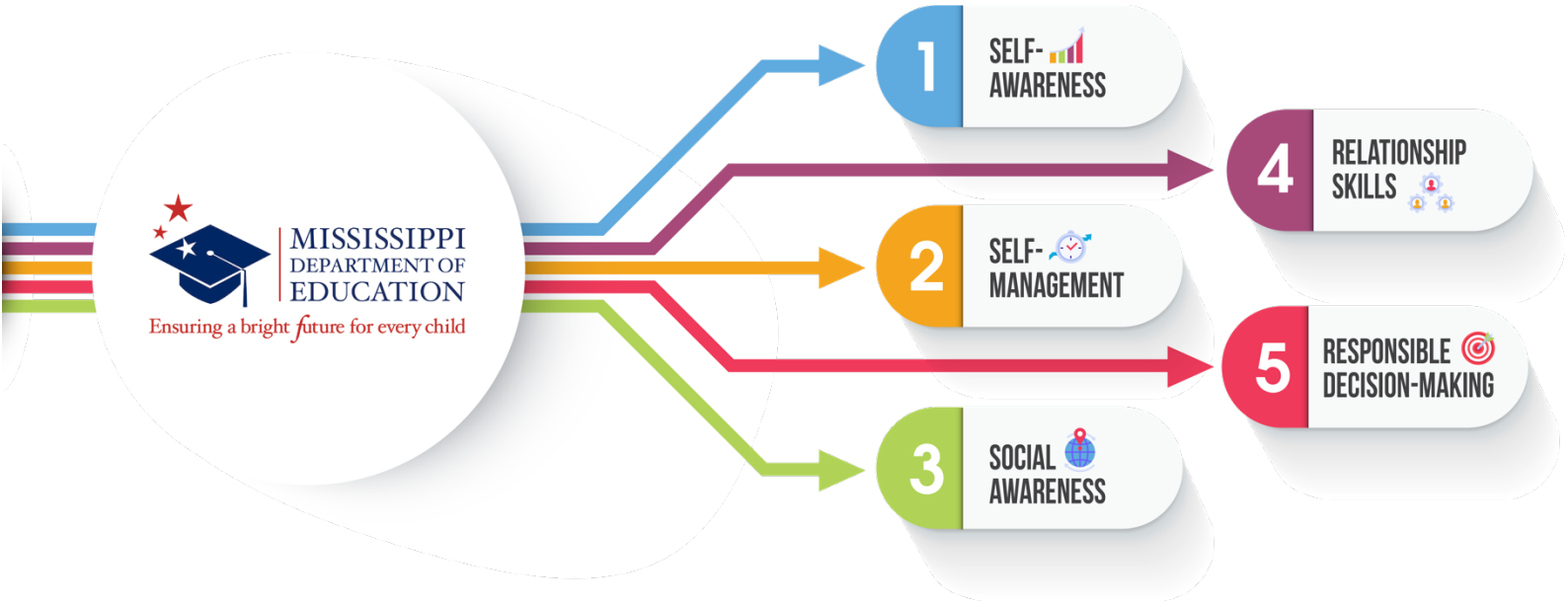
- Video Tools for Teaching Motor Skills Assessment
- Standards-based Assessment for Student Learning
- Assessing Student Outcomes in Sport Education
- Assessment in Games Teaching
- Creating Rubrics for Physical Education
- Assessing and Improving Fitness in Elementary Physical Education
- Assessing Motor Skills in Elementary Physical Education

B. Assessment Strategies for Elementary Physical Education-

Author: Suzanne Schiemmel

K-12 SEL Resource Guide

SOCIAL EMOTIONAL LEARNING STANDARDS



January 2021

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https://mdek12.org/OSE

Office of Elementary Education and Reading
https://mdek12.org/OEER

Office of Secondary Education: Counseling
https://mdek12.org/CTE/OCCSS

Office of Early Childhood
https://mdek12.org/EC

Office of Teaching and Leading
https://mdek12.org/OTL

Special Acknowledgements

State Personnel Development Grant, REACH MS
Collaborative for Academic, Social, and Emotional Learning (CASEL)
Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

MISSISSIPPI DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

Introduction to Social Emotional Learning (SEL)..... 4

Why SEL?.....4

Adult SEL Competence.....6

Purpose and Goals.....6

School-wide Implementation.....7

SEL Team.....8

5 Core Social Emotional Competencies.....10

Mississippi K-12 Social Emotional Learning Standards.....11

Self-Awareness.....12

Self-Management.....20

Social Awareness.....28

Relationship Skills.....37

Responsible Decision Making.....46

Resource Appendix.....52

Mississippi K-12 Performance Standards Sequence.....55

References.....67

INTRODUCTION TO SOCIAL EMOTIONAL LEARNING (SEL)

Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Social emotional learning can be further defined by understanding that we are all social beings, each with our individual emotions. As we interact with others, our words, actions, and other behaviors are in response to the given context. We have thoughts based on this context which causes us to have emotions and then behaviors based on these emotions we feel. This process is called the Cognitive Behavioral Theory (CBT). In turn, our behaviors begin the CBT (thoughts, feelings, and behaviors) in others. It's this cyclical process that is the foundation for interactions. By simply changing one aspect of the context (e.g., the person, setting, time, etc.), this changes our interactions beginning with our thoughts, feelings, and then behaviors. In this respect, social skills and emotions are interwoven in our daily lives. Additionally, we experience emotions apart from others (e.g., when home alone). However, these emotions outside of interactions still include the same process - a given context that produces a thought, which leads to an emotion and then subsequently to behavior(s).

Because learning is a social process, schools must teach, utilize, and support social emotional skills in daily routines (Hodson & Hodson, 2018). This document provides school leaders, teachers, and other essential staff with key information, standards, strategies, and teaching resources to implement school-wide SEL.

WHY SEL?

The development of SEL skills fosters social competencies and increases positive social skills, reduces behavioral problems, decreases emotional stress, and improves academic outcomes for students (Greenberg et al., 2003). Additionally, social emotional competence increases our

ability to form relationships and build social awareness and enhances our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. When SEL is implemented on a macro-level, more equitable, better performing schools and communities can result. This type of cultural change creates environments in which all students acquire the skills necessary for life and learning.

As an educational approach, SEL recognizes students as complex human beings whose learning and behavior are just as impacted by their emotions – and their control over those emotions – as they are by discipline and quality of academic instruction. Student academic success is strongly linked to the development of necessary skills, behaviors, attitudes, and strategies that are critical to academic performance, but which may not be reflected in cognitive test scores (Farrington et al., 2012). The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness and ability to learn.

In 2011, a team of researchers conducted a comprehensive meta-analysis of school-based universal social emotional interventions, which included 213 schools and 270,034 students ranging from kindergarten through high school (Durlak et al., 2011). The researchers found that, on average, students receiving social emotional interventions improved significantly compared to those not receiving an intervention. The results indicated that social emotional skills, social behaviors, and academic performance increased, attitudes towards self and others were more positive, conduct problems were reduced, and emotional distress lessened.

The results from the meta-analysis (Durlak et al., 2011) found the most growth was among students receiving classroom-based interventions administered by their regular classroom teachers. This finding held true across all education levels (elementary, middle, and high school), and across urban, suburban, and rural schools. Based on a small subset of studies, the same meta-analysis of interventions found a positive association between social emotional learning programs and academic achievement, including an 11 percent gain in academic performance. These results build upon a growing body of research that indicate SEL programming enhances students' connection to school, classroom behavior, and academic achievement (Zins et al., 2004). Social emotional learning interventions strategically develop non-cognitive abilities, such as *goal-directed efforts* (e.g., perseverance, self-control, growth mind-set), *healthy social relationships* (e.g., gratitude, emotional intelligence, social belonging), and *sound judgement* and *decision making* (e.g., curiosity, open-mindedness). Longitudinal research confirms that such qualities can predict academic, economic, social, psychological, and physical well-being (Almlund et al., 2011).

ADULT SEL COMPETENCE

In order to promote students' social and emotional competence, it's important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building. Through their research, CASEL has learned that schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. Successful SEL implementation depends on how well staff work together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This requires a focus on adults' professional growth as educators as well as their own social and emotional learning (Jones et al., 2018).

Successful implementation of SEL will call on every available adult to take an active role in promoting social and emotional learning. Adults must possess and model the social emotional competencies they hope to develop in their students. This is not an easy task when research has found that teaching is one of the most stressful occupations in the U.S. (Gallup, 2014). Stress affects teachers' health and well-being, job satisfaction, job turnover, and student outcomes (Greenberg et al., 2016). For these reasons, it's crucial that adults foster their own social emotional skill development in order to effectively support, empower, and build relational trust with students and peers. A study by the Yale Center for Emotional Intelligence found that adults who recognize, understand, label, and regulate their own emotions are less likely to report burnout, demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe student learning environments. In schools where educators develop strong communication and trust, teachers are more likely to learn from each other, stay in the profession, and boost student performance.

PURPOSE & GOALS

The overarching purpose of the Mississippi SEL Standards is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards (CCRS). The Mississippi SEL Standards assists school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.

The goals of the Mississippi SEL Standards are to:

- ☐ Provide knowledge, skills, tools, and other resources to all school staff to help improve student social and emotional learning skills and encourage students to exhibit positive social behaviors
- ☐ Enhance the knowledge of all school staff of what teaching practices that focus on SEL look like in the classroom and in other areas of the school campus
- ☐ Describe examples of adult and student behaviors that foster teaching practices to promote SEL skills
- ☐ Enhance the ability of all school staff to knowledgeably engage in dialogue on SEL skills
- ☐ Provide strategies and resources to all school staff to help create a positive classroom experience for all students through defining clear expectations of good practice as well as opportunities for adults to reflect and grow from those experiences

SCHOOL-WIDE IMPLEMENTATION

Research supports the idea that in order for high quality and sustained implementation of social emotional learning (SEL) to occur, it must be integrated and aligned with frameworks and/or initiatives already existing within the school community (Meyers, Domitrovich, Dissi, Trejo, & Greenberg, 2018). These frameworks or initiatives include but are not limited to, academic content, Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), mental health and wellness, employability and work force readiness, and character education and development. Just as important as alignment and integration, is the commitment of all staff, not just administrators and teachers, but lunchroom monitors, bus drivers, librarians, and specialist to implementing SEL with high fidelity and to participate in ongoing planning and sustainability efforts (Shafer, L. 2016).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies four focus areas (https://schoolguide.casel.org/rubric/) in the implementation of school-wide SEL. They are *building foundational support*, *strengthening adult SEL*, *promoting SEL with students*, and *establishing practices for continuous improvement*. Building foundational support includes identifying SEL team members and assigning roles and responsibilities, raising the level of SEL awareness, and developing and adopting a school-wide vision. Building foundational support also includes assessing the school's current needs and resources in order to develop and implement a plan that includes clear goals, action steps, and assigned ownership. Strengthening adult SEL, the second area of focus calls for adults to engage in their own SEL development and to continuously model SEL throughout the school and in their interactions with students.

Promoting SEL and supporting students across the school, classrooms, home, and community is the third area of focus. The fourth and last area of focus, establishing practices for continuous improvement, involves creating a systematic process for collecting data regarding implementation fidelity and student outcomes and analyzing that data to evaluate practices and to ensure continuous improvement of SEL for staff and students (CASEL.org).

As systems are being developed for school-wide implementation, individual teachers can begin to utilize Mississippi's K -12 SEL Standards to view the overarching anchor standards and individual performance standards for their specific grade levels under each of the domains. By aligning academic content, teachers can integrate SEL skills into lessons, activities, and daily routines without an increase in overall workload. The teaching strategies serve as a bank of ideas teachers can utilize to begin the alignment of SEL with academics. Teachers can seek further professional development with aspects of SEL in order to become more knowledgeable and confident in their teaching efforts and day-to-day routines.

SEL SCHOOL-WIDE TEAM

The SEL team is responsible for the initial development of systems and practices that promote alignment and integration with existing frameworks or initiatives. The team will meet monthly to review implementation data, analyze student outcomes, and identify next steps for continuous improvement.

The team should include a broad representation of stakeholders, administrators, school staff, students, community members, and family members. Specific roles and responsibilities should be assigned. Please see below for an example of CASEL's team roles and responsibilities.

SEL SCHOOL-WIDE TEAM	
Role	**Responsibilities**
Facilitator	Leads the team through the agenda and discussion for each planned item. Reviews the team's working agreements as an initial agenda item.
Timekeeper and Redirector	Ensures that the team uses its time wisely and sticks to the allotted time for each agenda item. Redirects the conversation if it goes off task.
Data Lead	Presents data to monitor progress toward SEL goals (e.g., dashboard reports, observation data, survey results, etc.). Leads the team through a discussion about the implications of the data and guides the team to identify next steps.
Note Taker	Ensures that conversations, decisions, and next steps are accurately recorded and assigned. The note taker sends out notes, action steps, and details about the next meeting as a follow up. As necessary, the note taker updates the next agenda.
Communicator	Prepares and sends/posts communication about progress and next steps to share with the larger school community.
Equity Monitor	Monitors airtime and social dynamics within the meeting and reports general observations (e.g. ratio of comments by gender, by race, by administrator: other staff, frequency of interruptions), to the group to ensure all team members are listened to and treated equitably. Reminds the team to consider the perspectives of stakeholders outside the meeting as well -- particularly groups that are often marginalized in the school's decision-making.
Welcome Captain	Focuses on the "climate" of the meeting by greeting team members as they arrive, planning and leading a short welcome activity, and bringing a snack.

FIVE CORE SOCIAL AND EMOTIONAL COMPETENCIES

Mississippi identifies five social and emotional domains aligned to CASEL's five core competencies, each of which is composed of multiple skills and abilities (CASEL, 2013)

Domain 1: Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

Domain 2: Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

Domain 3: Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

Domain 4: Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

Domain 5: Decision-making skills includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

MISSISSIPPI K-12 SOCIAL EMOTIONAL LEARNING STANDARDS

The SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

The graphic below details the 5 domains and their corresponding anchor standards.

Domain 1: Self-Awareness

Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

Domain 2: Self-Management

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

Domain 3: Social Awareness

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

Domain 4: Relationship Skills

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

Domain 5: Responsible Decision-Making

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

Each domain is divided into 4 grade bands (i.e., K-2, 3-5, 6-8, and 9-12) and contains measurable performance standards that students should be able to master before exiting the given grade band.

SELF-AWARENESS

Self-awareness is the ability to identify one's thoughts, values and emotions, and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

Anchor Standards:

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

1A. Identify emotions and related feelings in one's self.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. 2. With prompting, determine the antecedents to own emotions. 3. Utilize words or gestures to communicate own feelings.	• Discuss with students what facial features are associated with various emotions using pictures (e.g., photos, graphic visuals, in books, on websites, etc.). Include faces from different cultures. • Use words to label own emotions to students. • Read/view age-appropriate books to students and discuss the emotions of the characters, labeling their emotions and discussing incidents that happened before specific emotions that may have triggered them. • Post a check-in chart for students to use to communicate their emotions by having clips with their names and pictures on them that they use to clip to a labeled graphic of an emotion. • Play games using dice, a spinner, drawing out of a hat of emotion choices and have students act out an emotion, tell what they do when they have a certain feeling, and describe a specific time when they have experienced a certain emotion.
3-5	4. Identify range of emotions experienced. 5. Describe situations that cause range of emotions.	• Have students role-play or watch videos of different situations that trigger a variety of emotions. • Read/view stories and discuss emotions experienced by characters in a story and how behavior was affected by emotions.

1792

1A. Identify emotions and related feelings in one's self.		
Grade Band	**Performance Standards**	**Strategies**
	6. Identify physical responses to intense emotions. 7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.	• Use visuals, such as a thermometer, to discuss how emotions can go up and down and how physical responses can vary. • Create a calm space where students can choose to go and reflect on feelings. • Use journaling or drawing to have students' express range of emotions experienced in various situations.
6-8	8. Identify and label a variety of emotional states. 9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) 10. Determine typical physical responses to a variety of emotions. 11. Describe ways to communicate one's emotions in a socially acceptable manner. 12. Identify how different emotional states impact one's ability to problem solve.	• Utilize an emotions chart to discuss a variety of emotions students may experience (e.g., surprise, disgust, confusion, exhaustion, etc.) • Discuss varying situations and the emotions that typically result (e.g., a failed test results in shock, sadness, frustration, etc.) • Have students create a "map" of where emotions are felt in their bodies or create one as a class. • Role-play or view scenarios of typical ways students express different emotions. Discuss interpersonal problems that may arise from this type of communication. Role-play or view scenarios of more appropriate ways to communicate those emotions. • Discuss emotions experienced by literary characters and how their choices were affected by emotions. • Have students journal about a situation that occurred that day, their emotions during the situation and choices they made as a result of their emotions.
9-12	13. Identify and label emotions. 14. Identify feelings and behaviors associated with specific emotions. 15. Analyze and evaluate how emotions affect responsible decision making. 16. Analyze and evaluate how one's emotions impact relationships. 17. Develop socially appropriate communication strategies to express emotions and feelings.	• Teach vocabulary for a wide range of emotions (e.g., Emotion Wheel). • Discuss how one feels and acts with differing emotions. • Ask students to journal about a time when their reaction to a situation positively and/or negatively impacted a relationship. • Ask students to role-play how an emotion positively and/or negatively impacted a decision in their lives.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Distinguish between own likes and dislikes. 2. Describe skills and special abilities. 3. Identify personal qualities that assist in making good choices.	• Utilize a picture-based interest inventory to assist students in gauging areas they like versus areas they do not. • Prepare an "All About Me" activity for students to complete. • Graph students' likes regarding a specific topic or question. • Give students choices among items or books and comment on their interests based on choices made (e.g., "I see you like books about animals." or "You wear boots a lot. What do you like about them?"). • Incorporate time in the schedule for a weekly "Show and Tell." • Discuss own areas of interest, skills, talents, values, etc. • Read/view age-appropriate books to students and discuss character interests, skills, talents, beliefs, and values. • Provide students with choices among and within activities (e.g., learning center to visit, type of writing utensil to use, partner for a collaboration activity, etc.). • Encourage students to draw something they like or do well, or a time when they made a good choice, etc.
3-5	4. Identify personal qualities and characteristics one possesses. 5. Describe benefits of personal qualities and characteristics. 6. Describe how personal qualities and interests impact decision-making. 7. Compare and contrast qualities and interests of self.	• Allow students to create self-portraits using any medium such as sketching, drawing, or painting. It's good to do this more than once during the year to see how perceptions have changed. • Have students complete a "Who Am I" questionnaire about their likes, dislikes, what makes them happy, sad, scared, etc. • Have students create a collage of pictures, words, or symbols of things they enjoy, people they admire or careers they desire. • Allow students to create an "About Me" art piece to share using the letters of their name to describe qualities or interests about themselves. For example, Ben could be described as a Big brother, Energetic, and Nice.

		Students would create a visual representation to share.
6-8	8. Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. 9. Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.) 10. Describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making.	• Have students create a list of personal qualities starting with "I am" (e.g., I am kind, I am good at art, I am interested in animals, I am a hard worker.) Students could also use their lists to create a piece of art, video or slideshow. • Have students divide into pairs in class or online and interview one another. Students then introduce each other to the class. • Instruct students to complete a "What's Important to Me" worksheet. • Have students create a collage using words, symbols, pictures that describe individual characteristics, interests, values, etc. • Role-play or view situations involving different peer pressure situations. Discuss how students feel when the group was trying to pressure them to change their behavior against their personal values.
9-12	11. Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth. 12. Create strategies that promote a more optimistic/positive outlook. 13. Utilize one's beliefs and personal qualities in planning and decision making. 14. Explore and identify cultural norms, customs, and beliefs of one's family.	• Have students take an inventory of their personal strengths and describe them through journal writing, creating a PowerPoint presentation, graphic novel, collage, etc. • Ask students to create and implement a plan to further develop areas of strength. • Provide opportunities for students to develop critical thinking skills through prompts, literature, and/or small group discussions. • Ask students to interview family members regarding culture, customs, and beliefs. Using the information gathered from the interviews have students create a presentation, (e.g., essay, power point, artwork) that represents these three elements.

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify instances of strength. 2. Describe areas where help is needed. 3. With support, develop connections between personal strengths and corresponding skills and talents.	• Point out successes and things each student does well. • Designate a Cool Kid of the week/day either by something s/he wears (e.g., cape, hat, button) or through a classroom job.

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
		Encourage the other students to randomly compliment the successes of this student. ● Encourage students to draw instances in which they need help and then discuss what the commonalities are among these instances. ● Host a class or school-wide Talent Show. After the show, discuss with children how they chose which talent (i.e., skill) to include in the show. ● Use a chart with arrows and graphics to assist students in understanding how strengths lead to skills and talents.
3-5	4. Identify strengths and areas for growth. 5. Describe personal skills in need of further development. 6. Describe how personal strengths impact choices.	● Have students create/draw a personal shield divided into sections about themselves including things they do well, things they want to improve, favorite things, goals/aspirations, etc. ● Use journaling activities for students to identify easy or challenging tasks for them in school. ● Have students compose lists of their interests and strengths and allow them to share with peers. ● Utilize cooperative learning activities to support student strengths.
6-8	7. Inventory personal strengths and areas for growth. 8. Identify ways to utilize strengths to build skills in an area for growth. 9. Identify how individual strengths and areas of growth impact success in specific activities.	● Have students complete a strengths inventory. Discuss strengths and then discuss areas that were not scored highly and may be areas for growth. ● Use journaling prompts for students to discuss an identified strength and activities they are successful in as a result of that strength. ● Have students journal about an area for growth that could be impacted by one of their strengths. ● Have students make a list of mistakes, weaknesses or obstacles. Then instruct them to "flip" them so they are positive (e.g.," I failed a math quiz" would flip to "I will ask

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
		teacher for help understanding the concepts from that quiz.")
9-12	10. Accurately identify strengths and areas of growth. 11. Develop and implement a plan to address areas in need of growth. 12. Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans. 13. Exhibit confidence in one's self based on accurate identification of skills, talents, interests, and strengths.	• Provide a prompt and have students write a bio about themselves to include beliefs and personal qualities. • Have students create a postsecondary plan (i.e., work, college, internship, vocational/trade school) based on information provided through completing a personal inventory. • Ask students to create a system to monitor and evaluate progress of postsecondary plan. • Have students create and implement a plan to address areas identified in need of growth. • Ask students to research required skills and knowledge for specific postsecondary activities (e.g. college, work, trade school). • Have students develop a resume based on identified areas of skill, talent, interest, and strengths.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. With support, identify responsibility as it relates to school-wide expectations and rules. 2. Distinguish differences in good choices and bad choices. 3. Identify the importance(s) of taking ownership of bad choices. 4. Takes care of own and others' belongings.	• Create and teach school-wide expectations and rules to students, ensuring that responsibility is included in the expectations. • Create a chart with two columns with visuals - one for good choices and one for bad choices. Discuss the rationale for the placement of each choice. • Play stop and go by having students create a sign using a craft stick with a red stop on one side and a green go on the other. Describe a behavior, reflect back on a classroom incident, or read about a character's actions. Have students hold up either the stop or go sign to indicate if the choice was good or bad. • Provide a space for student belongings. Teach students the procedures/rules regarding handling others' belongings (e.g., how to use

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
		words to ask to borrow/use items, only touch things in own cubby). ● Demonstrate appropriate ways to manipulate belongings at school and explain why we care for each item in the way that we do. Create a short song or chant about caring for items to say/sing. ● After a science lesson on parts of the body, have students sit or lie down in a relaxed position with their eyes closed. Ask them to think about a time earlier in the day or yesterday when a part of the body (e.g., arm, ears, eyes, leg, hands, etc.) had done something amazing. Relate what the students share to following expectations and rules, making good choices, and taking care of items.
3-5	5. Define personal responsibility and identify ways to exhibit it in daily life. 6. Identify how personal choices affect self and others. 7. Describe benefits of personal responsibility. 8. Demonstrate responsible behaviors.	● Have students write or share aloud things they are responsible for at home and school. ● Have students create "Helpful Hands" coupons for tasks they will do at home or school to help others and reflect on why helping others is important. ● Create and assign class jobs for students. ● Role-play with students or have students watch videos of different scenarios depicting responsible choices and actions. ● Have students reflect in a journal on their responsibilities at home and school.
6-8	9. Define personal responsibility and apply in different scenarios. 10. Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. 11. Analyze areas of one's life that are within one's control. 12. Demonstrate ability to set and adhere to personal boundaries.	● Lead a classroom discussion on personal responsibility. Discuss the personal responsibilities in different scenarios. ● Show a video of characters making responsible and safe behaviors versus risky and unsafe behaviors. Discuss the results of these behaviors. ● Have students create a piece of art (drawing, video, PowerPoint, skit) or journal about areas of their life that they can control (e.g., completing homework) and those they cannot (e.g., the people in their family.)

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
		• Provide a "Setting and Respecting Boundaries" worksheet for individuals or groups of students to complete.
9-12	13. Describe one's personal responsibility to family, friends, schools, community, and society as a whole. 14. Develop and apply decision-making skills that promote personal responsibility. 15. Analyze how personal responsibility affects individual and group relationships. 16. Demonstrate the ability to take personal responsibility for one's behavior.	• Ask students to create a system to document weekly responsibilities (e.g., student planner, online calendar, online reminders). • Have students reflect and share, in small groups, on a time when they did and did not accept personal responsibility and the outcome. • Ask students to write an essay or create a PowerPoint, skit, or any other type of multimedia presentation that depicts the impact of personal responsibility and relationships. • Have students organize a school or community event that provides needed information or service.

SELF-MANAGEMENT

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

Anchor Standards:

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). 2. Use simple, developmentally appropriate words to express thoughts and emotions (i.e., feelings – e.g., mad, sad, happy). 3. Begin to develop the ability to self-regulate when experiencing negative emotions. 4. Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.).	• Utilize a Wiggle Cool Down to prepare students to be ready to learn by counting backwards with the students from 10 to 1, getting quieter as they count and having them roll their shoulders back on 3 and take a deep breath at 2. • Ask students an academic content related question and instruct them to hold on to the answer. Play the "hot potato" game with a potato or ball being tossed around from student to student while music plays. When the music stops, the student with the item should give the answer to the question. After the game, discuss whether anyone felt nervous or anxious to remember how to play or to have the correct answer. Develop strategies to use when anxious (e.g., keep saying the instructions in head, take a deep breath to relax, give others helpful hints, etc.). • Read books and/or view social stories with students and ask them questions about how the characters expressed their feelings/emotions and exhibited behaviors in response to negative behaviors. Discuss with them other ways the characters could have expressed their feelings/emotions, responded, and what would be a good plan for next time. • Practice simple breathing strategies (e.g., STAR, balloon, pretzel, drain) as a group, and encourage students to use them when they experience negative emotions.

1800

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
		• During wrap-up at the end of the day, reflect on situations that occurred during the day at home or at school regarding self-regulation, using words, and waiting - providing positive feedback for good choices and thoughts for next time on poor choices. • Play Simon Says. After the game, ask students what it felt like to have to not do something they really wanted to do. Discuss with students how just like in Simon Says we have to stop and think before we follow our thoughts through with actions.
3-5	5. Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior. 6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). 7. Demonstrate ability to appropriately express emotions. 8. Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). 9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.).	• Provide students opportunities to practice addressing thoughts, emotions and behaviors through "I" messages (e.g. I feel __ when you __. I would like for you to __). • Use books, videos, or role play to discuss what characters might be thinking and feeling and how it impacts their behavior. Reflect on whether their response was appropriate. • Provide opportunities for students to practice calming techniques such as self-talk, deep breathing, or counting to 10. • Use journaling or drawing activities for students to reflect on situations where they were stressed, how they handled their stress, and what they could have done differently. • Use games such as Red-Light Green-Light, Freeze Frame, or Simon Says to demonstrate and reinforce self-control skills.
6-8	10. Analyze the connection between one's thoughts, emotions and behavior. 11. Utilize strategies to monitor one's emotions, stress level and behavior. 12. Identify how appropriately and inappropriately expressing one's emotions affects others. 13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.	• Have students create a timeline and then journal about a problem they encountered, what their thoughts and feels were about the situation and their resulting behaviors. • Create a class Emotional Planner on the board or online. Have class identify upsetting or anxiety producing activities. As a class determine the emotions related to thoughts about these activities. Discuss & list strategies students can use to effectively manage the situations.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
	14. Demonstrate ability to control impulses through use of self-control strategies (e.g., self-talk, Stop, Think, Go technique, counting to 3, controlled breathing, setting a goal, self-reinforcement).	• Discuss and practice different self-management strategies such as deep-breathing, yoga, self-talk, etc. • Have students complete a stress questionnaire that rates their level of stress during different situations. • Allow students to create a slideshow, art piece, or video about the situations that cause them the most stress and strategies they will use to manage stressful situations. • Have students create comic strips showing appropriate and inappropriate ways to communicate emotions. • Discuss and practice different self-control strategies, including breathing, that are useful for impulse control. • Have students create a plan to use one or more self-control strategies in an area of their life where controlling impulses is difficult. Create an impulse journal to document successes and roadblocks.
9-12	15. Analyze how thoughts and emotions impact one's decisions. 16. Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). 17. Evaluate the impact of appropriate and inappropriate emotional expression on self and others. 18. Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). 19. Demonstrate self-regulatory strategies. 20. Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).	• Ask students to identify past situations where thoughts and feelings led to behaviors with a negative and positive outcome. • Have students research effective age-appropriate self-regulatory techniques (belly breathing, yoga, counting to 10, self-talk, relaxation exercises, mental rehearsal) and write a paper on the technique(s) they feel are best suited for them and why. • Have students demonstrate a technique(s) they will implement when feeling overwhelmed with negative emotions utilizing small groups. • Ask students to keep a journal of when and how they used self-monitoring techniques and evaluation of effectiveness of regulating their behavior. • Have students read a book where a character did not demonstrate impulse control and what the possible consequences could be for the character as well as others.

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Demonstrate frequent participation with minimal teacher prompting. 2. With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. 3. Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). 4. With reminders, participate in cleaning up own space and items used at home and at school.	• Provide students with the opportunity to create focus binoculars using toilet paper tubes, yarn, and various art supplies. Practice using the binoculars to follow directions, limit distractions, and focus in on one item. • Limit distractions in the classroom for the whole class, and keep in mind individual distractions and attention spans when doing things such as seating students, pairing students together, etc. • Provide students with activities that will need more than one sitting to be completed (e.g., art activities like a Paper Mache animal, science activities like nurturing a seed to a plant, writing activities that are longer). • Have students pretend to be a superhero in order to finish difficult tasks they have started and are struggling to finish (e.g., complete a puzzle, write a 4-sentence paragraph, a chore at home). • Model organization for students by keeping an orderly classroom (e.g., labels for spaces and items, a tidy teacher's desk, a home for every item, etc.). • Make time in the daily schedule to have students clean/put up after each big routine. At the beginning of the year, model for students how to clean and put away things in each area and/or for each routine. Encourage families to do the same. • Show students pictures of various spaces at school, home, and the community. Discuss which ones are organized and which ones aren't and why. Facilitate conversations about how organized spaces help us to be successful (e.g., quickly gathering supplies we need) and how unorganized spaces cause us stress (e.g., losing a needed item, no space to complete a task, etc.). • Encourage students to draw pictures or make lists of things that need to be completed.
3-5	5. Demonstrate the ability to stay on task with limited distractions.	• Use polls or surveys to allow student input into what assignments will be based on selected topics.

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
	6. Develop willingness to attempt new tasks and share ideas with others. 7. Identify strategies for persevering through difficult situations or tasks. 8. Determine supports needed to organize aspects of home and school life.	• Provide students with choices within the classroom such as where to work, what materials to use, and how to represent what they've learned. • Use "ticket out" activities where students write out or share what they learned from a lesson and how it is or will be useful in their lives. • Allow students the opportunity to lead lessons or share the steps they used to solve a problem. • Use journaling or art activities to allow students to identify situations or tasks that were difficult, what they did in response, and whether that response was helpful. • Provide students with multiple tools for organization such as planners, cubbies or lockers, and designated locations for materials or assignments. • Allow students to create their own organizational tools such as checklists, daily/weekly schedules, folders, etc.
6-8	9. Demonstrate the ability to maintain focus and use time wisely in order to complete a task. 10. Demonstrate the ability to break a large assignment into smaller parts. 11. Utilize strategies for persevering through challenges and setbacks. 12. Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.)	• When assigning a project, have students break it down into smaller parts then create a checklist with a timeline of the smaller parts to monitor progress and ensure completion of the project. • Role-play or view scenarios that involve a frustrating task such as a difficult math problem. Use words that students' typically use when frustrated or stuck. Have students describe the situation and then provide options for working through the problem. • Have students journal about tasks that were challenging and strategies they use to persevere and complete the task. • Discuss and provide examples of different organizational strategies. Have students create a booklet, video or PowerPoint of each strategy with pictures and examples of tasks for which it would be beneficial. • As a class, create an anchor chart of the different organizational strategies. • Prior to an assignment, have students identify and journal about an organizational strategy they

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
		will use. At the end of the assignment, have them journal about the pros and cons of the strategy used.
9-12	13. Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. 14. Demonstrate the ability to initiate and complete tasks individually and in groups. 15. Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. 16. Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals.	• Have students create a task analysis of necessary resources and timeframe to reach a specific goal. • Have students work in small groups to complete a task while rotating the role of the leader. • Provide various written prompts of an obstacle or challenge. Distribute prompts to small groups and have the groups brainstorm solutions to the obstacle or challenge and then report out to the larger group the solution and how to apply it to the situation. • Ask students to identify specific tools they will use to help with organization (e.g. student planner, online calendar, timer, graphic organizer).

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Determine tasks and goals that need accomplishing in daily routines. 2. Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.). 3. Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is).	• Provide students with tasks to complete and routines to engage in, including choices as the activities allow. Encourage families to do the same. • Have students write down their daily/weekly homework and/or review the homework tasks with them each day. • Review the schedule with students daily, discussing specific routines or tasks that may be new, difficult, or of special interest. Encourage families to do the same. • Encourage students to ask for help when needed and teach students safe ways to illicit help from adults in the community. View visuals of community members and have students say whether or not this is a safe adult and what kind of help might be asked of him or her. Be sure to include visuals of people from various cultures.

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
		• Respond to requests for help.
3-5	4. Describe steps necessary for setting and achieving tasks and goals. 5. Differentiate between short- and long-term goals. 6. Complete short- or long-term goal with minimal assistance. 7. Monitor progress toward achieving personal or academic goals. 8. Determine home and school supports or resources needed to complete tasks or goals.	• Have students compile lists of previous accomplishments and the steps they took to achieve them. • Allow students to select a class project to work on together and identify steps necessary to achieve it. • Have students create a bucket list of things they want to accomplish in the short and long term. • Allow students to create a vision board using pictures or words that represent their goals. • Use a progression visual (e.g. steps, ladder, etc.) to help students break down their goals into manageable steps. • Allow students to track their progress with a visual chart or graph. • Have students play a matching game of various home and school supports or resources and the services they provide, such as teachers, counselors, doctors, police officers, etc.
6-8	9. Set a short-term goal and develop a plan to achieve it. 10. Set a long-term goal with assistance front teacher and develop a plan to achieve it. 11. Determine how to evaluate progress toward a goal and modify accordingly. 12. Identify factors that influenced whether a goal was achieved. 13. Determine supports that are available within the family, school or community.	• Allow students to create a poster or PowerPoint that highlights support available to them in their family, school and community. • Provide a "SMART Goal Planner" worksheet to assist students in identifying a short-term goal (e.g., completing homework for 1 week) and a long-term goal. • Provide students with a daily chart or goal setting app to chart when they complete steps toward their goal. • If obstacles occur allow students to brainstorm options for modifying the goal or steps to reach the goal (e.g., I have basketball practice at night, and I struggle to find time to read. He might read when he gets home from school instead of playing video games.) • Provide a journaling prompt for students to reflect on why they met or did not meet their goal.
9-12	14. Create short- and long-term goals (postsecondary).	• Support students in setting short and long-term postsecondary goals incorporating personal

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
	15. Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals. 16. Apply strategies to overcome obstacles or barriers to goal achievement. 17. Identify family, community, school, and peer resources and supports.	interests (e.g., hobby, work, exercise, sports, academics). ● Have students research components of an effective action plan and develop a template. ● Ask each student to set an achievable goal within a month or two, related to an area of interest (e.g., a sport, hobby, musical instrument). ● Facilitate follow-up discussions regarding progress and accomplishment of the stated goals. ● Ask students to develop a plan to monitor and evaluate achievement of short- and long-term goals. ● Have students organize a Resource Fair with "vendors" from the community, families, school, and peers. ● Ask students to reflect on a time when they overcame an obstacle to accomplish something that was important to them, and then share their accomplishments through small-group discussion. ● Have students role play situations, obstacles, and/or barriers that may prevent them from reaching identified long- or short-term goals.

SOCIAL AWARENESS

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

Anchor Standards:

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). 2. Recognize the emotions of others by the behaviors they display. 3. Determine whether/how to approach others based on their current emotion(s). 4. Make connections between own words and actions and others' emotions. 5. Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do).	• Have students view pictures of faces and discuss what emotions they think each person/face is feeling. Be sure to include pictures of people from various cultures. • Play "What Would I Do" with students by stating/listing an emotion and having them reply with the behaviors that might display if they were feeling that way. • Encourage students to use words to communicate what emotions they are feeling. • Using a short scenario of an event, a story, or a real-life example from the classroom or at home, ask students to think about if and why they would interact with the people/characters. For example, Frederica fell on the playground and is crying. When and how would you approach her (e.g., get her a Band-Aid, hug her, wait until she stops crying if she is crying loudly, etc.)? • Point to an instance that happened during the day between two or more students or have students dictate a family occurrence. Then, have students think about and discuss the correlation between the actions of one or more and the feelings of the others. • After reading a book to the class or viewing a social story, discuss the relationship among what one character says and does and how it makes another character feel (e.g., sharing,

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		complimenting, snatching, tattling, lying, helping, hitting, tone of voice used, etc.). Also, discuss the different emotions of each of the characters they are in the same situations. Ask students why two characters could feel differently about the same thing?
3-5	6. Recognize the emotions of others using verbal and visual cues. 7. Recognize non-verbal social cues from others and their impact on emotions. 8. Identify how one's own behavior impacts others' emotions. 9. Identify multiple perspectives or viewpoints in different situations.	• Allow students to work together in small groups to discuss and share how different verbal and visual cues indicate how others are feeling. • Allow students to play Charades with various emotions by acting them out with no words and having other students guess which emotion they are demonstrating. • Use a journaling activity for students to reflect on situations where someone else's behavior affected their emotions and situations where their behavior affected others' emotions. • Role-play or watch videos of social situations from books or history where students act out and discuss how the characters were feeling and how it impacted their behavior. • Lead a whole-group discussion with students about why it's important for various jobs to look at different perspectives (e.g. police, judge, teacher, etc.).
6-8	10. Recognize and respond to social cues in an appropriate manner. 11. Analyze ways one's behavior may affect the feelings of others. 12. Demonstrate respect for other people's opinions. 13. Identify ways to provide support and encouragement to others in need.	• Have students role-play or view interview situations where they must respond to the social cues of the interviewer. • Have students write alternate endings to stories through changing the behavior of one character. • On the outside of a paper bag have students make a collage of how they think others feel about an issue, and on the inside have them put pictures/words of how they feel about that issue. • Assign students a current topic and ask them to interview important people in their lives to gather their opinions and perspectives on the topic. Then have students share their results with the class through a mode of their choice (e.g., writing, art, slideshow, etc.).

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		• Discuss behaviors that show respect for others and behaviors that show disrespect for others. Have students create an art piece that depicts the importance of showing respect to others. • Hold class meetings in person or online where students are given the opportunity to support one another.
9-12	14. Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior. 15. Develop the ability to read and respond appropriately to social cues. 16. Demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior. 17. Analyze perspectives which differ from oneself and compare and contrast. 18. Demonstrate the ability to express empathy and concern for people with differing perspectives. 19. Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication.	• Have students write an essay, create a PowerPoint, comic strip, piece of art, etc. to share a time when feelings led to behaviors that resulted in positive and/or negative outcomes. • Have students work in pairs using nonverbal communication to express and identify a variety of emotions and what might be an appropriate response to those specific emotions/feelings. • Have students label emotions and behaviors by responding to various age/school/community pictures or video snippets (e.g., not getting asked to prom, being cyber-bullied/online conflict, sitting alone at lunch, rumor circulating in school). Discuss why they chose the specific label and how they identified the behavior. • Using students' own neighborhoods, ask them to identify different types of diversity: old people, young people, people of different professions, people with disabilities, and people of different political beliefs. Discuss the opinions/perspectives that are similar and different from one's own. • As a large group, discuss the aspects of different cultures, language, food, religion, customs and traditions, child rearing etc. from their neighborhoods. Divide the students into small groups and have them create a PowerPoint describing a culture they create. Each group will present the PowerPoint to the class discussing why they chose each of the aspects. • Ask students to answer the following question: "How does where you are from influence who you are?" This might include religion, region, ethnicity, how old parents/caregivers are, what beliefs you share as a family, whether you come from a single or two-family home, whether or not you have siblings. Discuss how these things

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		impact the perception and understanding of others. ● Have students work in pairs, using cards with the name of an emotion written on it, to try to convey the emotion using verbal and nonverbal communication.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Participate in the study of cultures (e.g., learning facts, celebrations). 2. With prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). 3. Identify differences between self and other(s). 4. Determine whether own actions result in fair and safe treatment of others.	● Hold celebrations in class of various cultural events as they occur over the school year. Invite families of that culture to share information about themselves during the celebration. ● As part of a science or math activity, encourage students to use measuring utensils and the properties of science to create a "family heritage" dish to (and bring to school, if possible). Or, have students share recipes of their family heritage dish and discuss both the cultural and math/science aspects of the recipe/dish. ● Travel the world all year or unit long. Create passports for students, and visit a county each week, month, or day. Using visuals and videos, discuss what should be packed in your suitcases for each country's trip as well as types of customs, foods, celebrations, and facts unique to that country. ● Using a built-in "All About Me" activity, have students identify their likes and dislikes by drawing or writing them. Have students share with each other. ● As an extension of a math concept, have students work together as a class to create a graph of their likes, dislikes, physical characteristics, and family members (e.g., favorite type of ice cream with columns for chocolate, vanilla, strawberry, etc.; eye color; who has a brother, sister, dog, cat, etc.).

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
		• Use Show and Tell as a way for students to communicate their likes and information about their culture. • After reading/viewing a story, have students show a thumbs up or a thumbs down corresponding to whether each action to another in the story was safe/unsafe. Do this again for how fair the action is. • Have students view pictures or visual recordings of unfair or unsafe situations and have them discuss why the behavior in these instances is not appropriate (e.g., hitting others, making fun of others, snatching items from others, etc.).
3-5	5. Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.) 6. Identify similarities between various social and cultural groups. 7. Develop strategies for building relationships with individuals who are different from self. 8. Explain the definition of stereotyping, prejudice, and discrimination. 9. Identify bullying behaviors and their impact on others.	• Allow students to participate in a Culture Fair where each student or small group of students create projects to present information about various social and cultural groups. • Use a Bubble Map to have students compare and contrast information about various social groups. • Have students create a list of rules for treating others with fairness and kindness. Discuss these as a whole group and create a classroom contract all students sign in agreement. • Allow students to role play or watch videos of various situations where they interact with someone of a different background. Provide examples and non-examples of appropriate interactions. • Discuss historical people or events, current news topics, or literary examples of stereotyping, prejudice and discrimination with students. • Provide examples and non-examples of bullying behavior for students using fictional examples and literary or media representations. Allow students to identify or list the bullying behaviors, discuss how it makes them feel, and ways they can avoid bullying behaviors.
6-8	10. Demonstrate respect for the values, traditions and practices of different cultures or social groups.	• Read *To Kill a Mockingbird* or *Charlie and the Chocolate Factory*. Discuss the value of the different groups in the story. • Identify different cultures within the community and have students choose one to research including commonalities between the student's

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
	11. Recognize the value of perspectives, cultures or social groups different from oneself. 12. Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others. 13. Develop strategies to prevent or stop bullying.	culture and the one researching. Students may present their research through slideshows, written essays or a tri-fold board presentation. ● Discuss different groups within the school (cheerleaders, athletes, math club, yearbook staff, etc.) Have students select a group with which they are involved and present a slideshow describing what participation in their group entails. ● Discuss the definition of stereotypes. Provide individuals or small groups with a different social group (i.e., men, women, older people, cheerleaders, athletes, construction workers, etc.) Have students list characteristics or qualities of their chosen social group. Discuss the qualities and whether they are true for everyone in that group or not. ● Read current event articles about prejudice and discrimination and evaluate the response of the community giving suggestions for improvement where appropriate. ● Define the different levels of the Pyramid of Hate. Provide examples and have students determine which example goes with each level. Students then journal about ways to prevent the escalation of hate. ● Have students complete a questionnaire about being bullied. Lead a discussion about how bullying feels. Discuss different strategies to prevent bullying. Have students develop a slideshow depicting different ways students can prevent or stop bullying.
9-12	14. Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. 15. Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself.	● Have students identify all of the social groups (e.g., athletics, academicians, artists, student government, yearbook) in a high school setting and their contributions to the school community. Discuss what the community might be like without the variety of cultures and perspectives and how this relates to society as a whole. ● Have students generate a list of beliefs they have for a culture/background different from their own. Then, have students interview a person from that culture/background and compare and contrast the

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
	16. Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain. 17. Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others. 18. Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others.	person's responses with their original list. Discuss how misconceptions may impact one's behavior. ● Have students generate a list of appropriate/respectful responses to cultures/customs that are unfamiliar to them and then role play the situation using the response (e.g., eating a specific type of food, greetings, personal space). ● Have students choose a medium to present their research to the class on the beginnings of stereotypes, prejudices and discrimination for a particular group or culture. ● Have students generate a list of behaviors associated with bullying. Develop school wide strategies and processes to prevent and to stop bullying behaviors.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Distinguish the differences among rules at school, rules at home, and rules in various community settings. 2. Identify ways to help others in multiple settings. 3. Use words, drawings, or other means to show why helping others is important. 4. Differentiate between safe and unsafe behaviors.	● At the beginning of the school year before class/school rules are shared with students, have students share some of their rules at home. Then, have them share some of the "rules" their parents say to them when they are in the community. Discuss similarities and differences in the rules (e.g., voice level, walking vs. running, wearing uniforms, etc.). ● Use a Venn Diagram as a visual way to represent the similarities and differences in school, home, and community rules or even various places in the community. ● Have students list with words or by drawing the ways they help their family, friends, and people in their neighborhood. Link it to a phonetic skill by having them list helping behaviors that start or end with a specific sound, that rhyme a particular way, that have a specific number of syllables in a word, etc.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
		• Allow each student to choose a community helper and draw or write how this person helps in the community and why that is important. • Assign daily/weekly class jobs. Discuss with students how these jobs are helpful to the functioning of the classroom. Create a list of the causes that might occur if students didn't have class jobs. • Create a stop/go sign for each student by taping/gluing a red circle to one side of a craft stick and green circle to the other side of the craft stick. Have students view pictures of actions or read a specific line or two of a story and then hold up the stop side if they think the behavior was unsafe or the go side if they think the behavior was safe. • Provide students with a list of words or pictures of actions and have students circle or highlight the ones they think are safe.
3-5	5. Identify different social norms in the school and community. 6. Recognize ways to help peers complete tasks, goals, or address needs. 7. Identify how helping behaviors impact self and others.	• Have students list different societal norms for home and community. Compare and contrast similarities and differences between the norms. • Allow students to create a poster or bulletin board with pictures of individuals with helping roles in school or community, and how they help others. • Allow students to identify and participate in a service project that helps others in the school or community. • Promote cooperative learning groups and encourage students to work together and help each other on certain assignments or projects. • Have students trace their hands and write examples of how helping impacts self and others. Share "helping hands" around the classroom. • Use a journaling or art activity for students to describe ways they can help others, how helping makes them feel, and why it's important.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
6-8	8. Explain why societal norms are important in school and community. 9. Recognize the importance of helping others in one's family, school and community. 10. Explore a school, community or global need and generate possible solutions. 11. Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.	• Discuss the definition of "social norms." Have students identify different norms in school and the community. • Have students journal, create an art piece or slide show about the importance of following social norms. • Have students research about kids who have made a difference in their community or in the world. Have them pick one person and write a paper about the impact that student has made by helping others. • Have students look at global needs and discuss what they would do to help if they were in charge. • Have students draw an "Impact web" of how their actions could potentially affect others, or how a historical figure's actions affected society.
9-12	12. Analyze the origins of societal norms. 13. Demonstrate an understanding of societal norms and the impact on society as a whole. 14. Develop the ability to positively contribute to society. 15. Analyze how one's behavior impacts relationships, family, school, and the community.	• Ask students to research various societal norms (e.g., handshaking, eye contact when speaking to someone, personal space) and provide a brief presentation to the class. • Have students create hypotheses and describe a world where social norms did not exist. • Have students create a plan of action (who, what, when, how) to address an identified school or community need that would improve the well-being of its members. • Have students create a scenario where they had to decide to follow societal norms or to behave in a way that was contradictory to societal norms. Create a mapping of how far reaching the decision expands (e.g., a relationship, school, family members, community and/or society as a whole).

RELATIONSHIP SKILLS

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

Anchor Standards:

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. 2. Share, take turns, and engage cooperatively with others, especially when encouraged by trusted adults. 3. Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. 4. With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own.	• Plan instructional activities for students where they work together in a small group to complete simple activities or projects. • Encourage students to use their (kind) words, especially when they are exhibiting negative behaviors and when others are exhibiting negative behaviors that include them (e.g., taking items, pouting, not waiting for a turn, etc.). • Play board, card, and other games in small groups. Emphasize the communication and social skills needed in order to successfully play the game. Encourage families to play games at home. • Instead of using a 1:1 ratio, provide a limited amount of supplies needed to complete cooperative activities so that students will have to use their words, engage socially with others, and assist others in order to complete tasks. • Discuss with students what "clues" they notice from people who need help. Utilize video clips, stories, role play etc. to make the discussion more robust.
3-5	5. Utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.) 6. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others'	• Allow students to role play or watch videos of various verbal and non-verbal communication and discuss what is and is not appropriate for positive communication. • Allow students to work in groups on a project, such as building a structure with limited materials. Have students discuss how they

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
	perspectives, compromising, and reaching agreement). 7. Identify ways to encourage and support others and their contributions. 8. Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. 9. Demonstrate ability to give and receive compliments appropriately.	worked together to build the structure and why cooperation is important. ● Designate a Day of Encouragement where students can share words of encouragement and support to all classmates verbally, in notes/letters, and/or social media posts. ● Use teachable moments when playing games to discuss good sportsmanship and provide examples and non-examples. ● Read and discuss the book "Have You Filled a Bucket Today?" Then, create a class bucket for students to give compliments to each other.
6-8	10. Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with them. 11. Demonstrate the ability to determine roles in a cooperative group. 12. Demonstrate the ability to encourage and support peers. 13. Identify appropriate and inappropriate posts on social media and the potential consequences. 14. Exhibit the ability to respond non-defensively to constructive criticism.	● Have students role play or view videos of different scenarios where characters use appropriate and inappropriate verbal and nonverbal interactions. Discuss the positive and negative impacts of the scenarios. ● Assign a small group task. Discuss different roles for the group based on the class (i.e., in literature the roles may be researcher, facilitator, and wordsmith; while in math the roles may be questioner, summarizer and clarifier). Provide students with the tasks for each role and questions the person in that role may ask during the group work. This may be done in class or given as an outside assignment that students can complete through online meetings. ● As a class, brainstorm ways to encourage and support others. Have students journal about specific instances when they have received encouragement and how it made them feel as well as times, they provided encouragement and how it made them feel. ● Invite a representative from a human resources department to speak (in class or during an online meeting) about how a person's social media use is used for hiring decisions. ● Lead a discussion on appropriate and inappropriate posts on social media. Have students create an art piece, journal, or slide show of the possible consequences of each.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
		• Show a video or read a passage from a book depicting a character providing constructive criticism with appropriate and inappropriate responses from another character.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
9-12	15. Analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. 16. Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. 17. Identify and obtain support for one's self and provide support to others. 18. Analyze own and others' posts on social media and the impact they may have on relationships.	• Have students use effective communication skills to select/assign roles (providing support for the decision) for a group project. • Have students participate in group projects serving different roles to reach a goal at school or in the community. • Have students identify needed support to reach a goal or complete a project. • Have students use a graphic organizer depicting those who support them and those who they support in various areas of their lives (e.g., school, community, family) in reaching goals or completing a project. • Have students analyze sample digital footprints from two characters on social media. Have students use critical thinking skills about how their own digital footprints can lead others to draw conclusions, both positive and negative, about who they are.

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Initiate interactions with others appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). 2. Identify reasons why people befriend one another. 3. Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.). 4. Identify helpful and harmful behaviors in relationships. 5. Use words and/or illustrations to define peer pressure.	• Provide opportunities for students to interact with one another. Display visuals and/or review appropriate ways to get others' attention, join in interactions, and suggest a plan/next step for the interaction. • Make a collage with words, pictures, drawings, etc. of the reasons why two people are friends with each other. • Provide specific positive feedback to students who are using behaviors of positive relationships with others. • Read a book or view a video clip. Discuss the characters' interactions and friend choices. List appropriate initiation of interactions, positive friend choices, and behaviors that promote positive relationships the characters used in the book. • Read a book, asking for children to be on the lookout for helpful and harmful behaviors the characters in the book display towards one another. Play thumbs up/thumbs down - with thumbs down for harmful behaviors and thumbs up for helpful behaviors. Designate one or two students to keep a tally of each type of behavior and then discuss which behavior (helpful or harmful) was used more in the book. • Ask children to write or draw their own definition of peer pressure, an example of peer pressure, or about a time when they experienced peer pressure.
3-5	6. Determine and demonstrate qualities of good friends. 7. Describe and utilize more than one strategy to build positive relationships with peers, family, and others. 8. Differentiate among safe and unsafe behaviors in relationships with others. 9. Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive).	• Allow students to compare and contrast characteristics a good friend should have with their own personal characteristics. • Have students journal about or discuss what friendship means to them. This could include examples of people they consider good friends, what qualities their friends possess (positive and negative), how friends make them feel, ways their friends help them/they help friends, and why friends are important. • Discuss with students the characteristics of building relationships such as making eye contact, introducing yourself, asking about the

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
	10. Develop strategies for resisting negative peer pressure.	other person, sharing about yourself, and finding common interests. Provide opportunities and activities for students to interact. For example, students can participate in a New Friend Scavenger Hunt where they complete a form with information and characteristics about themselves (e.g. favorite color, favorite food, hobbies, birthday month, etc.) and find classmates that have matching information. ● Read social stories with students or have them read on their own and discuss harmful and helpful behaviors and characteristics of good friends. ● Provide examples of positive and negative peer pressure. Have students discuss what makes each positive or negative. ● Discuss with students strategies for dealing with negative peer pressure (e.g. walking away, peer mediation, adult assistance, etc.) Have students role-play various scenarios using the strategies.
6-8	11. Demonstrate ability to maintain positive relationships (e.g., participating in shared interests/activities, spending time together, helping one another, and practicing forgiveness). 12. Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships). 13. Distinguish impact of positive and negative peer pressure on self and others. 14. Demonstrate different strategies to resist negative peer pressure (i.e., say “no”, the delay tactic, offer an alternative, code word with parents, etc.).	● Have students journal, create a piece of art or a slide show describing the qualities they would like in a friend. Then have the students determine what they would need to do in order to develop a relationship with that type of person. ● Have students brainstorm about behaviors that indicate a healthy relationship and behaviors that would indicate an unhealthy relationship in different types of relationships. Have students create a story with characters that exhibit behaviors of a healthy relationship and characters that exhibit behaviors of an unhealthy relationship. ● Show video scenarios, role play or discuss scenarios in a book where characters employ positive and negative peer pressure. Have students identify: 1. who is pressuring, 2. what words or gestures they use to pressure others, 3. the effect of those words or gestures,

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
		4. is this a positive or negative influence? ● Have students journal about a time they experienced negative peer pressure including words or gestures that were used and how they felt. ● Provide different scenarios of negative peer pressure to individuals or small groups. Allow the students to identify ways to resist the pressure to conform. Have students present their ideas to the class.
9-12	15. Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. 16. Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. 17. Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior.	● Have students create a "perfect friend" using an avatar, picture, drawing etc., and have the student provide a description of why they are the perfect friend. Discuss what attributes they possess that they themselves want to develop and what steps they might take to initiate and maintain a relationship. ● Provide visuals of adolescents participating in a variety of appropriate (e.g., working, graduating, volunteering, exercising) and inappropriate (e.g., smoking, texting while driving, cheating on tests, drinking alcohol). Have students evaluate the pictures as positive or negative behaviors. ● Utilizing the positive and negative behavior pictures have students discuss consequences of each behavior in the pictures and create strategies for responding to peers regarding all behaviors.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.). 2. Recognize emotions and behaviors that result in relational conflict. 3. With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others. 4. Recognize that peer pressure can either be helpful or harmful.	• Make a chart of conflicts that students experience. Have students draw a check beside each conflict they have experienced. Discuss the conflicts, particularly those most experienced. • Create a "life cycle of a conflict" sheet with pre-written or pre-drawn conflicts. Have students write or draw the emotions and behaviors that occur before the given conflict. • Read a book or view a video clip. Discuss the resolution to the conflict, the other possible solutions that occurred before the resolution that did not work, and the differences between them. • Analyze real life conflicts that occur in the classroom and at home. Discuss the emotions and behaviors that occur before the conflicts, whether or not the chosen solutions were good choices, and if the solutions were bad choices, what could be done differently for the next time. • Using completed writing samples and/or drawings about peer pressure (4B), sort each by paper or electronic picture into two stacks - peer pressure that results in positive outcomes and peer pressure that results in negative outcomes.
3-5	5. Recognize that conflict occurs as a natural part of life. 6. Identify causes and effects of conflict and how one's response impacts self and others. 7. Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. 8. Describe proactive ways to prevent conflict. 9. Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure.	• Have students discuss (verbally or in writing) situations at home and school where there might be disagreements and conflict and how they can handle them. • Use naturally occurring situations in the classroom to discuss when students did or did not handle conflict successfully. Ask students to reflect and problem solve how they could respond differently. • Have students read or watch fictional and non-fictional/historical stories that demonstrate conflict and discuss the causes and effects of each. • Use role playing scenarios or have students watch videos that show the causes and effects of conflict and peer pressure and options for peaceful resolution.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.		
Grade Band	**Performance Standards**	**Strategies**
		• Allow students to create a visual checklist of problem-solving steps and various solutions to common conflict or peer pressure situations.

4C. Demonstrate the ability to successfully manage and resolve conflict in relation		
Grade Band	**Performance Standards**	**Strategies**
6-8	10. Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict. 11. Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs). 12. Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict. 13. Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.	• Utilize the conflict cycle diagram to explain and discuss each part of the cycle. Have students complete a blank handout of the diagram with a real or hypothetical conflict. Discuss how changing one's reaction can change the outcome of the conflict. • Lead a discussion of behaviors that often create conflict. Have small groups of students write conflict scenarios and perform them for the class or have individual students create conflict scenarios through slideshows and present to the class. Have the class identify the behaviors that led to the conflict and how that behavior could be changed in order to have a peaceful ending. • In literature, discuss the cycle of any conflicts and how changing the reaction could change the outcome of the conflict. • Teach students about the six steps to conflict resolution (e.g., cool off; use "I" messages; restate the conflict; take responsibility, brainstorm solutions, and affirm, forgive, or thank). Role play or view conflict scenarios using the six steps depicting conflicts resolved using the six steps. • Discuss different types of destructive peer pressure (e.g., pressure to engage in bullying, drugs or alcohol, sexual behavior, stealing, or dangerous behaviors.). Have students select a type of peer pressure and create a plan to avoid or resolve the conflict.
9-12	14. Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).	• Have students role play types of conflict while other students, working in small groups, identify the cause and create ideas for solutions. Have

	15. Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. 16. Identify and implement strategies to successfully avoid and/or address peer conflict on social media. 17. Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety.	the small groups share findings with the larger group. ● Have students research the components of the conflict cycle (e.g., relationship, event, emotion, assumptions, reaction, and outcome) and describe (orally or in writing) a conflict in their lives and their behavior through the stages of the cycle. Did they demonstrate appropriate conflict resolution skills? What was the outcome? ● Have students create and submit a plan of action (e.g., delete post, block sender, report to adult, no response) to address social media conflict. ● Have students create and distribute to peers a list of resources (e.g., people, literature, training) to support others in developing skills and strategies to address various types of conflict.

RESPONSIBLE DECISION-MAKING

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

Anchor Standards:

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Determine instances where the problem-solving process should be used. 2. Identify the steps of the problem-solving process. a. Identify the problem. b. Think of possible solutions. c. Analyze solutions. d. Choose a solution and try it. 3. With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. 4. For relational problems, appropriately communicate the chosen solution to others.	• Intentionally teach the problem-solving process to students by using a visual of the problem-solving process and real-life problems. • Display visual(s) of the problem-solving process in the room and refer to it when students have a problem to solve or decision to make. • Use the National Center for Pyramid Model Innovations' "We Can Be Problem Solvers" social story and activity to practice solving problems. • Read a book through a problem between/among characters and stop. Brainstorm possible solutions to the problem.
3-5	5. Describe steps of decision-making process and utilize more than one. 6. Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. 7. Develop criteria for evaluating decisions and consequences for self and others.	• Discuss steps of decision-making process with students and allow students to role play, read social stories, or watch examples of characters making decisions. Allow students to reflect on each step of the process and why it is important. • Provide students with examples of common problems at home, school, and in the community. Have students identify choices or solutions and reflect on which is best for each situation. • Allow students to create a list of pros and cons for choices to common home, school, or

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
		community situations. Discuss what makes them good or bad choices. ● Have students journal about times they made good and bad decisions (e.g. what happened, why was it good or bad, how did they feel, how did others feel, what could they have done differently?).
6-8	8. Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. 9. Analyze how decision-making skills regarding study habits at home affect academic performance. 10. Apply the decision-making process to a community issue considering ethical, safety and societal norms. 11. Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). 12. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.	● Have students brainstorm different decisions or choices that are made regarding school (i.e., to skip school, to study for a big test, to follow friends in making fun of a new student, etc.) or provide scenarios (written or video). Individually or in small groups have students work through the five steps of the decision-making process. Have students present their choices and how they arrived at that choice. ● Have students read excerpts from literature that shows characters using the decision-making processes to make effective or ineffective choices. Have students describe the steps the character uses to solve the problem or make the decision. ● For one testing cycle in one subject, have students journal, create an art piece or slide show depicting how their decisions each day to complete homework and study impacted their grade on the test. ● Provide a list of different community issues. Have individuals or groups of students apply the decision-making steps to determine an ethical, safe and appropriate decision for the issue. ● Have a community leader speak to the class about how decisions are made at the community or city level. ● Lead a class or online discussion about what it means to take personal responsibility for our decisions and choices. Discuss what taking responsibility looks like in different scenarios and what it does not look like (e.g., blaming others for mistakes one makes or failing to complete tasks one agreed to complete). ● Have students identify a decision or choice he or she will make in the next week (e.g.,

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
		completing homework, completing chores at home, standing up for a friend when they are teased, etc.). Have students journal about how they took responsibility for their decision and the outcome.
9-12	14. Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. 15. Demonstrate the ability to take personal responsibility in making ethical decisions. 16. Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.	• Have students create a flowchart of the decision-making process. Utilizing the flowchart, have students work through a real-life decision. • Have students read literature involving decision making (e.g., Lord of the Flies, Othello, Things Fall Apart, Beloved, and The Stranger) and discuss the ethical dilemma, the decision, and the consequence (outcome) of the decision. • Have students research historical events and how the world might be if different decisions were made (e.g., U.S. decides not to enter WWII). • Create a fictional scenario involving a big decision and write four different outcomes on slips of paper. After reading the scenario to the class, have students work in groups to randomly select one outcome and put together a skit showing what happens. Once all the groups have performed their skits, • discuss which outcome was the best solution, which was the poorest choice, and how these decisions affected everyone involved.

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…).	• Using a life applicable problem or one from a book or video clip, ask students to reflect on a time when they experienced a similar problem and how the outcome of their solution played out with the resolution. Then, have students apply that to this current problem in deciding which solutions might be more appropriate than others. Was it safe? Was it fair? How did others feel?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
	2. Determine whether possible solutions to problems are safe. 3. For relational problems, identify the feelings others might have as a result of each possible solution. 4. With prompting, use reflection practices to determine if a recent decision was a good or bad choice.	• Using visuals of faces, ask students what sort of solution to a problem might have just occurred for that person to make a face like the one in the visual. • Play a matching game where students match solutions to problems by way of word and/or visual to associated emotion on visuals of faces. • Play "What If" with students. Ask students questions that begin with "what if" like what if we don't go outside for recess today, what if I extend free choice time by 10 minutes, what if I give you extra homework, what if I didn't talk to you all day, etc. Have students tell you how these "choices" would make them feel. Make connections between these choices and solutions to problems regarding feelings associated with each. • Play stop and go using a craft stick with a go sign attached to one side and a stop sign attached to the other. While discussing a problem and its solutions from a book, video clip, or recent occurrence at school or at home, have children hold up the sign indicating whether the solution is a good one or not.
3-5	5. Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. 6. Demonstrate knowledge of social norms and how they affect decision making. 7. Explain why safety and ethical considerations are important in making decisions. 8. Evaluate impact of past and present choices and decisions on self and others.	• Allow students to role play, read social stories, or watch examples of characters making ethical decisions. Have students discuss what ethical behaviors they observed the characters portraying and how that impacted their decision. • Provide examples of social problems that might occur at school, home, or in the community and have students discuss and identify solutions that are socially acceptable, safe, and ethical. • Allow students to play "Chutes and Ladders" and discuss the positive and negative consequences of different choices within the game. • Have students journal and reflect on previous decisions they have made and whether they were safe and ethical. If not, what could they have done differently? How did their choices impact them? How did they impact others?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
		What factors will they consider when making a similar decision in the future?
6-8	9. Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions. 10. Identify different influences on one's personal decisions or choices. 11. Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others. 12. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.	• Have students choose a social, community or school problem. Then, have students gather information from different sources to help them identify a solution for the problem that is safe, ethical, and socially appropriate. • Have students use a decision log for 24 hours to identify different influences on their decisions. • Have students watch a video depicting a character standing up for a friend who is being bullied. Have students discuss or journal about how that choice impacted the friend as well as others who were witnesses. • Have students review different social media posts and list how each post could impact other people. • Have students journal about a choice or decision they have made, how they made that decision, and whether the choice they made was effective in solving the problem or meeting their goal.
9-12	13. Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions. 14. Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. 15. Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. 16. Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.	• Ask students to pick a topic (e.g., climate change, immigration, gun control) and research how different sources present information and how that might impact decision making. • Ask students to create a list of values they think are important and describe how their culture, family, peers, and community impacted their list. Have the students explain how these identified values play a part in their decision-making process. • Have students think back over the previous day and make a list of all the decisions they made. They may have chosen to hit the snooze button rather than get up, study for a test instead of eating lunch, or not do the assigned reading for an afternoon class. Ask them to look at each decision and consider what their choices reveal about what's important to them. Have them write a reflective paragraph in which they consider the potential and obvious results?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
		• Ask teens to make a list of school subjects, activities and hobbies they enjoy and then list one potential career that aligns with each item on the list. Have them choose one career they would each like to have someday and list the skills and special training they would need to hold these jobs. Create action plans of how they might achieve this career. This will get them thinking about how the choices they're currently making could keep them from their goals.

RESOURCE APPENDIX

Resources for Self-Awareness

1. Grounding Techniques & Self Soothing for Emotional Regulation
   https://eddinscounseling.com/grounding-techniques-self-soothing-emotional-regulation/

2. Identifying Values
   http://www.personaldevelopmentinsights.com/wp-content/uploads/2017/05/Personal_Development_Worksheet-Identifying-Values_CarmenWyld_PDI.pdf

3. Myers-Briggs Type Indicator (MBTI)
   https://positivepsychology.com/self-awareness-exercises-activities-test/

4. Trigger Worksheet
   https://positivepsychology.com/self-awareness-exercises-activities-test/

5. Mindfulness Meditation
   https://ggie.berkeley.edu/practice/eating-a-raisin-with-mindfulness/

6. Personal SEL Self-Assessment
   https://schoolguide.casel.org/resource/adult-sel-self-assessment/

For more resources to assist with self-awareness, visit the following websites:

- https://positivepsychology.com

Resources for Self-Management

1. How to Set Healthy Boundaries: 10 Examples + PDF Worksheets
   https://positivepsychology.com/great-self-care-setting-healthy-boundaries/

2. Breathing Techniques for Stress Relief
   https://www.webmd.com/balance/stress-management/stress-relief-breathing-techniques#1

3. Positive Self Talk Worksheet
   https://positivepsychology.com/positive-self-talk/

4. Increasing Self-Control Through Repeated Practice
   https://positivepsychology.com/self-control-regulation-tools/

5. Brief Body Scan Mindfulness Activity for Stress Relief
   https://ggie.berkeley.edu/practice/brief-body-scan/

6. Self-Compassion Break
   https://ggie.berkeley.edu/practice/self-compassion-break-for-adults/

For more resources to assist with self-management, visit the following websites:

- https://ggie.berkeley.edu/my-well-being/sel-for-adults-self-awareness-and-self-management/
- https://positivepsychology.com/toolkit/

Resources for Social Awareness

1. Five Simple Lessons for Social and Emotional Learning for Adults
   https://www.edutopia.org/blog/five-social-emotional-learning-lessons-for-adults-elena-aguilar

2. Empathy at Work: Developing Skills to Understand Other People
   https://www.mindtools.com/pages/article/EmpathyatWork.htm

3. Self-Compassion Test
   https://self-compassion.org/test-how-self-compassionate-you-are/

4. 12 Exercises & Activities for Training Compassion
   https://positivepsychology.com/compassion-training/

5. Common Beliefs Survey
   https://ggie.berkeley.edu/practice/common-beliefs-survey-teaching-racially-and-ethnically-diverse-students/

6. Understanding Justice Exercises
   https://ggie.berkeley.edu/practice/understanding-justice/

For more resources to assist with social awareness, visit the following websites:

- https://www.change-management-coach.com/social-awareness.html
  https://positivepsychology.com/

Resources for Relationship Skills

1. Active Listening: Hear What People Are Really Saying
   https://www.mindtools.com/CommSkll/ActiveListening.htm

2. Conflict Resolution Skills
   https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm

3. How to Build Trust
   https://positivepsychology.com/build-trust/

4. Active Constructive Communication Model
   https://positivepsychology.com/communication-in-relationships/

5. Overcoming Obstacles to Relationship Building
   https://ggie.berkeley.edu/practice/overcoming-obstacles-to-an-open-heart/

For more resources to assist with relationship skills, visit the following websites:

- https://www.mindtools.com/pages/article/good-relationships.htm
- https://positivepsychology.com/

Resources for Responsible Decision-Making

1. 10 Ways to Improve Your Decision-Making Skills
   https://www.wisebread.com/10-ways-to-improve-your-decision-making-skills

2. Effective Decision Making – A Framework
   https://www.skillsyouneed.com/ips/decision-making2.html

3. Goal Setting Exercises, Tools, & Games
   https://positivepsychology.com/goal-setting-exercises/

4. Problem Solving Skills for Adults
   https://classroom.synonym.com/problemsolving-skills-adults-8262043.html

For more resources to assist with responsible decision-making, visit the following websites:

- https://psychcentral.com/blog/15-tips-to-help-you-make-the-most-important-decisions/
- https://positivepsychology.com/

1834

MISSISSIPPI K-12 SOCIAL EMOTIONAL LEARNING STANDARDS
PERFORMANCE STANDARDS SEQUENCE

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. • With prompting, determine the antecedents to own emotions. • Utilize words or gestures to communicate own feelings. • Distinguish between own likes and dislikes. • Describe skills and special abilities. • Identify personal qualities that assist in making good choices. • Identify instances of strength.	• With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). • Use words to express thoughts and emotions (i.e., feelings). • Begin to develop the ability to self-regulate when experiencing negative emotions. • Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.). • Demonstrate frequent participation with minimal teacher prompting.	• Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). • Recognize the emotions of others by the behaviors they display. • Determine whether/how to approach others based on their current emotion(s). • Make connections between own words and actions and others' emotions.	• Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. • Share, take turns, and engage cooperatively with others. • Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. • With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own.	• Determine instances where the problem-solving process should be used. • Identify the steps of the problem-solving process. • Identify the problem. • Think of possible solutions. • Analyze solutions. • Choose a solution and try it. • With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. • For relational problems, appropriately communicate the chosen solution to others.

1835

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• With support, develop connections between personal strengths and corresponding skills and talents. • With support, identify responsibility as it relates to school-wide expectations and rules. • Distinguish differences in good choices and bad choices. • Identify the importance(s) of taking ownership of bad choices. • Takes care of own and others' belongings.	• With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. • Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). • With reminders, participate in cleaning up own space and items used at home and at school. • Determine tasks and goals that need accomplishing in daily routines. • Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.).	• Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do). • Participate in the study of cultures (e.g., learning facts, celebrations). • With prompting identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). • Identify differences between self and other(s).	• Initiate interactions with other appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). • Identify reasons why people befriend one another. • Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.). • Identify helpful and harmful behaviors in relationships. • Use words and/or illustrations to define peer pressure.	• Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…). • Determine whether possible solutions to problems are safe. • For relational problems, identify the feelings others might have as a result of each possible solution. • With prompting, use reflection practices to determine if a recent decision was a good or bad choice.

1836

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence		• Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is).	• Determine whether own actions result in fair and safe treatment of others. • Distinguish the differences among rules at school, rules at home, and rules in various community settings. • Identify ways to help others in multiple settings. • Use words, drawings, or other means to show why helping others is important. • Differentiate between safe and unsafe behaviors.	• Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding, miscommunicating, bullying, gossiping, etc.). • Recognize emotions and behaviors that result in relational conflict. • With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others. • Recognize that peer pressure can either be helpful or harmful.	1837

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify range of emotions experienced. • Describe situations that cause range of emotions. • Identify physical responses to intense emotions. • Communicate emotions through appropriate means (i.e., appropriate words, gestures, tone, facial expressions, etc.). • Describe how emotions impact behavior. • Identify personal qualities and characteristics one possesses. • Describe benefits of personal qualities and characteristics. • Describe how personal qualities and interests impact decision-making. • Compare and contrast qualities and interests of self and others.	• Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior. • Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). • Demonstrate ability to appropriately express emotions. • Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). • Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.). • Demonstrate the ability to stay on task with limited distractions.	• Recognize the emotions of others using verbal and visual cues. • Recognize non-verbal social cues from others and their impact on emotions. • Identify how one's own behavior impacts others' emotions. • Identify multiple perspectives or viewpoints in different situations. • Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.). • Identify similarities between various social and cultural groups. • Develop strategies for building relationships with individuals who are different from self.	• Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.) • Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others' perspectives, compromising, and reaching agreement). • Identify ways to encourage and support others and their contributions. • Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. • Demonstrate ability to give and receive compliments appropriately. • Determine and demonstrate qualities of good friends.	• Describe steps of decision-making process and utilize more than one. • Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. • Develop criteria for evaluating decisions and consequences for self and others. • Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. • Demonstrate knowledge of social norms and how they affect decision making.

1838

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify strengths and areas for growth. • Describe personal skills in need of further development. • Describe how personal strengths impact choices. • Define personal responsibility and identify ways to exhibit it in daily life. • Identify how personal choices affect self and others. • Describe benefits of personal responsibility. • Demonstrate responsible behaviors.	• Develop willingness to attempt new tasks and share ideas with others. • Identify strategies for persevering through difficult situations or tasks. • Determine supports needed to organize aspects of home and school life. • Describe steps necessary for setting and achieving tasks and goals. • Differentiate between short- and long-term goals. • Complete short- or long-term goal with minimal assistance. • Monitor progress toward achieving personal or academic goals. • Determine home and school supports or resources needed to complete tasks or goals.	• Explain the definition of stereotyping, prejudice, and discrimination. • Identify bullying behaviors and their impact on others. • Identify different social norms in the school and community. • Recognize ways to help peers complete tasks, goals, or address needs. • Identify how helping behaviors impact self and others.	• Describe and utilize more than one strategy to build positive relationships with peers, family, and others. • Differentiate among safe and unsafe behaviors in relationships with others. • Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive). • Develop strategies for resisting negative peer pressure. • Recognize that conflict occurs as a natural part of life. • Identify causes and effects of conflict and how one's response impacts self and others.	• Explain why safety and ethical considerations are important in making decisions. • Evaluate impact of past and present choices and decisions on self and others. 1839

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence				• Utilize steps of conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. • Describe proactive ways to prevent conflict.	

1840

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify and label a variety of emotional states. • Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) • Determine typical physical responses to a variety of emotions. • Describe ways to communicate one's emotions in a socially acceptable manner. • Identify how different emotional states impact one's ability to problem solve. • Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. • Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.)	• Analyze the connection between one's thoughts, emotions and behavior • Utilize strategies to monitor one's emotions, stress level and behavior. • Identify how appropriately and inappropriately expressing one's emotions affects others. • Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety. • Demonstrate the ability to maintain focus and use time wisely in order to complete a task. • Demonstrate the ability to break a large assignment into smaller parts. • Utilize strategies for persevering through challenges and setbacks.	• Recognize and respond to social cues in an appropriate manner. • Analyze ways one's behavior may affect the feelings of others. • Demonstrate respect for other people's opinions. • Identify ways to provide support and encouragement to others in need. • Demonstrate respect for the values, traditions and practices of different cultures or social groups. • Recognize the value of perspectives, cultures or social groups different from oneself. • Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others.	• Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with others. • Demonstrate the ability to determine roles in a cooperative group. • Demonstrate the ability to encourage and support peers. • Identify appropriate and inappropriate posts on social media and the potential consequences. • Exhibit the ability to respond non-defensively to constructive criticism.	• Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. • Analyze how decision-making skills regarding study habits at home affect academic performance. • Apply the decision-making process to a community issue considering ethical, safety and societal norms.

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making. • Inventory personal strengths and areas for growth. • Identify ways to utilize strengths to build skills in an area for growth. • Identify how individual strengths and areas of growth impact success in specific activities. • Define personal responsibility and apply in different scenarios. • Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. • Analyze areas of one's life that are within one's control. • Demonstrate ability to set and adhere to personal boundaries.	• Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.). • Set a short-term goal and develop a plan to achieve it. • Set a long-term goal and develop a plan to achieve it. • Determine how to evaluate progress toward a goal and modify accordingly. • Identify factors that influenced whether a goal was achieved. • Determine supports that are available within the family, school or community.	• Develop strategies to prevent or stop bullying. • Explain why societal norms are important in school and community. • Recognize the importance of helping others in one's family, school and community. • Explore a school, community or global need and generate possible solutions. • Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.	• Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships). • Distinguish impact of positive and negative peer pressure on self and others. • Demonstrate different strategies to resist negative peer pressure (i.e., say "no", the delay tactic, offer an alternative, code word with parents, etc.). • Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict.	• Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). • Demonstrate the ability to take personal responsibility for the decisions and choices one makes. • Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions.

1842

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence				• Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs). • Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict. • Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.	• Identify different influences on one's personal decisions or choices. • Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others. • Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal. 1843

Grade Band 9 - 12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify and label emotions. • Identify feelings and behaviors associated with specific emotions. • Analyze and evaluate how emotions affect responsible decision making. • Analyze and evaluate how one's emotions impact relationships. • Develop socially appropriate communication strategies to express emotions and feelings. • Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth. • Create strategies that promote a more optimistic/positive outlook. • Utilize one's beliefs and personal qualities in planning and decision making.	• Analyze how thoughts and emotions impact one's decisions. • Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). • Evaluate the impact of appropriate and inappropriate emotional expression on self and others. • Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). • Demonstrate self-regulatory strategies. • Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).	• Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior. • Develop the ability to read and respond appropriately to social cues. • Demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior. • Analyze perspectives which differ from oneself and compare and contrast. • Demonstrate the ability to express empathy and concern for people with differing perspectives.	• Analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. • Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. • Identify and obtain support for one's self and provide support to others. • Analyze own and others' posts on social media and the impact they may have on relationships.	• Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. • Demonstrate the ability to take personal responsibility in making ethical decisions. • Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.

Grade Band 9-12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Explore and identify cultural norms, customs, and beliefs of one's family. • Accept and respect beliefs, likes, dislikes, and interests of others. • Accurately identify strengths and areas of growth. • Develop and implement a plan to address areas in need of growth. • Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans. • Exhibit confidence in one's self based on accurate identification of skills, talents, interests, and strengths. • Describe one's personal responsibility to family, friends, schools, community, and society as a whole.	• Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. • Demonstrate the ability to initiate and complete tasks individually and in groups. • Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. • Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals. • Create short- and long-term goals (postsecondary). • Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals.	• Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication. • Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. • Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself. • Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain.	• Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. • Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. • Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior. • Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).	• Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions. • Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. • Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. • Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.

1845

Grade Band 9-12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Develop and apply decision-making skills that promote personal responsibility. • Analyze how personal responsibility affects individual and group relationships. • Demonstrate the ability to take personal responsibility for one's behavior.	• Apply strategies to overcome obstacles or barriers to goal achievement. • Identify family, community, school, and peer resources and supports.	• Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others. • Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others. • Analyze the origins of societal norms. • Demonstrate an understanding of societal norms and the impact on society as a whole. • Develop the ability to positively contribute to society. • Analyze how one's behavior impacts relationships, family, school, and the community.	• Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. • Identify and implement strategies to successfully avoid and/or address peer conflict on social media. • Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety.	1846

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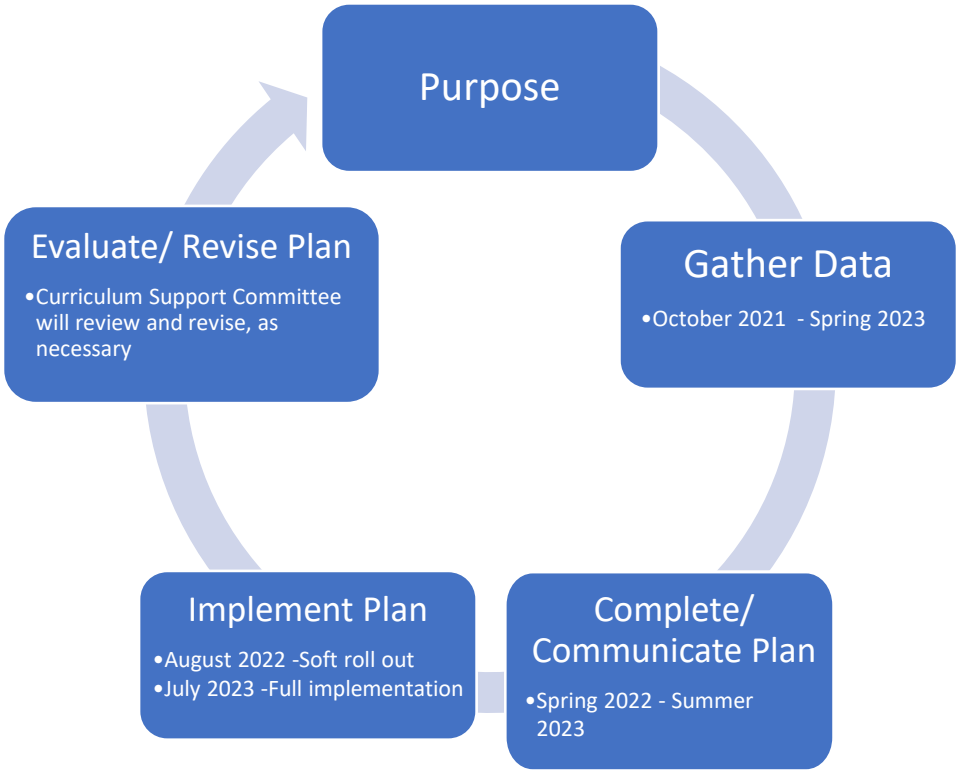
JCSD BEST PRACTICES
EXPECTATIONS AND ACCOUNTABILITY

Purpose:

Investigate and leverage the use of curriculum resources and academic best practices to provide consistency and improve JCSD accountability ranking to top 25% on the Mississippi Coast.



Data Gathering (Needs Assessment):

- Director of Curriculum and Instruction-

  - ✓ Conduct classroom walkthroughs – After analyzing data, visit classrooms on each campus to become more aware of curriculum utilization and instructional practices throughout the school district
  - ✓ Conduct principal interviews – Meet with each principal to discuss strengths and weaknesses in test data (data chats), scheduling of interventions, scheduling of SPED students, use of assessments, and other topics to gain insight and best practice ideas
  - ✓ Reach out to districts that are successful in our weak areas. Inquire about professional development, scheduling, resources, and curriculum department practices
  - ✓ Analyze 2020-2021 and 2021-2022 state test data and 2022-2023 formative test data to inform discussions with principals and prioritize walkthroughs
  - ✓ Establish a Curriculum Support Committee (work with elementary, middle, and high school administrators)

- Curriculum Specialists –

  - ✓ Conduct classroom walkthroughs – After analyzing data, visit classrooms on each campus to determine the use of curriculum resources and identify those using instructional best practices
  - ✓ Work with instructional technology specialists to determine technology best practices in instruction
  - ✓ Audit assessments used (i-Ready, benchmarks, standards mastery, Mastery Connect common assessments, 9-weeks exams, etc.) across the district
  - ✓ Collect data and usage information (surveys and one-on-one teacher interviews) to determine the effectiveness of current resources in each subject area/ grade level to ensure a rigorous and effective curriculum program
  - ✓ Analyze lesson plans for curriculum content and resource utilization

Complete Plan:

- ✓ Compile a list of best practices (instructional, school scheduling, use of assessments, professional development practices, and other categories)
- ✓ Complete an assessment plan to encompass all tested subject areas/ grade levels
- ✓ Prepare a list and schedule of required professional learning trainings for the entire school year
- ✓ Create a comprehensive improvement plan that includes academic best practices, required resources, instructional pacing, assessment plan, and professional learning schedule. It should also include an accountability process for teachers and administrators which uses evidence such as lesson plans, classroom evaluations, and other methods

Communicate Plan:

- Curriculum staff will train administrators and teacher leaders in the plan and associated expectations
- Curriculum staff, administrators, and department/grade-level chairs will lead PLCs to train teachers in best practice expectations

Implement Plan:

- Soft roll out at the beginning of the 2022-2023 school year
- Full implementation at the beginning of the 2023-2024 school year
- Curriculum staff, administrators, and department/grade-level chairs will participate in learning walks across the district to observe instructional best practices
- Curriculum staff will monitor the implementation of the plan through classroom walkthroughs and interviews with teachers and administrators

Evaluate and Revise Plan:

- Curriculum staff will continue to gather and analyze curriculum usage and academic best practice data in order to evaluate and revise the plan

Section: Scheduling					
Frequency/ Due Date:	Best Practice Expectation	Documentation/ Evidence	Person Responsible		Comments
			School	District	
Elementary					
7-27-2023	RTI Schedule Integration – Each school will have a minimum of 30 minutes of data-driven, individualized instruction per day.	• Bell Schedule • RTI Placement Schedule with Rosters	Principal	Director of Curriculum and Central Office Administration	
7-27-2023	No Ability Grouping - Heterogeneous grouping by subcategories (performance level, ELs, ethnicity, MTSS, behavior, etc.)	• Bell Schedule • Inclusion Schedule • Master Schedule • Placement Cards	Principal	Director of Curriculum and Central Office Administration	Example Placement Card with Instructions: **Appendix A**
7-27-2023	Limit Teacher Requests – Teacher requests by staff for no more than 5 per class (no outside parent requests)	• Teacher Request Verification	Principal	Director of Curriculum and Central Office Administration	1852
7-27-2023	District Approved Course Names – Counselors/Registrars will use course names exactly as they appear in the JCSD District Course Naming Guide	• SAMs • MSIS • JCSD District Course Naming Guide	Counselor Principal	Director of Curriculum and Central Office Administration	JCSD Course Naming Guide 23-24: **Appendix B**
7-27-2023	Strategic Special Education Scheduling – Special Education Case Managers will meet with school LSCs, counselors, and school administrators to develop equitable inclusion schedules.	• Master Schedule • Meeting Minutes • Class Rosters	LSC Principal	Director of Special Education	

7-27-2023	Minimum Instructional Minutes – K-2: ELA (Science and Social Studies Included) – 175 Math – 80 PE – 150 (per week) Health – 45 (per week) Computer Science - 60 (per week) 3-5: ELA (Social Studies Included) - 120 Math – 75 Science – 60 Minutes PE – 150 (per week) Health – 45 (per week) Computer Science - 60 (per week)	• Master Schedule • Classroom Schedules	Counselor Principal	Director of Curriculum and Central Office Administration	Example Schedule for K-2: **Appendix C** Example Schedule for 3-5: **Appendix D**
Middle					
7-27-2023	RTI Schedule Integration – Each school will have a minimum of 30 minutes of data-driven, individualized instruction per day.	• Bell Schedule • RTI Placement Schedule with Rosters	Principal	Director of Curriculum and Central Office Administration	
7-27-2023	No Ability Grouping - Heterogeneous grouping by subcategories (performance level, ELs, ethnicity, MTSS, behavior, etc.)	• Bell Schedule • Inclusion Schedule • Master Schedule	Principal	Director of Curriculum and Central Office Administration	1853
7-27-2023	Limit Teacher Requests – Teacher requests by staff for no more than 5 per class (no outside parent requests)	• Teacher Request Verification	Principal	Director of Curriculum and Central Office Administration	
7-27-2023	District Approved Course Names – Counselors/Registrars will use course names exactly as they appear in the JCSD District Course Naming Guide	• SAMs • MSIS • JCSD District Course Naming Guide	Counselor Principal	Director of Curriculum and Central Office Administration	JCSD Course Naming Guide 23-24: **Appendix B**

7-27-2023	Strategic Special Education Scheduling – Special Education Case Managers will meet with school LSCs, counselors, and school administrators to develop equitable inclusion schedules.	• Master Schedule • Meeting Minutes • Class Rosters	LSC Principal	Director of Special Education	
High					
7-27-2023	Heterogeneous Grouping - by subcategories (performance level, ELs, ethnicity, MTSS, behavior, etc.)	• Bell Schedule • Inclusion Schedule • Master Schedule	Principal	Director of Curriculum and Central Office Administration	
7-27-2023	District Approved Course Names – Counselors/Registrars will use course names exactly as they appear in the JCSD District Course Naming Guide	• SAMs • MSIS • JCSD District Course Naming Guide	Counselor Principal	Director of Curriculum and Central Office Administration	JCSD Course Naming Guide 23-24: **Appendix B** 1854
7-27-2023	Strategic Special Education Scheduling – Special Education Case Managers will meet with school LSCs, counselors, and school administrators to develop equitable inclusion schedules.	• Master Schedule • Meeting Minutes • Class Rosters	LSC Principal	Director of Special Education	
7-27-2023	College and Career Readiness (CCR) Course Scheduling – • Counselors will schedule all 11th grade students into the required CCR course. • Any overflow class will be taught by a pre-approved certified instructor (by school principal and director of curriculum and central office administration)	• Master Schedule • CCR Class Rosters • 11th Grade Enrollment Listing	Counselor Principal	Director of Curriculum and Central Office Administration	

Section: Instruction					
Frequency/ Due Date:	Best Practice Expectation	Documentation/ Evidence	Person Responsible		Comments
			School	District	
All Levels					
Weekly	Lesson Plans – All teachers will submit lesson plans into **Canvas** for each class/course taught using the **JCSD lesson plan template**. These plans will be **displayed in an easily accessible/visible, consistent location** in each classroom for review by school and district administrators. • Inclusion teachers (gen-ed and SPED) will show evidence of **co-planning/teaching with specialized instruction**. • Lesson plans will show evidence of district-mandated **resources** used with **fidelity**. • Lesson plans will show evidence of district-mandated **pacing**.	• Submitted Lesson Plans • Classroom Observations	Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• Elementary Lesson Plan Template: **Appendix E** • Secondary Lesson Plan Template: **Appendix F** • List of District-Mandated Resources with Usage Instructions: **Appendix G**
Completely Updated by August 31, 2023 Maintained with Current Data Ongoing Through School Year	Data Binder – All **core-subject** teachers (tested and non-tested) will be required to maintain a **data binder with the following elements**: • Lessons Plans • Parent Contact-Log • Standards, Pacing Guides, Scaffolding Documents • PLC Agendas and Minutes • State/District Test Data • Copy of IEPs, 504, EL, or other student documentation • Evidence of Interventions and Accommodations/Services (all tiers and at-risk subgroups) • **Student Progress Tracking Sheet** to include the identification and support of the bottom 25% These binders will be **displayed in an easily accessible/visible, consistent location** in each classroom for review by school and district administrators.	• Classroom Observations • Administrator Spot-Check • Use in PLC and Faculty Meetings	Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• 4" binder with pre-labeled dividers • Student Progress Tracking Sheet (Elementary, i-Ready): **Appendix H** • Student Progress Tracking Sheet (Secondary, Benchmark Assessments): **Appendix I**

Maintained with Current Data Ongoing Through School Year	<u>Tutoring Protocol</u> – In all instances where teachers receive district or federal compensation for providing tutoring services outside the scheduled school day, the following procedures will be required: • Completed **JCSD Prescribed Tutoring Session Plan or Tutoring Log Form** must be returned to school administration for all tutoring hours conducted before approval of compensation will be given – Will be turned in with time sheet • These forms will be kept on file in a binder at each school for review • Exception: ACT summer tutoring will follow the standardized ACT tutoring format developed by ACT Coaches.	• Submitted JCSD Prescribed Tutoring Session Plan • Administrator Drop-ins during Tutoring Sessions	Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• Prescribed Tutoring Session Plan: **Appendix J** • Tutoring Log Form: **Appendix K**

Section: MTSS

Frequency/ Due Date:	Best Practice Expectation	Documentation/ Evidence	Person Responsible		Comments
			School	District	
All Levels					
July 28, 2023	<u>PBIS Plan</u> - Each school will be required to create and implement a school PBIS plan. These plans should contain the following components at a minimum: • **School-Wide Procedures and Routines** (Tier 1) • **School-Wide Common Behavior Expectations/ Consequences** (Tier 1) • **Classroom Procedures and Routines** (Tier 1) • **Procedures for teaching these expectations** to students and teachers (Tier 1) • **Specialized Interventions for learners** who are at-risk for academic or social failure due to behavior challenges (Tier 2) • **Individualized Interventions** for students with intense/chronic behavior challenges (Tier 3) *Note: District PBIS team will provide support and training to promote the successful development and implementation of each school's PBIS plan.	• School PBIS Plan • Schoolwide and Classroom Procedures and Routines Posted	PBIS Specialist Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• PBIS Plan Requirements: **Appendix L** • PBIS Plan Template: **Appendix M**
Ongoing Through the School Year	<u>JCSD Mandated Intervention Flowchart(s)</u> – All MTSS processes will follow the **JCSD Intervention Flowchart(s)**, unless otherwise directed by Tammy Dent or Dr. Tanya Sonnier.	• MTSS Documentation Adhering to Flowcharts	TST Interventionist PBIS Specialist Principal Teachers	Director of Curriculum and Central Office Administration Curriculum Specialists	• Intervention Flowcharts: **Appendix N**

Maintained with Current Data Ongoing Through School Year	**<u>RtI Tutoring</u>** Each school will have a minimum of 30 minutes of daily data-driven, individualized instruction as organized in the school schedule. • RtI Session Plan (Weekly Task Log) • These logs will be maintained in each teacher's data binder.	• RtI Session Plans in data binders	TST Interventionist Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• RtI Session Plan form: **Appendix O**

Section: Professional Development

Frequency/ Due Date:	Best Practice Expectation	Documentation/ Evidence	Person Responsible		Comments
			School	District	
All Levels					
August 31, 2023	**Professional Development Plan** – All schools will utilize a committee to develop a professional development plan using the **JCSD Professional Development Plan Template** and the **Learning Forward Professional Learning Standards** as required by **MDE**.	School Professional Development Plan	Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• Professional Development Plan Template: **Appendix P**
August 31, 2023	**Professional Development Yearly Calendar** – All schools will develop a yearly calendar to include the following details: • PLC Meeting Dates (structured as outlined in the JCSD PLC Handbook) • Faculty Meetings • Grade Level/Department Level Meetings • School Level Professional Development Sessions • District Level Professional Development Sessions	JCSD Professional Development Yearly Calendar with School PD Dates	Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• JCSD Professional Development Yearly Calendar (Schools will add their dates) **Appendix Q**
Maintained with Current Data Ongoing Through School Year	**PLC Binder** – A binder containing evidence of school PLC Meetings structured as indicated in the **JCSD PLC Handbook** should be kept in an accessible place in the school office. The following components are required: • **PLC Meeting Completion Signature Sheet** • **PLC Meeting Agenda and Minutes completed forms** • **Organized in sections according to PLC grouping plan**	Principal Verification Document and PLC Signature Sheet	Principal	Director of Curriculum and Central Office Administration Curriculum Specialists	• PLC Handbook - Contains all necessary forms: **Appendix R**

Index of Appendices

Scheduling

A Example Placement Card

B JCSD Course Naming Guide

C Example Schedule for K-2

D Example Schedule for 3-5

MTSS

L PBIS Plan Requirements

M PBIS Plan Template

N Intervention Flowchart

O Rti Session Plan

Instruction

E Elementary Lesson Plan

F Secondary Lesson Plan

G List of Mandated Resources

H Elem Student Progress Tracking

I Sec Student Progress Tracking

J Prescribed Tutoring Plan

K Tutoring Log

Professional Development

P Professional Development Plan

Q JCSD PD Calendar

R PLC Handbook

Placement Card Directions

The most important step is to make sure you have the correct color card that corresponds to the ELA scale score.

Circle ALL that apply. Write WINGS at the top.

Securely attach picture. If picture is not available, write student's name, gender, and race.

Write your name here.

Write specific grade equivalent. (2.4, .08, etc.)

Write Y or N. If Y, list grade level retained.

Circle the student's house.

Write the specific scale score in the correct box. (423, 547, etc.)

Check all that apply.

Check all interventions that apply.

Include medical diagnosis, treatment (if any), or relevant discussions.

Comments should be helpful and objective for the child's next teacher. Include items discussed during conferences or TST meetings.

ELL TST INCLUSION RESOURCE SPEECH/F SPEECH/G 504

Current Teacher: _____ **STAR Grade Equivalent:** ____

Has student repeated a grade? _____ **What grade?** _____ **House:** A B M O U

Student needs to be in a separate class from _____

	ELA Scale Score		MATH Scale Score		Interventions		Check All That Apply
	> 1 Level Below (Pink)		> 1 Level Below		Imagine Learning		Custody Alert
	< 1 Level Below (Yellow)		< 1 Level Below		Lexia		Foster
	Early (Green)		Early		Sonday		Backpack Buddy
	Mid (Blue)		Mid		Imagine Math		Easily Distracted
	Late (Purple)		Late		Reasoning Mind		Easily Frustrated
	Above (White)		Above		Behavior Plan		Other:

Medical Information: _____

Comments: _____

Please include any strategies you may have used to help this student academically, emotionally, or socially.

1861

2023-2024 JCSD Course Naming Guide

Revised 5/5/2023

Grade Level	Course #	Course Name
All grades	555555	**GENERIC**
All grades	180101	**HOME BOUND - REGULAR**
All grades	601007	**LIBRARIAN/MEDIA SPECIALIST**
All grades	609905	**ALT SCHL/PROG TEACHER**
All grades	851004	**IN-SCHOOL TUTORIAL - Period of time designated for students suspended from regular classes, but who must attend school.**
All grades	801002	**STUDY HALL - A period of the instructional day when students have supervised study.**
Elementary	601005	**COUNSELOR NON-CTE ELEM**
Secondary	601017	**COUNSELOR NON-CTE SEC**
Secondary	751053	**CAREER CENTER TECH**
Arts and Humanities Pathway Dual Credit		
Secondary	903060	**DC ART APPREC**
Secondary	903050	**DC COMP I ENG**
Secondary	903051	**DC COMP II ENG**
Secondary	903052	**DC SPEECH**
Secondary	908352	**DC WORLD CIV I**
Secondary	904933	**DC SPANISH I**
Secondary	903063	**DC MUSIC APPREC**
College and Career Readiness Dual Credit		
Secondary	902275	**DC SMART START ACAD**
Hospitality and Human Service Pathway Dual Credit		
Secondary	908111	**DC GEN PSYCH I**
Science, Technology, Engineering and Math Pathway (STEM) Dual Credit		
Secondary	907150	**DC GEN BIO I**
Secondary	906401	**DC COL ALGEBRA**
Secondary	906411	**DC TRIGONOMETRY**
Arts - Dance, Media Arts, Music, Theatre, and Visual Arts		
Elementary	500102	**VISUAL ARTS - ELEMENTARY**
Elementary	500710	**ARTS INTEG IN REG ELEM CLASS**
Elementary		This code may include Dance, Music, Theatre, and Visual Arts
Elementary	509904	**MUSIC - ELEMENTARY**
Elementary/Middle	500701	**ARTS INTEG IN MIDDLE CLASS (GRADES 5-8)** **This code is for use when Arts (Dance, Music, Theatre, Visual Arts) is taught as a part of regular classroom instruction, integrated with other subjects.**
Middle	500903	**BAND**

Middle	500935	**MUSIC-CHORAL**
Middle	500992	**MUSICAL PERFORMANCE**
Secondary	500738	**AP 2-D ART AND DESIGN**
Secondary	500739	**AP 3-D ART AND DESIGN**
Secondary	509901	**MUSIC-BAND-GR 9-12**
Secondary	509901CG	**COLOR GUARD**
Secondary	509901G	**GUITAR**
Secondary	500939	**MUSIC-CHORAL- GR 9-12 (choir 9-12)**
Secondary	500940	**MUSIC - ENS- CHORAL (choir II)**
Secondary	500926	**MUSIC - ENS- INSTR**
Secondary	500926C	**CONCERT BAND**
Secondary	500971	**MUSIC - GEN- GR 9-12**
Secondary	500971RB	**SCHOOL OF ROCK**
Secondary	500931	**MUSIC - KEYBOARD - IND OR CLASS (piano)**
Secondary	509906	**PERF ARTS- SPECIAL COURSE**
Secondary	509906D	**DANCE**
Secondary	509906PI	**PRODUCTION I**
Secondary	509906PII	**PRODUCTION II**
Secondary	509906PIII	**PRODUCTION III**
Secondary	509906PIV	**PRODUCTION IV**
Secondary	500531	**THEATRE - DRA CRITICISM & PERFORM (Film Survey)**
Secondary	500512	**THEATRE I**
Secondary	500513	**THEATRE II**
Secondary	500515	**THEATRE III**
Secondary	500525	**THEATRE IV**
Secondary	500114	**VISUAL ART IND STUDY**
Secondary	500540	**VISUAL ARTS - CERAMICS I**
Secondary	500541	**VISUAL ARTS - CERAMICS II**
Secondary	500330	**VISUAL ARTS - DRAWING I**
Secondary	500331	**VISUAL ARTS - DRAWING II**
Secondary	500760	**VISUAL ARTS - PAINTING I**
Secondary	500761	**VISUAL ARTS - PAINTING II**
Secondary	500610	**VISUAL ARTS - PHOTOGRAPHY**
Secondary	500704	**VISUAL ARTS I**
Secondary	500705	**VISUAL ARTS II**

Secondary	500706	**VISUAL ARTS III**
Secondary	500707	**VISUAL ARTS IV**
Secondary	500110	**VISUAL ARTS STUDIO I (Art Survey)**
Secondary	500111	**VISUAL ARTS STUDIO II (2D art)**
Secondary	500112	**VISUAL ARTS STUDIO III (3D art)**
Secondary	500113	**VISUAL ARTS STUDIO IV (Mixed Media)**
Bilingual Education		
Elementary/Middle	160101	**ENG SECOND LANGUAGE- GR K-6**
Middle	160111	**ENG SECOND LANGUAGE- GR 7-8**
Business and Technology (Academic)		
Elementary	110102	**COMPUTER READINESS**
Secondary	070128	**PERSONAL FINANCE (ACADEMIC)**
Secondary	070333	**GRAPHIC DESIGN I (ACADEMIC)**
Secondary	070334	**GRAPHIC DESIGN II (ACADEMIC)**
Secondary	110640	**ENTREPRENEURSHIP (ACADEMIC)**
Secondary	110700	**WEB DESIGN & MEDIA RICH CONTENT (ACADEMIC)**
Career Pathway CTE		
Middle/Secondary	000284	**CYBER FOUNDATIONS I**
Secondary	000287	**COMPUTER SCIENCE & ENGIN**
Secondary	235050	**INSTRUMENTATION I**
Secondary	235051	**INSTRUMENTATION II**
Secondary	991000	**CONCEPTS OF AGRISCIENCE**
Secondary	991010	**SCIENCE OF AGRICULTURE ANIMALS I**
Secondary	991012	**SCIENCE OF AGRICULTURE MECHANIZATION I**
Secondary	992004	**BUSINESS, MARKETING, AND FINANCE I**
Secondary	992005	**BUSINESS, MARKETING, AND FINANCE II**
Secondary	992206	**INFO TECHNOLOGY ASSOCIATE I**
Secondary	992207	**INFO TECHNOLOGY ASSOCIATE II**
Secondary	993101	**CONSTRUCTION**
Secondary	993110	**CARPENTRY**
Secondary	993300	**WELDING I**
Secondary	993301	**ADVANCED WELDING**
Secondary	994000	**ENGIN AND MECHATRONICS I**
Secondary	994001	**ENGIN AND MECHATRONICS II**
Secondary	995010	**WORK BASED LEARNING I**

Secondary	995010AUTO	**WORK BASED LEARNING I AUTO**
Secondary	995010MED	**WORK BASED LEARNING I MED**
Secondary	995010I&C	**WORK BASED LEARNING I I&C**
Secondary	995010IT	**WORK BASED LEARNING I IT**
Secondary	995011	**WORK BASED LEARNING II**
Secondary	995005	**WORK & EMPLOY SKILLS IN HLTH SCI**
Secondary	995100	**HEALTH SCIENCES (CORE)**
Secondary	995101	**HEALTHCARE AND CLINICAL SCIENCES**
Secondary	995102	**HEALTH SCIENCE CORE I**
Secondary	995103	**HEALTH SCIENCE CORE II**
Secondary	996000	**CULINARY ARTS I**
Secondary	996001	**CULINARY ARTS II**
Secondary	996300	**TEACHER ACADEMY I**
Secondary	996301	**TEACHER ACADEMY II**
Secondary	997000	**AUTOMOTIVE SERVICE I**
Secondary	997001	**AUTOMOTIVE SERVICE II**
Compensatory Education		
Middle	230181	**LEARNING STRATS GRADES 6-8**
Secondary	110216	**ACT/SAT PREP I**
Secondary	110216WK	**ACT/SAT WORK KEYS**
Secondary	000254	**ADVANCED SEMINAR (career ready)**
Secondary	320133	**COMP MATH I - GRADES 9-12**
Secondary	230180	**LEARNING STRATS GRADES 9-12**
Secondary	230180A	**ALGEBRA I INTENSIVE**
Secondary	230180ES	**ESPORTS**
Secondary	230180B	**BROADCAST**
Secondary	320120	**JOBS FOR MS GRAD EMPLOY SKILLS (SASE)**
Driver Education		
Secondary	340151	**DRIVER EDUCATION**
English Language Arts		
Elementary/Middle	239901	**LANGUAGE ARTS- GRADES K-6**
Middle	230101	**ENGLISH GRADE 7**
Middle	230104	**ENGLISH GRADE 8**
Middle/Secondary	230186	**READY FOR HIGH SCHOOL LITERACY (8TH AND 9TH GRADE ONLY)**
Secondary	100104	**BROADCAST JOURNALISM**

Secondary	231010	**ORAL COMMUNICATION**
Secondary	231010B	**BROADCAST**
Secondary	230107	**ENGLISH I**
Secondary	230107H	**H ENGLISH I**
Secondary	230107PAP	**Pre AP ENGLISH I**
Secondary	230110	**ENGLISH II**
Secondary	230110H	**H ENGLISH II**
Secondary	230110PAP	**Pre AP ENGLISH II**
Secondary	230113	**ENGLISH III**
Secondary	230113H	**H ENGLISH III**
Secondary	230116	**ENGLISH IV**
Secondary	230116H	**H ENGLISH IV**
Secondary	230511	**CREATIVE WRITING**
Secondary	231026	**DEBATE**
Secondary	230117	**AP ENG LANG AND COMP**
Secondary	230174	**AP ENG LIT AND COMP**
Secondary	230185	**ESSEN FOR COLLEGE LIT**
Secondary	270603	**FOUND OF JOURNALISM (writing lab I & yearbook)**
Secondary	230761	**MISSISSIPPI WRITERS**
Secondary	270604	**PRINT JOURNALISM (yearbook)**
Secondary	230150	**SREB LITERACY READY**
Secondary	230124	**SURVEY AFRICAN AMER WRITING**
Secondary	230125	**SURVEY 20TH CENTURY WRITING**
Secondary	230142	**TECH & WORKPLACE WRITING**
Secondary	230144	**WORLD LITERATURE**
Family and Consumer Sciences (CTE)		
Secondary	200122	**CHILD DEVELOP**
Secondary	200140	**CONTEMPORARY HEALTH (G 9-12)**
Secondary	200121	**FAMILY DYNAMICS**
Secondary	200130	**NUTRITION AND WELLNESS**
Secondary	200129	**RESOURCE MANAGEMENT**
Gifted		
Elementary/Middle	662001	**INTELLECTUALLY GIFTED**
		Comprised of students ruled intellectually gifted (IG). Use this code only for students in grades 2-8.
Health Safety & Physical Ed		

Elementary/Middle	349901	**HEALTH GRADES K-8**
Elementary/Middle	349902	**PHYS ED GRADES PRE-K-6**
Middle	340111	**PHYS ED GRADES 7-8**
Secondary	340133	**CONTEMP HEALTH**
Secondary	340142	**DRUG EDUCATION**
Secondary	340113	**PHYS ED GRADES 9-12**
Secondary	340113A	**PE G 9-12 ARCHERY**
Secondary	340113B	**PE G 9-12 BASEBALL**
Secondary	340113BBB	**PE G 9-12 BBASKETBALL**
Secondary	340113BBB9	**PE G 9 BBASKETBALL 9TH**
Secondary	340113BO	**PE G 9-12 BOWLING**
Secondary	340113BSC	**PE G 9-12 BSOCCER**
Secondary	340113C	**PE G 9-12 CHEER**
Secondary	340113D	**PE G 9-12 DANCE**
Secondary	340113F	**PE G 9-12 FOOTBALL**
Secondary	340113F9	**PE G 9 FOOTBALL 9TH**
Secondary	340113G	**PE G 9-12 GOLF**
Secondary	340113GBB	**PE G 9-12 GBASKETBALL**
Secondary	340113P	**PE G 9-12 POWER LIFTING**
Secondary	340113S	**PE G 9-12 SOFTBALL**
Secondary	340113SC	**PE G 9-12 SOCCER**
Secondary	340113GSC	**PE G 9-12 GSOCCER**
Secondary	340113SW	**PE G 9-12 SWIM**
Secondary	340113T	**PE G 9-12 TENNIS**
Secondary	340113V	**PE G 9-12 VOLLEYBALL**
Secondary	341081	**SAFETY EDUCATION**
Mathematics		
Elementary/Middle	279901	**MATH GRADES K-6**
Middle	270720	**MATH GRADE 8**
Middle	270101	**MATH GRADE 7**
Middle	270110	**ESSENTIALS TO HIGH SCHOOL MATH**
Secondary	279911	**ADV TECH MATH**
Secondary	279912	**CALCULUS**
Secondary	279908	**AP CALCULUS AB**
Secondary	270730	**ADV MATH PLUS**

Secondary	270404	**ALGEBRA I**
Secondary	270404H	**H ALGEBRA I**
Secondary	270405	**ALGEBRA II**
Secondary	270405H	**H ALGEBRA II**
Secondary	270441	**ALGEBRA III**
Secondary	270408	**GEOMETRY**
Secondary	270408H	**H GEOMETRY**
Secondary	270715	**ESSENT FOR COLLEGE MATH (ACT: BETWEEN 15 AND 18 IN MATH; GRADE 12 ONLY)**
Secondary	270390	**FOUND OF ALGEBRA (GRADE 9 ONLY)**
Secondary	270740	**SREB MATH READY (ACT BELOW 15 IN MATH; GRADE 12 ONLY)**
Military Science		
Secondary	280311	**JROTC I**
Secondary	280312	**JROTC II**
Secondary	280313	**JROTC III**
Secondary	280314	**JROTC IV**
Project Lead The Way (Secondary)		
Middle	561041	**PLTW: MS ENGIN: DESIGN & MODEL**
Middle	561043	**PLTW: MS ENGIN: AUTOM & ROBOT**
Middle	561044	**PLTW: MS ENGIN: ENERGY & ENVIRON**
Middle	561045	**PLTW: MS ENGIN: FLIGHT & SPACE**
Middle	561047	**PLTW: MS ENGIN: GREEN ARCHIT**
Middle	561042	**PLTW: MS ENGIN: MAGIC OF ELECTRONS**
Middle	561040	**PLTW: MS ENGIN: MEDICAL DETECTIVES**
Middle	561046	**PLTW: MS ENGIN: SCIENCE OF TECH**
Secondary	232080	**PLTW: CYBERSECURITY**
Secondary	561010	**PLTW ENGIN: INTRO TO ENGIN DESIGN**
Secondary	561017	**PLTW ENGIN: AEROSPACE ENGIN**
Secondary	561020	**PLTW ENGIN: PRINC OF ENGIN**
Secondary	561023	**PLTW ENGIN: PRINC OF ENGIN**
Secondary	561024	**PLTW ENGIN: INTRO TO ENGIN DESIGN**
Science		
Elementary	409904	**INTEGR SCIENCE - K-4**
Elementary	409905	**SCIENCE GRADE 5**
Middle	409908	**SCIENCE GRADE 6**
Middle	409907	**SCIENCE GRADE 7**

Middle	409909	**SCIENCE GRADE 8**
Secondary	260131	**BIOLOGY**
Secondary	260131H	**H BIOLOGY**
Secondary	260143	**AP BIOLOGY**
Secondary	260311	**BOTANY**
Secondary	400519	**CHEMISTRY**
Secondary	400523	**AP CHEMISTRY**
Secondary	260629	**EARTH AND SPACE SCIENCE**
Secondary	260611	**ENVIRONMENTAL SCIENCE**
Secondary	260609	**AP ENVIRONMENTAL SCIENCE**
Secondary	269998	**FIELD EXP IN SCIENCE**
Secondary	260628	**FOUNDATIONS OF BIOLOGY**
Secondary	260627	**FOUNDATIONS OF SCIENCE LIT**
Secondary	260613	**GENETICS**
Secondary	260631	**HEALTH CARE SCIENCE**
Secondary	260630	**HEALTH SCIENCE ORIENTATION**
Secondary	260751	**HUMAN ANATOMY & PHYSIOLOGY**
Secondary	260625	**MARINE & AQUATIC SCIENCE**
Secondary	260626	**MARINE & AQUATIC SCIENCE II**
Secondary	260501	**MICROBIOLOGY**
Secondary	400700	**PHYSICAL SCIENCE**
Secondary	400820	**PHYSICS**
Secondary	400826	**AP PHYSICS I**
Secondary	260701	**ZOOLOGY**
Secondary	260697	**ZOOLOGY II**
Social Studies		
Elementary/Middle	459901	**SOCIAL STUDIES- GRADES K-6**
Middle	450804	**U. S. HIS EXPLOR TO RECON (GRADE 7 OR 8)**
Middle	450837	**WLD HIS PREHIST ERA TO AGE OF ENLIGH (GRADE 6 OR 7)**
Secondary	230425	**AFRICAN-AMERICAN STUDIES**
Secondary	459912	**COMMUNITY SERVICE LEARNING**
Secondary	450601	**ECONOMICS**
Secondary	450856	**AP EUROPEAN HIS**
Secondary	450902	**FIELD EXPERIENCE -- SOCIAL STUDIES**
Secondary	450902MACRO	**MACRO ECON AP FIELD STUDIES**

Secondary	450902MICRO	**MICRO ECON AP FIELD STUDIES**
Secondary	450902US	**US GOV'T AP FIELD STUDIES**
Secondary	451008	**AP GOV AND POL US**
Secondary	300411	**HUMANITIES**
Secondary	220101	**LAW RELATED EDUCATION**
Secondary	450251	**LOCAL CULTURE**
Secondary	450623	**AP MACROECONOMICS**
Secondary	450624	**AP MICROECONOMICS**
Secondary	050211	**MINORITY STUDIES**
Secondary	450705	**MISSISSIPPI STUDIES**
Secondary	459914	**PERSONAL LEADERSHIP**
Secondary	451017	**PROB IN AMERICAN DEMOCRACY**
Secondary	420111	**PSYCHOLOGY**
Secondary	420115	**AP PSYCHOLOGY**
Secondary	451121	**SOCIOLOGY**
Secondary	380260	**SURVEY OF WORLD RELIGIONS**
Secondary	451004	**U.S. GOVERNMENT**
Secondary	450811	**U.S. HISTORY**
Secondary	450811H	**H U. S. HISTORY**
Secondary	450811PAP	**Pre AP U. S. HISTORY**
Secondary	450814	**AP US HISTORY**
Secondary	450711	**WORLD GEOGRAPHY- ADVANCED**
Secondary	450704	**WORLD GEOGRAPHY- INTRO TO**
Secondary	450835	**WORLD HISTORY**
Secondary	450835H	**H WORLD HISTORY**
Secondary	450836	**AP WORLD HIS MODERN**
Special Ed - Pre-School		
Elementary	132001	**EARLY INTERVENTION**
		Comprised of 3-4 year old students with disabilities served in a community-based
		program, including Head Start, private day care, home or other agency.
Elementary	132032	**PRESCH DD/OTHER COMB AGES 3-5**
		School based program comprised of a majority of students ruled DD and may include other
		disabilities based on comparable functioning levels.
Special Ed - Disability Codes		
Elementary/Middle	132008	**ELEM (K-8) MENTALLY RETARDED (MR/EMR)/OTHER**

		COMBINATION Comprised of students ruled ED(EMR) only or comprised of a majority of students ruled
		ED(EMR) and includes other students with other disabilities based on comparable functioning
		levels. Must not include SLD students.
Elementary/Middle	132012	**ELEM (K-8) RET (MR/EMR)/SPECIFIC LEARNING**
		DIS COMBO Comprised of students ruled (EMR) and SLD students only or comprised of a majority of
		(EMR) and SLD students and includes other students with other disabilities based on
		comparable functioning levels. The 224 endorsement is valid for grades 7-8 only.
Elementary/Middle	132010	**ELEM (K-8) SPECIFIC LEARNING DISABILITY**
		(SLD)/OTHER COMBINATION Comprised of students ruled SLD only or
		comprised of a majority of students ruled SLD and includes other students with other
		disabilities based on comparable functioning levels. Must not include any ED(EMR) students.
Elementary/Middle	132026	**ELEM AUTISM/OTHER COMBINATION GRADES K-6**
		Comprised of a majority of students ruled AU and may include other disabilities based on
		comparable functioning levels.
Elementary	132024	**ELEM DD/OTHER COMBINATION (K-2)**
		Comprised of a majority of students ruled DD and may include other disabilities based on
		comparable functioning levels ages 5 and up (who are 5 years old by Sept. 1).
All grades	132002	**LANGUAGE/SPEECH (L/S) THERAPY**
		Comprised of students with a L/S ruling. Services are provided by means of individual or group therapy.
All grades	132020	**HOME/HOSPITAL**
		Children 6-21 who receive educational programs in homebound/hospital placement. Includes children
		and youth with disabilities placed in and receiving education in hospital programs or homebound programs.
All grades	132021	**SPECIAL EDUCATOR/ASSESSMENT TEAM MEMBER**
		Limited to one period per day for Minimum Program Funds.
Elementary/Middle	132028	**MS AUTISM/OTHER COMBINATION GRADES 5-8**
		Comprised of a majority of students ruled AU and may include other disabilities based on
		comparable functioning levels. The 224 endorsement is valid for grades 07-08 only.
Special Ed - Subject Area Codes		
All grades	132128	**SPECIAL EDUCATION READING K - 8**
Elementary	132117	**COMMUNICATION SKILLS - ELEMENTARY**
		Receptive and expressive language/communication skills; may include an augmentative or alternative means of
		communication. Comprised only of students whose Significant Cognitive Disability (SCD)
		data element has been set to Y.
Elementary	132103	**COMMUNITY LIVING SKILLS - ELEMENTARY**
		Community living skills necessary for the moderate or severly involved student to

		function independently and safely in the community. Comprised only of students whose
		Significant Cognitive Disability (SCD) data element has been set to Y.
Elementary/Middle	132134	**ELEMENTARY INCLUSION GRADES K-6**
		Students with disabilities are served in a regular classroom the majority of the day by a
		special education teacher.
Elementary	132121	**FUNCTIONAL WRITING - ELEMENTARY**
		Functional writing skills for moderate or severely involved students that facilitate
		effective written communication.
Elementary	132107	**HOUSEHOLD MANAGEMENT & LIVING SKILLS -**
		Basic living skills for the moderate or severely involved student to function as
		independently as possible. Comprised only of students whose Significant Cognitive
		Disability (SCD) data element has been set to Y.
Elementary	132113	**INTERPERSONAL SKILLS - ELEMENTARY**
		Basic skills that will enable moderate or severely involved students to function in diverse interpersonal
		and social situations. Comprised only of students whose Significant Cognitive Disability (SCD) data element has
		been set to Y.
Elementary/Middle	132146	**MONITORED/CONSULTATIVE SERVICES ELEMENTARY**
		GRADES K-6 Students with disabilities are monitored in the regular ed. program and consultative
		services are provided to instructional and support staff.
Elementary	132190	**MOTOR SKILLS - ELEMENTARY**
		Gross and/or fine motor skills for moderate or severly involved students that facilitate the
		development of ambulating and manipulative skills. Comprised only of students whose
		Significant Cognitive Disability (SCD) data element has been set to Y.
Elementary	132164	**PRE-VOCATIONAL SKILLS - ELEMENTARY**
		Pre-employment skills for moderate or severely involved students to prepare for work, follow
		rules and policies in the workplace, demonstrate appropriate interpersonal skills
Elementary	132198	**RECREATION/LEISURE ACTIVITIES - ELEMENTARY**
		Participation for moderate orseverely involved students in recreational and leisure
		activities associated with the use of free time. Comprised only of students whose
		Significant Cognitive Disability (SCD) data element has been set to Y.
Elementary	132186	**SELF HELP SKILLS - ELEMENTARY**
		Skills for moderate or severely involved students that develop functional independence
		in toileting,drinking/eating, dressing, personal cleanliness and grooming. SCD = 'Y' students only.
Elementary	132194	**SPECIAL EDUCATION HEALTH - ELEMENTARY**
		Basic knowledge for remediation or instruction in the areas of physical, social and mental

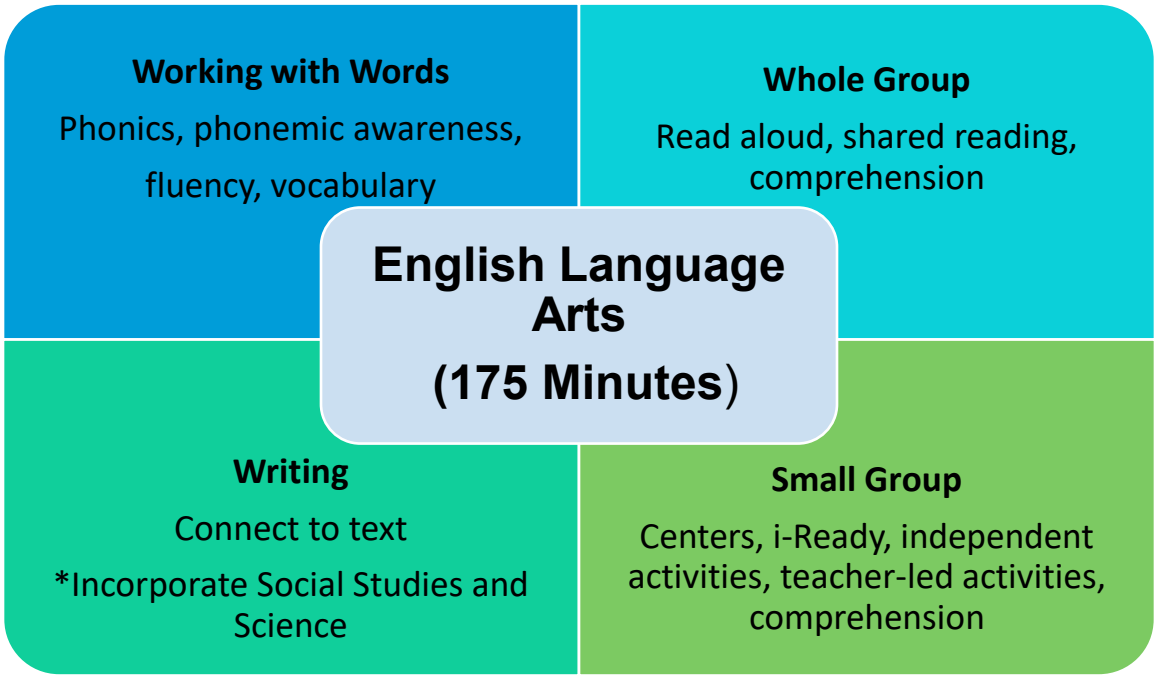
		dimensions of people; explores the nine health stands.
Elementary	132202	**SPECIAL EDUCATION LEARNING STRATEGIES/TUTORIAL - ELEMENTARY**
		The student will acquire and apply study skills and strategies to gain knowledge in the
		content areas; also includes tutorial assistance.
Elementary/Middle	132139	**MIDDLE SCHOOL INCLUSION GRADES 5-8**
		Students with disabilities are served in a regular classroom the majority of the day by a
		special education teacher. The 224 endorsement is valid for grades 07-08 only.
Middle	132204	**SPECIAL EDUCATION TUTORIAL/STUDY SKILLS - SECONDARY**
		Tutorial assistance is provided through the resource program; may include
		study skills and strategies to gain knowledge in the content areas.
Elementary/Middle	132157	**DAY TREATMENT MIDDLE SCHOOL GRADES 5-8**
		Students with disabilities are served in a middle school day treatment program in
		conjunction with support services staff from Mental Health. The 224 endorsement is valid
		for grades 07-08 only.
Elementary/Middle	132142	**MIDDLE SCHOOL ALTERNATIVE SCHOOL - GRADES 5-8**
		Students with disabilities are served in an alternative school or in an alternative
		setting by a special education teacher. The 224 endorsement is valid for grades 07-08 only.
Elementary/Middle	132148	**MONITORED/CONSULTATIVE SERVICES MIDDLE SCHOOL GRADES 5-8**
		Students with disabilities are monitored in the regular ed. program and consultative
		services are provided to instructional and support staff. The 224 endorsement is valid for grades 07-08 only.
Secondary	132101	**DAILY LIVING SKILLS SECONDARY**
Secondary	132102	**LEARNING STRATEGIES GRADES 9-12**
Secondary	132104	**COMPENSATORY MATH GRADES 9-12**
Secondary	132105	**COMMUNITY LIVING SKILLS**
Secondary	132106	**COMPENSATORY READING I GRADES 9-12**
Secondary	132108	**COMPENSATORY READING II GRADES 9-12**
Special Ed - Core Subject Area		
Elementary	132125	**FUNCT LANG ARTS/READING - ELEMENTARY**
		Basic reading skills for moderate or severely involved students that facilitate independence in functional life activities.
Elementary	132143	**FUNCT MATH - ELEMENTARY**
		Basic math skills for moderate or severely involved students that facilitate independence in functional life activities.
Elementary	132129	**SPCL ED LANG ARTS - ELEMENTARY**
		Basic knowledge for remediation or instruction; includes language arts, spelling, writing, speaking, viewing and listening.
Elementary	132149	**SPCL ED MATH - ELEMENTARY**
		Basic knowledge for remediation or instruction in math strands that will develop

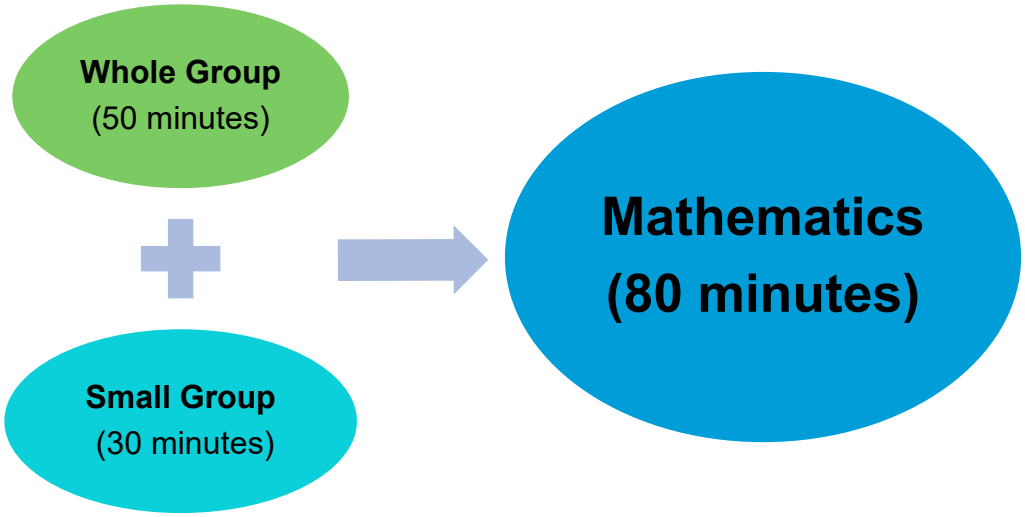
		skills toward independent math application.
Elementary	132175	**SPCL ED SCIENCE - ELEMENTARY**
		Basic knowledge for remediation or instruction in science strands of Life Science, Earth Science, Physical Science.
Elementary	132158	**SPCL ED SOCIAL STUDIES**
Secondary	132127	**FUNCT LANG ARTS/READING**
Secondary	132140	**SECOND INCLUSION GRADES 7-12**
Secondary	132145	**FUNCT MATH SECONDARY**
Secondary	132300	**ALT BIOLOGY ELEMENTS**
Secondary	132310	**ALT ENGLISH ELEMENTS I**
Secondary	132311	**ALT ENGLISH ELEMENTS II**
Secondary	132312	**ALT ENGLISH ELEMENTS III**
Secondary	132313	**ALT ENGLISH ELEMENTS IV**
Secondary	132320	**ALT MATH ELEMENTS I**
Secondary	132321	**ALT MATH ELEMENTS II**
Secondary	132322	**ALT MATH ELEMENTS III**
Secondary	132330	**ALT ALGEBRA ELEMENTS**
Secondary	132340	**ALT HEALTH ELEMENTS**
Secondary	132345	**ALT HISTORY ELEMENTS**
Secondary	132360	**ALT SCIENCE ELEMENTS II**
Secondary	132365	**ALT SOCIAL STUDIES ELEMENTS**
Secondary	132375	**LIFE SKILLS DEVELOP I**
Secondary	132376	**LIFE SKILLS DEVELOP II**
Secondary	132377	**LIFE SKILLS DEVELOP III**
Secondary	132378	**LIFE SKILLS DEVELOP IV**
Secondary	132350	**CAREER READINESS I**
Secondary	132351	**CAREER READINESS II**
Secondary	132352	**CAREER READINESS III**
Secondary	132353	**CAREER READINESS IV**
Special Programs Academic		
Secondary	110410	**COLLEGE AND CAREER READINESS**
World Languages		
Middle	169904	**INTRO TO WORLD LANGUAGES**
Secondary	160933	**SPANISH I**
Secondary	160934	**SPANISH II**
Secondary	160935	**SPANISH III**

Secondary	160936	**SPANISH IV**

JCSD Recommended Schedule for K-2 Classrooms

(330 Instructional Minutes)



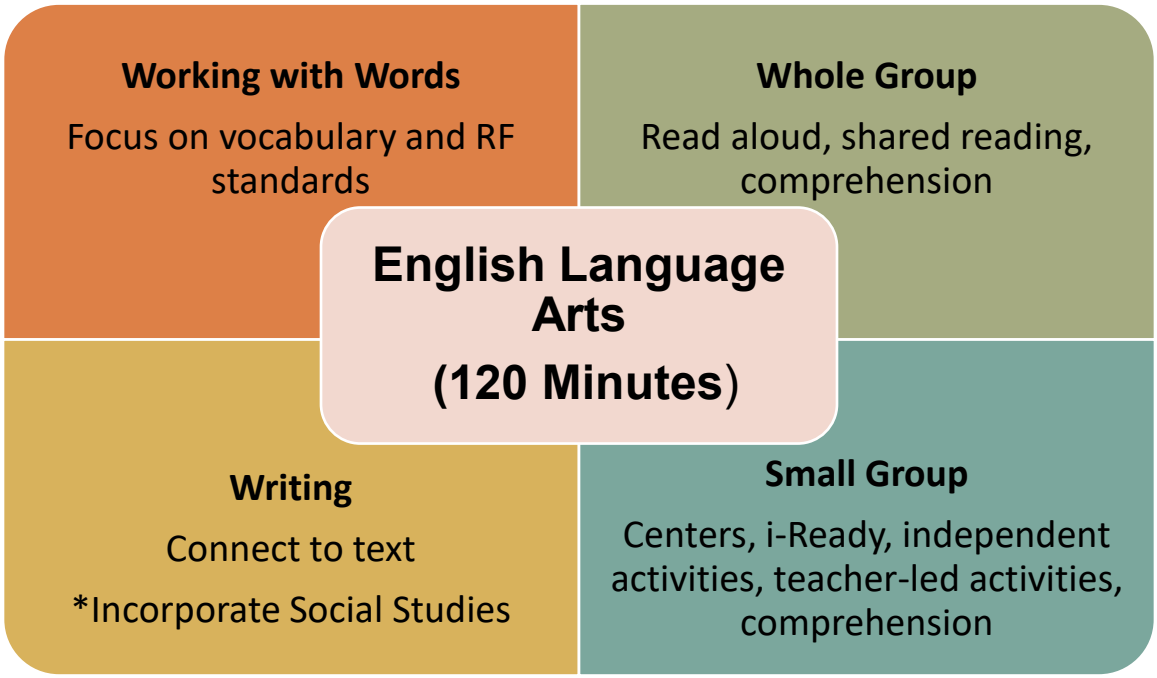


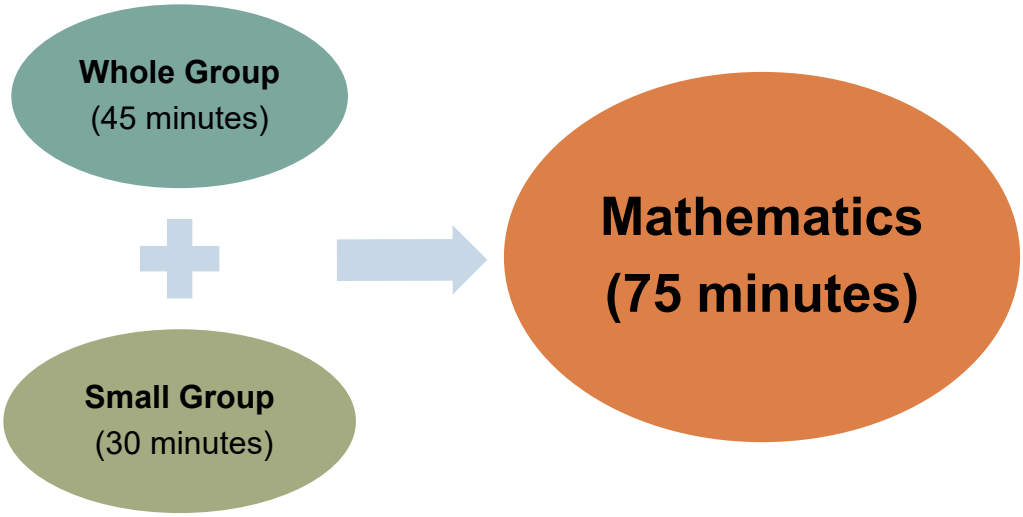
Response to Intervention (30 minutes)

Special Area (45 minutes)

JCSD Recommended Schedule for 3-5 Classrooms

(330 Instructional Minutes)





Science and Health (60 minutes)

Special Area (45 minutes)

Response to Intervention (30 minutes)

JCSD Elementary Lesson Plan 2023-2024

School:		
Gen-Ed Teacher:	**Pacing Week:**	**Subject:**
IDEA Teacher:	**Date:**	**Grade Level:**
Materials for the Week:		
Cross-Curricular Connections:		
Evidence of Scaffolding:		

Day	Mississippi CCRS Standard/Objective I-Can Statement(s)/ Learning Goals	Purpose (P) Relevance Hook	Delivery of Rigorous Instruction Bell Ringer (BR): • DOM, DOL, DOR, DOA Input/ Modeling (I/M) Guided Practice (GP) Independent Practice (IP) Application (A)	Closure (CL) Connections	Differentiated Instruction (DI) *Specialized Instruction	Check for Understanding (CU) Student Product Test/Quiz Performance Task Self-Evaluation Constructed-Response
Monday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/ SI:**	**CU:**
Tuesday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**
Wednesday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**
Thursday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**
Friday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**

Differentiated Small Groups– Use pre-assessment and/or data sources to determine student placement in groups.

Learning target: Students:	Learning target: Students:
Learning target: Students:	Extension Activity: Students who have mastered the standard(s):

*Lesson plans should be submitted in Canvas weekly prior to instruction beginning for the week.

JCSD Secondary Lesson Plan 2023-2024

School:		
Gen-Ed Teacher:	**Pacing Unit/Week:**	**Subject:**
IDEA Teacher(s):	**Date:**	**Grade Level:**
Cross-Curricular Connections/Real World Applications:		
Mississippi CCRS Standard(s):		

Day	Delivery of Rigorous Instruction	Activities/Resources	Assessment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Differentiation/ Specialized Instruction			

Appendix F

*Note: IDEA inclusion teachers should provide supplementary aids and services as described in the differentiation/specialized instruction section and students' IEPs.

JCSD RESOURCE OVERVIEW 2023-2024

The core resources available on this page are **mandatory for use in all Jackson County School District classrooms.*

GRADE LEVEL with Intervention(s):	ELA:	MATH:	SCIENCE:	Additional resources:
K **Intervention(s):** **ELA-Lexia, Sonday** **Math-Bluebird Math**	Core- • Project Read Supplemental- • IMSE Readers Software- • iReady	Core- • Kindermath Supplemental- • iReady	*Incorporated into ELA Supplemental- • Scholastic Science Spin	Canvas (Commons/Studio) Discovery Ed (videos) Flocabulary (Online vocabulary building program) Nearpod (Interactive instructional presentation tool) Gizmos (interactive math and science virtual labs and simulations for **grades 3-12**) Heggerty Phonemic Awareness (Digital Version) Mastery Connect (Online testing tool **grades 3-12**) Kesler Science (Supplemental science program **grades 4-8**) MyOn (Online e-book subscription for elementary schools **grades K-5**) Problem Attic (Online platform with assessment items; all subjects grades **K-12**) Frax (Math supplemental online instructional tool for fractions) Reflex Math (grades **2-5**) Renaissance Learning (AR-Reading comprehension building program with assessments **grades K-5**)
1 **Intervention(s):** **ELA-Lexia, Sonday** **Math-Bluebird Math**	Core- • Project Read Supplemental- • IMSE Readers Software- • iReady	Core- • Ready Supplemental- • iReady Software- • Reflex	*Incorporated into ELA Supplemental- • Scholastic Science Spin	
2 **Intervention(s):** **ELA-Lexia, Sonday** **Math-Bluebird Math**	Core- • Project Read Supplemental- • iReady Software- • Flocabulary	Core- • Ready Supplemental- • iReady Software- • Reflex	*Incorporated into ELA Supplemental- • Scholastic Science Spin	
3 **Intervention(s):** **ELA-Lexia, Phonics for Reading, Sonday** **Math-Imagine Math, FOCUS**	Core- • Ready Supplemental- • iReady Software- • Flocabulary	Core- • Ready Supplemental- • iReady Software- • Reflex	Core- • STEMScopes Supplemental- • Scholastic Super Science Software- • Gizmos	
4 **Intervention(s):** **ELA-Lexia, Phonics for Reading, Sonday** **Math-Imagine Math, FOCUS**	Core- • Ready Supplemental- • iReady Software- • Flocabulary	Core- • Ready Supplemental- • iReady Software- • Reflex	Core- • STEMScopes Supplemental- • Kesler Science Software- • Gizmos	
5 **Intervention(s):** **ELA-Lexia, Phonics for Reading, Sonday** **Math-Imagine Math, FOCUS**	Core- • Ready Supplemental- • iReady Software- • Flocabulary	Core- • Ready Supplemental- • iReady Software- • Reflex	Core- • STEMScopes Supplemental- • Kesler Science Software- • Gizmos	

JCSD Resources 6-12th Grade

	MATH	SCIENCE	ELA	SOCIAL STUDIES
6	Core -Ready Math Supp-Envision	McGraw Hill iScience and STEMscopes	Ready and MyPerspectives	
7	Core -Ready Math Supp-Envision	McGraw Hill iScience and STEMscopes	Ready and MyPerspectives	
8	Core -Ready Math Supp-Envision	McGraw Hill iScience and STEMscopes	Ready and MyPerspectives	

ALGEBRA	BIOLOGY	ENGLISH II	US HISTORY
	Enrichment Plus MAAP		Enrichment Plus MAAP

Additional resources:

Canvas Learning Management / Instructure	Online subscription to a website that provides a mechanism for housing and otherwise managing curriculum. (K-12)
CorelDraw	Design software for fabrication
Discovery Ed	Instructional Videos (K-12)
Edgenuity - Sept renewal	Online courses for students 8th–– 12th grades (Yearly subscription)
Edmentum - July renewal	Adaptive Intervention Solution - Diagnostic and benchmark assessments. (9-12)
Flocabulary/ Nearpod	Flocabulary: Online vocabulary building program/ Nearpod: Interactive instructional presentation tool
Gizmos	Online math and science simulation program
Imagine Math/ Bluebird	Adaptive Intervention Solution - Diagnostic assessments. (K-12 Math)
Instructure - Benchmark Assessments and Test Item Bank	Online testing tool used to create assessments, which are formatted like the MAAP assessment. Benchmark and ACT prep assessments are included.(3rd - high school)
Kesler Science	Supplemental science program (4-8)
KUTA Math Softfware	Math Assessment and Worksheet Generator (6-12)
Lexia Learning Systems - July renewal	Online intervention for Reading and Language Orton-Guillingham based (K-12)
MackinVIA- GCEIC	Online e-book subscription for secondary schools (6-12)
Problem Attic	Online platform with assessment items (K-12) all subjects
Ready Teacher and Student Instructional Books with iReady Subscription	Blended learning program containing instructional books for students and teachers in reading and Math. Formative assessment tool with built-in online instruction for grades (K - 8th)
Ready Math Classroom	Blended learning for math. (Grades K-8th)
iReady Subscription - High School	Formative assessment tool for reading and math with built-in online instruction for grades - used as high school intervention
Reflex Math and Frax (Explore Learning)	Math supplemental online instructional tool - adding Frax and Gizmos to it this year (add-on components)
School Status	Data dashboard, teacher evaluation, and parent communication program
Teq (OTIS)	Online technology integration in instruction professional development.
Turn-It-In/Integration - July renewal	Turn It In reveals content matches in student writing.It helps students take ownership of their work and practice proper citation. Helps teachers increase efficiency in grading writing assignments.
USA Test Prep (Progress Learning) -July renewal	Online instructional software for ACT Science, Reading, and Math

2023-2024

FIRST NAME	LAST NAME	IQ	GR	LRE	25%	MAAP ELA	PL	ELA S1	MAAP MATH	PL	MATH S1	FALL ELA	WIN ELA	SPR ELA	FALL MATH	WIN MATH	SPR MATH	RULING	DATE of ELIG	CM
																				1882

ELEMENTARY STUDENT PROGRESS TRACKING SHEET

Teachers Name: _____ **Grade: _____**

	STAR			i-Ready ELA			i-Ready Math		
Student Names	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
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24.									
25.									
26.									
27.									

1883

* Highlight your students who are in the bottom 25%

What is your plan for the bottom 25%?

Teacher: Subject/Course: Class Period/Block:

	Diagnostic Results		**Benchmark #1**		**Benchmark #2**		**Benchmark #3**	
Student	Performance Level	Score	Performance Level	Score	Performance Level	Score	Performance Level	Score
								1884

Prescribed Tutoring Session Plan

Tutor:

Student Name(s)	Subject/Grade Level:	School:
Date:	Time:	Location:
Reason for tutoring session:		

Identify the deficit(s) which need remediation:	
Skills:	
Standards:	

Provide an outline of the tutoring methods to be utilized:	
The student will:	The teacher will:

Describe the student data used to determine tutoring needs and progress:	
Data Source:	Data Overview:
☐ I-Ready Diagnostic ☐ Mastery Connect Benchmark ☐ Mastery Connect Assessment ☐ State Assessment ☐ Other:	
Means of assessing student progress:	Results of student progress:
☐ I-Ready Diagnostic ☐ Mastery Connect Benchmark ☐ Mastery Connect Assessment ☐ Other:	

Future tutoring session recommendations:	

Tutor Signature:	Date:
Principal Signature:	Date:

JCSD Tutoring Log Form

DATE	STUDENT SIGNATURE	TIME IN	TIME OUT	PURPOSE
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:
				☐ Reteach/Retest ☐ Skill Remediation ☐ Classroom Test Prep ☐ State Test Prep ☐ Other:

JACKSON COUNTY SCHOOL DISTRICT

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

(PBIS)

The PBIS is a broad range of **systemic** and **individualized** strategies for achieving important **social and learning outcomes** while preventing problem behaviors with **all** students.

Purpose

The purpose of the PBIS plan is to establish and maintain safe and effective school environments that maximizes academic achievement and behavioral competence of all students.

Guiding Principles

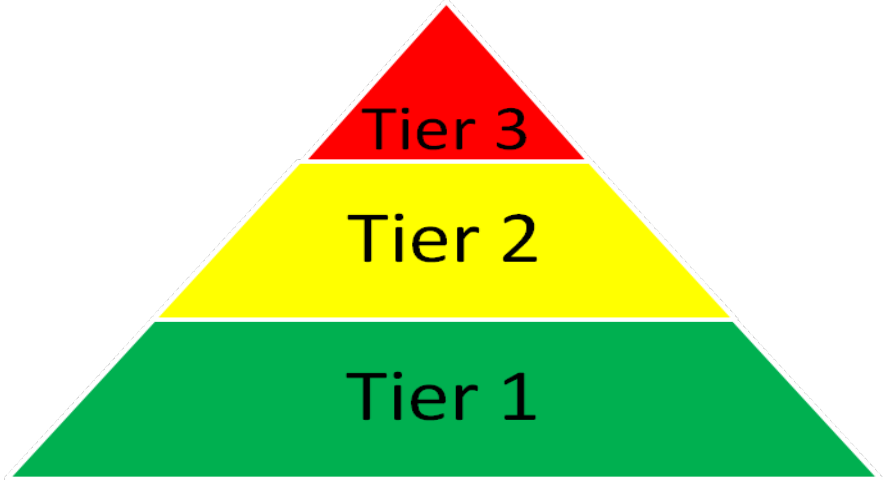
Academic achievement and behavior competence are the results of school personnel along with families working together to provide a continuum of support for all learners. A continuum of academic and behavioral support includes:

1. Broad-spectrum behavioral support for all learners (Tier 1)
2. Specialized interventions for learners who are at risk for academic or social failure due to behavior challenges (Tier 2)
3. Individualized interventions for students with intense/chronic behavior challenges that negatively affect academic achievement (Tier 3)

Major Components:

- Common approach to discipline
- Positively stated expectations for all students and staff (Code of Conduct)
- Procedures for teaching these expectations to students
- Programs for encouraging demonstration and maintenance of these expectations
- Procedures for discouraging undesirable and/or unproductive behavior
- Universal behavior screening to identify emotionally and behaviorally at-risk students three times annually

System for Student Success:
A Continuum of Supports



Tier 1 Supports: Provided for all students, Preventive, Proactive

- Effective Teacher Procedures and Routines (schoolwide, classroom, and bus)
- Universal Behavior Screener (as required by district)
- Common Classroom Management Systems
- Positive Behavior Incentives

Tier 2 Supports: Provided for At-Risk Students, Specialized, Targeted

- Individual/Group Counseling – Guidance (school and bus)
- Specialized Behavior Plan
- School-based support procedures (ex. mentoring programs, ISI, support meetings, etc.)
- Offer training and support to teachers and staff
- Online Progress Tracking

Tier 3 Supports: Provided for High-Risk Students

- Functional Behavioral Assessment
- Behavior Intervention Plan (school and bus)
- Individual / Group Counseling – Guidance (school and bus)
- School-based support procedures (ex. mentoring programs, ISI, support meetings, etc.)
- Risk assessment (if applicable)
- Offer training and support to teachers and staff
- Online Progress Tracking

PBIS Team Expectations

The PBIS team will meet at least monthly and have the following:

- Regular meeting format/agenda
- Minutes
- Defined meeting roles
- Current Tier 1, 2, and 3 action plans

PBIS Team Members

- Parent
- Teacher(s)
- School Administrator
- MTSS Coordinator
- Counselor
- Student (high schools only)

**Individuals must collectively provide applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge of the school across grade levels and programs. High schools must have student representation.

Tier 1:

- School-Wide and Classroom Procedures and Routines: School PBIS plan must include school-wide procedures and routines for bus, classroom, restroom, hallway, cafeteria, etc. All teachers must develop class-level procedures and routines.
- School-Wide Expectations: School PBIS plan must have five or fewer positively stated behavioral expectations specified for each setting/location in the school.
- School-Wide PBIS Training: A plan for teaching the expectations to students and teachers should be explicitly explained in the PBIS document.
- Common Classroom Management System: Clear consequences and definitions as well as a determination of what constitutes staff managed or office managed behavior problems. This can be achieved in a discipline flowchart.
- Positive Behavior Incentives: A plan for acknowledging/rewarding positive behavior must be included in the PBIS document.
- Universal Behavior Screening Schedule: Each school will complete comprehensive behavior screenings as directed by the district MTSS Coordinator.

Tier 2:

Tier 2 supports are linked to Tier 1 supports in place.

- Individual Support: School must have a plan to offer individual or group counseling to accommodate students' needs. (HLP8 provide positive and constructive feedback to guide students' learning and behavior.)
- Support Procedures: School PBIS team must develop a plan to provide school-based support for students. (HLP7 Establish a consistent, organized, and respectful learning environment. HLP9 Teach social behaviors.)
- Behavior Plan: School must develop a specialized behavior plan for Tier 2.
- Training: Schools must provide training for teachers and staff regarding behavior.
- Progress Tracking: Online progress tracking is implemented by the school to monitor student progress.

- Universal Behavior Screening Schedule: Each school will complete comprehensive behavior screenings as directed by the district MTSS Coordinator.

Tier 3:

Tier 3 supports are linked to Tier 1 and Tier 2 supports in place.

- Functional Behavioral Assessment: Completed by school in a timely manner for students receiving Tier 3 support. (HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans.)
- Behavior Intervention Plan: Completed by the school in a timely manner for students receiving Tier 3 support. (HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans.)
- Support Procedures: School PBIS team must develop a plan to provide intensive school-based support for students. (HLP7 Establish a consistent, organized, and respectful learning environment. HLP9 Teach social behaviors.)
- Progress Tracking: Online progress tracking is implemented by the school to monitor student progress following protocol for Tier 3 interventions and support.
- Universal Behavior Screening Schedule: Each school will complete comprehensive behavior screenings as directed by the district MTSS Coordinator.

School Name:_____

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

The PBIS is a broad range of **systemic** and **individualized** strategies for achieving important **social and learning outcomes** while preventing problem behaviors with **all** students.

Purpose

The purpose of the PBIS plan is to establish and maintain safe and effective school environments that maximizes academic achievement and behavioral competence of all students.

Guiding Principles

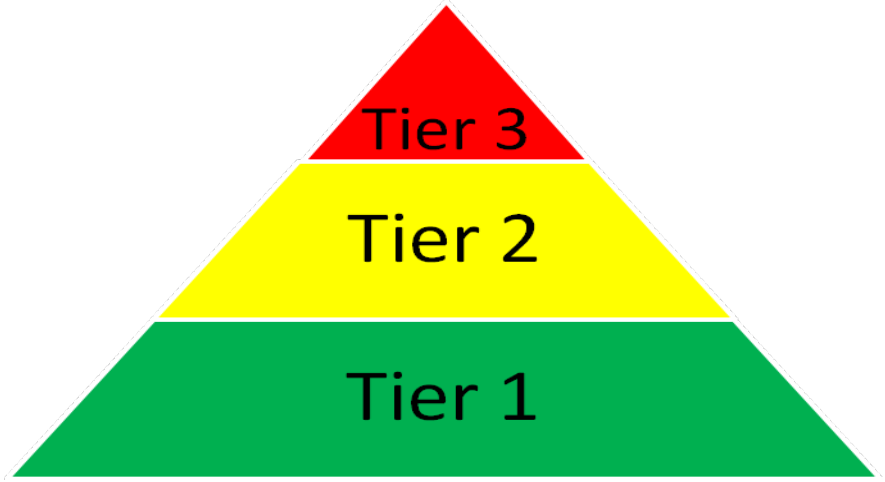
Academic achievement and behavior competence are the results of school personnel along with families working together to provide a continuum of support for all learners. A continuum of academic and behavioral support includes:

1. Broad-spectrum behavioral support for all learners (Tier 1)
2. Specialized interventions for learners who are at risk for academic or social failure due to behavior challenges (Tier 2)
3. Individualized interventions for students with intense/chronic behavior challenges that negatively affect academic achievement (Tier 3)

Major Components:

- Common approach to discipline
- Positively stated expectations for all students and staff (Code of Conduct)
- Procedures for teaching these expectations to students
- Programs for encouraging demonstration and maintenance of these expectations
- Procedures for discouraging undesirable and/or unproductive behavior
- Universal behavior screening to identify emotionally and behaviorally at-risk students three times annually

System for Student Success:
A Continuum of Supports



Tier 1 Supports: Provided for all students, Preventive, Proactive

- Effective Teacher Procedures and Routines (schoolwide, classroom, and bus)
- Universal Behavior Screener (as required by district)
- Common Classroom Management Systems
- Positive Behavior Incentives

Tier 2 Supports: Provided for At-Risk Students, Specialized, Targeted

- Individual/Group Counseling – Guidance (school and bus)
- Specialized Behavior Plan
- School-based support procedures (ex. mentoring programs, ISI, support meetings, etc.)
- Offer training and support to teachers and staff
- Online Progress Tracking

Tier 3 Supports: Provided for High-Risk Students

- Functional Behavioral Assessment
- Behavior Intervention Plan (school and bus)
- Individual / Group Counseling – Guidance (school and bus)
- School-based support procedures (ex. mentoring programs, ISI, support meetings, etc.)
- Risk assessment (if applicable)
- Offer training and support to teachers and staff
- Online Progress Tracking

PBIS Team Expectations

The PBIS team will meet at least monthly and have the following:

- Regular meeting format/agenda
- Minutes
- Defined meeting roles
- Current Tier 1, 2, and 3 action plans

PBIS Team Members

- Parent _____
- Teacher(s) _____
- School Administrator _____
- MTSS Coordinator _____
- Counselor _____
- Student (high schools only) _____

**Individuals must collectively provide applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge of the school across grade levels and programs. High schools must have student representation.

Tier 1:

- School-Wide and Classroom Procedures and Routines:
  -
  -
  -
  -
  -
- School-Wide Expectations:
  -
  -
  -
  -
  -
- School-Wide PBIS Training:
  -
  -
  -
  -
  -
- Common Classroom Management System:
  -
  -
  -
  -
  -
- Positive Behavior Incentives:
  -
  -
  -
  -
  -
- Universal Behavior Screening Schedule: Each school will complete comprehensive behavior screenings as directed by the district MTSS Coordinator.

Tier 2:

Tier 2 supports are linked to Tier 1 supports in place.

- Individual Support:
  -
  -
  -
  -
  -

- Support Procedures:
  -
  -
  -
  -
  -

- Behavior Plan: School must develop a specialized behavior plan for Tier 2.
- Training: Schools must provide training for teachers and staff regarding behavior.
- Progress Tracking: Online progress tracking is implemented by the school to monitor student progress.
- Universal Behavior Screening Schedule: Each school will complete comprehensive behavior screenings as directed by the district MTSS Coordinator.

Tier 3:

Tier 3 supports are linked to Tier 1 and Tier 2 supports in place.

- Functional Behavioral Assessment: Completed by school in a timely manner for students receiving Tier 3 support. (HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans.)
- Behavior Intervention Plan: Completed by the school in a timely manner for students receiving Tier 3 support. (HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans.)

- Support Procedures: School PBIS team must develop a plan to provide intensive school-based support for students. (HLP7 Establish a consistent, organized, and respectful learning environment. HLP9 Teach social behaviors.)
- Progress Tracking: Online progress tracking is implemented by the school to monitor student progress following protocol for Tier 3 interventions and support.
- Universal Behavior Screening Schedule: Each school will complete comprehensive behavior screenings as directed by the district MTSS Coordinator.

MTSS Academic Flowchart

Tier I

- Tier I is data-driven, differentiated core instruction in the regular classroom setting using district mandated programs and curriculum.
  - i-Ready
  - Ready
  - Reflex/Frax
  - Project Read
  - Heggerty
  - Teacher Created Material

Tier II

Typically 10-15% of the school's population

- Students who are not progressing in Tier I and need additional support should be given Tier II interventions. Tier II interventions should focus on specific, identified gaps. Tier II interventions should be data-driven and follow a progression of skills. Intervention sessions should be in a one-on-one or small group setting 20-30 minutes 3-5 days per week. (Review at 4 and 8 weeks)
  - Edgenuity (8-12)
  - Focus Math (3-5)
  - Imagine Math/Bluebird Math (K-12)
  - Phonics for Reading (3-5)
  - Lexia (K-8)
  - Reflex/Frax (2-5)
  - Sonday System 1 and 2 (K-8)
  - Teacher Created Materials Math Interventions (K-8)
  - Small group Instruction
  - One-on-One Instruction

Progress Monitoring: Every other week using the same tool as baseline.

1900

Tier III

Typically 1-5% of the school's population

- Students who are not progressing at Tier II should be moved to Tier III interventions. Tier III instruction should be designed to increase an individual student's rate of progress, close gaps between the student and their peers, based on the student's need as determined by assessment data. Tier III interventions should occur as outlined by the intervention program, in accordance with the individualized plan, or 30-60 minutes daily. Students receiving Tier III interventions should be progress monitored weekly. (Review no later than 8 weeks after implementation and the cummulative documented review no later than 16 weeks after implementation).
  - Focus Math (3-5)
  - Imagine Math/Bluebird Math (K-12)
  - Lexia (K-8)
  - Phonics for Reading (3-5)
  - Sonday System (K-8)
  - Small Group Instruction
  - One-on-one Instruction

Progress Monitoring: Every week using the same tool as baseline.

MTSS Behavior Flowchart

Tier I

- Tier I includes best practices that should be school, program, and/or facility wide and included in every classroom (PBIS). (Includes all teachers and teachers' assistants)
- Each student is universally screened three times per year using the district's behavior screener
  - School wide PBIS model: establish expectations, teach expectations, positive reinforcement, restorative consequences
  - Core social-emotional learning weekly

Tier II

- Tier II includes best practices for those students who are not making progress with Tier I supports. Behavioral interventions at Tier II include an idividualized reinforcement and consequence system. (Includes all teachers, teachers' assitants, PBIS specialist, MTSS support)
- Behavior is monitored by staff and PBIS specialist (If needed, PBS or mental health supports are implemented.)
  - Check-in and check-out
  - Check and connect
  - Behavioral contracting
  - Teaching of social emotional skills
  - Organizational aides
  - Increasing executive funtioning through games, breaks, etc.

Tier III

- Tier III includes best practices for students who are not making progress with Tier II supports. The supports provided at Tier III should be indvidualized for each student. A functional behavioral assessment (FBA) should be used to provide information from multiple sources in the form of observations, interviews, and anecdotal notes. The data collected through the FBAs make it possible to develop function based behavior support plans (BIP), individualized to each student. BIPs define the target behavior(s), provide information on current behavior(s), and detail interventions to use in order to assist the student in meeting the target behavior(s). (Includes all teachers, teacher assistants, PBIS specialist, MTSS support, PBS)
- Staff implement BIP developed by the counselor or PBS (SPED). Behavior is monitored by staff (PBIS, PBS, and SPED Teachers). Individual supports are provided (PBIS, PBS, and counselors, etc.).
  - Individualized reinforcement and consequence systems with specific reinforcement options gathered through an interest inventory and/or observation
  - Individualized Schedules
  - Replacement behaviors

Professional Learning Plan for: _____ (school)
Jackson County School District
2023-2024

Needs Assessment

-

Standard	Indicators	Actions/Strategies	Who is Responsible?	Timeline	Evidence
Learning Communities					
Leadership					
Resources					
Data					
Learning Designs					
Implementation					
Outcomes					

Jackson County School District

Professional Learning Communities

Handbook 2023-2024

Leading Your Collaborative Team to Success

Lead - Set Goals - Share Best Practices - Monitor Growth - Get Results

1904

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Guidebook Contents:

- JCSD Professional Development Plan
    - School-level Professional Development Plan Template
- Roles and Responsibilities
    - JCSD Professional Development Committee
    - JCSD School-Level Professional Development Coordinators
    - PLC Timeline
- PLC Vision
- General Expectations (See this page for due dates)
- Format for PLC teams/meetings
    - Establishing Norms
        - Norm-Setting Template
        - “Our Team Norms” document
    - Setting Smart Goals
    - Four Driving Questions
    - Data Sources
- Forms and Reporting
    - School-Based PLC Grouping Plan (as directed by school administration)
        - Using JCSD PLC Grouping Plan Form
    - PLC Team Smart Goals (team level)
        - Using JCSD PLC Team Smart Goal Form
    - Agendas and Minutes (team level)
        - Using JCSD PLC Meeting Documentation Form
    - Principal Verification Document (as completed by school principal)
        - Using JCSD Principal PLC Verification Form

JCSD Professional Learning Plan

2023-2024

Needs Assessment – The JCSD Professional Development Committee convened and reviewed multiple sources of data to determine the goals and direction that should be included in the JCSD Professional Development Plan. This plan will adhere to the Standards of Professional Learning as directed by MDE and will align with JCSD goals. Data sources that were consulted include student attendance, student achievement, student discipline, and professional development-related survey results from JCSD teachers and administrators. As a result of the 2022-2023 Needs Assessment data analysis, the focus of 2023-2024 professional development should be Canvas, Classroom Management, Co-teaching Planning and Implementation, Student Engagement, Identifying and Remediating the Low 25%, Standards-Aligned Instruction, Subject Area Strategies, and Technology Integration.

Standard	Indicators	Actions/Strategies	Who is Responsible?	Timeline	Evidence
Learning Communities	All educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement.	District-wide guidelines and procedures for Professional Learning Communities will continue.	JCSD Professional Development Committee	This will be reviewed and/or revised annually.	• JCSD PLC Guidelines • JCSD Professional Development Plan
Leadership	Teachers serve in a variety of leadership roles.	Implement "Teacher Choice" PLCs that culminate in a model classroom status in the category/content area of the PLC. Teachers who complete the PLCs will serve as leaders for other teachers in subsequent PD opportunities.	Curriculum Department	This will continue annually with monitoring and adjusting for improvement.	• Teacher Choice PLC Rubrics • JCSD Professional Development Plan
Resources	Resources are allocated for technology to support student and educator learning.	Subscribe to the online PD program, OTIS. This allows teachers to complete professional development modules at their own pace and earn CEUs through William Carey University.	Curriculum Department and Instructional Technology Specialists	Ongoing throughout the school year	• Curriculum Budget • JCSD Professional Development Plan • Program Data • Annual Educator Needs Assessment
Data	Teachers/ teams analyze student data to make decisions about student progress and ongoing adjustments needed to increase student learning.	The district will provide data resources to be utilized by teachers/ teams to inform instruction.	District officials will purchase resources as per teachers/ admin. recommendation	This is ongoing.	• School-level data analysis • PLC minutes
Learning Designs	School and district plans provide multiple practices of the new learning with feedback and coaching.	Curriculum Specialists, instructional technology specialists, and professional development providers will work together to follow up professional learning with coaching at the school level.	Administrators, Curriculum Department, and Technology Department	Ongoing throughout the school year. Follow-up and feedback methods will be reviewed and/or revised annually.	• JCSD Professional Development Plan • Professional Development Schedule • Curriculum Specialists Documentation • Instructional Technology Specialist Documentation
Implementation	School and district leaders provide and align resources to initiate and sustain implementation.	Expanding upon the implementation of Canvas and curriculum alignment, teacher-developed resources will be provided in the JCSD Canvas Commons.	Curriculum Department, Technology Department, & School and District Admin	Implementation will be ongoing. Professional development opportunities will take place at district and school settings as continuous follow-up and support for teachers and administrators.	• LMS Purchase Agreement • Curriculum Committee agendas and sign-in sheets showing the progress toward implementation. • Professional Development sign-in sheets.
Outcomes	Educator learning is focused on student learning outcomes.	Teacher PLC groups collaborate to target areas of need for student learning outcomes.	Administrators and Teachers	Ongoing throughout the school year	• PLC Agendas and minutes • Interviews with administrators • Interviews with teachers

Professional Learning Plan for: _____ (school)
Jackson County School District
2023-2024

Needs Assessment

-

Standard	Indicators	Actions/Strategies	Who is Responsible?	Timeline	Evidence
Learning Communities					
Leadership					
Resources					
Data					
Learning Designs					
Implementation					
Outcomes					

Roles and Responsibilities

JCSD Professional Development Committee

Name	School/Area	Position
Gwendolyn Stallworth	District	Director of Special Education
Gina Stork	Vancleave Lower Elementary	Teacher
Leslie Beam	St. Martin Middle School	TST Interventionist
Collette Killen	East Central Lower Elementary	Teacher
April Richmond	Vancleave Middle School	Teacher
Sherie Tanner	East Central Middle School	Principal
Brandy Johnson	District	Instructional Technology Coordinator
Christin Burlison	East Central High School	Teacher
Amanda Rosetti	St. Martin East Elementary	Teacher
Angela Sievers	East Central Upper Elementary	Assistant Principal
Kimberly Williams	District	Student Services Director
Elizabeth Bonilla	Vancleave High School	ACT Instructional Coach

JCSD School-Level Professional Development Coordinators

Attendance Center	Name	School
East Central	Sarah Bayles	East Central High School
	Amanda Williams	East Central Middle School
	Angela Sievers	East Central Upper Elementary
	Ashley Dooley	East Central Lower Elementary
St. Martin	Lindsay Stewart	St. Martin High School
	Leslie Beam	St. Martin Middle School
	Stacy Swiney	St. Martin Upper Elementary
	Amanda Rosetti	St. Martin East Elementary
	Crystina Moran	St. Martin North Elementary
Vancleave	Bethany Kell	Vancleave High School
	Elizabeth Otthofer	Vancleave Middle School
	Monica Douglas	Vancleave Upper Elementary
	Dr. Samantha Benson	Vancleave Lower Elementary
District (JCTC)	Heather Allen Hudson	Jackson County Technology Center

JCSD Professional Development Committee

- Conduct annual professional development needs assessment.
- Develop and revise annually the JCSD Professional Learning Plan.
- Prepare Annual Professional Learning Plan District Report.

JCSD School-Level Professional Development Coordinators

- Serve on the school leadership team to help develop the School Professional Learning Plan.
- Work with school-level administration to reinforce the implementation of Professional Learning Communities based on goals and needs that align with school and district professional learning goals.
- Facilitate the PLC cycle within their schools.
- Serve as the school data coach.
- Prepare and submit required PLC reports.
    - School-Based PLC Grouping Plan (as directed by school administration) - This will be submitted to Dr. Tanya Sonnier at the beginning of each school year.
        - Using JCSD PLC Grouping Plan Form
    - PLC Team Smart Goals (team level) – These will be kept on file at the school level.
        - Using JCSD PLC Team Smart Goal Form
    - Agendas and Minutes (team level) – These will be kept on file at the school level.
        - Using JCSD PLC Meeting Documentation Form
    - Principal Verification Document (as completed by school principal) – This will be submitted to Dr. Tanya Sonnier at the end of each school year.
        - Using JCSD Principal PLC Verification Form

- **See General Expectations for due dates.**

PLC Vision:

School-level PLC Teams will provide structured, relevant professional development in a collaborative format to support and advance JCSD goals.

1. Increased Student Achievement
2. Sound Financial Management
3. Improved Facilities and Infrastructure
4. Positive Educational Experience
5. Effective Leadership

General Expectations:

- Each certified teacher should participate in one or more PLC teams. These should be structured by grade level or subject area or to meet the specific needs of each school.
- The focus of the teams will be to support the most current school and district professional learning goals.
- Plans to meet goals should be data-driven.
- A minimum requirement for each team to meet will be 2 times per month.
- The duration should be no longer than 45 – 60 minutes per meeting.
- Each meeting should follow a pre-set agenda.
- Documentation of each certified teacher's PLC participation will be included in the JCSD PLC Reports. See below for specific requirements.

    - **Professional Learning Plan for 2023-2024** (School Level) – This will be completed by the school vision team and submitted to Dr. Tanya Sonnier at the beginning of each school year.
        - Using Professional Learning Plan (School Level) template
        - **Due August 31, 2023** (Submit in Canvas)
    - **School-Based PLC Grouping Plan** (as directed by school administration) - This will be submitted to Dr. Tanya Sonnier at the beginning of each school year.
        - Using JCSD PLC Grouping Plan Form
        - **Due August 31, 2023** (Submit in Canvas)
    - **PLC Team Smart Goals (team level)** – *These will be kept on file at the school level.*
        - Using JCSD PLC Team Smart Goal Form
    - **Agendas and Minutes (team level)** – *These will be kept on file at the school level*.
        - Using JCSD PLC Meeting Documentation Form
    - **Principal Verification Document** (as completed by school principal) – This will be submitted to Dr. Tanya Sonnier at the end of each school year.
        - Using JCSD Principal PLC Verification Form
        - **Due June 7, 2024** (Submit in Canvas)
    - **Professional Learning Plan for 2024-2025** (School Level) – This will be completed by the school vision team and submitted to Dr. Tanya Sonnier at the beginning of each school year.
        - Using Professional Learning Plan (School Level) template
        - **Due June 7, 2024** (Submit in Canvas)

PLC Team Timeline

Beginning →	Developing →	Growing →	Sustaining
August	September– May		August – June
Build the Team • Define PLC • Discuss Vision • Discuss Team Cycle • Develop Team Norms • Establish Meeting Dates, Times, Locations • Analyze Data • Look at common assessment calendar (elementary: i-Ready, STAR Reading, unit assessments, secondary: SRI, District Assessments, Benchmark Assessments, unit assessments) • Determine Smart Goals based on school Learning Plan and data analysis	**Begin Implementation of Team Cycle** • Determine instructional focus • Share learning strategies and use them in the classroom • Consider appropriate assessment data relevant to goal to use, and then plot on calendar • Bring together data and look for trends • Address areas of strengths and weaknesses • Remediate students who did not reach proficiency • Enrich those who reached proficiency		**Continuous Evaluation** • Continually monitor student progress • Repeat team cycle process throughout the school year • Build each other through coaching activities (Develop safe environment where this can take place) • Read Norms at each meeting and modify as needed • Read Smart Goal(s) at each meeting and modify as needed • Determine practices that will continue the following year

Expanding
Coming Soon
Developing Teacher Leaders • Teacher Initiated PLCs • Build and lead professional learning opportunities for fellow teachers

Establishing Norms

Facilitator Tips

- **What are norms?** Norms are the frameworks from which team members commit to conduct business. Attention to their development and adherence to them help ensure the success of the group and facilitate successful solutions to critical issues.
- **Elements of norms to address:**
  - **Time**
    - **When will we meet?**
    - **Where will we meet?**
    - **Will we have a time schedule to follow?**
  - **Listening**
    - **How will we listen to our peers?**
    - **Will all ideas be welcomed?**
    - **Will we discourage verbal interruptions when others are speaking?**
  - **Confidentiality**
    - **What content will be held in confidence?**
    - **What can be shared after the meeting?**
  - **Decision Making**
    - **How will we arrive at a decision?**
    - **What will we do if everyone doesn't agree with the group decision?**
  - **Participation**
    - **Is participation optional?**
    - **Will we have an attendance policy?**
    - **What will we do if a member consistently misses meetings?**
  - **Expectations**
    - **What do we expect from team members?**
    - **Do we need a method ensuring that each member comes prepared with appropriate data or other items?**
- **Examples of Team Norms:**
  - **We will maintain a positive attitude during team meetings.**
  - **We will stay on topic and follow the agenda.**
- **Norm-developing best practices:**
  - **Teams develop their own norms.**
  - **Read the norms at each meeting.**
  - **Less is more.**
  - **Norm violations should be addressed.**
  - **Team member signatures on established norm document will solidify its meaning and importance.**

Norms Development Template

Elements to Consider	Group-Proposed Norms

• **Time**
  ○ **When will we meet?**
  ○ **Where will we meet?**
  ○ **Will we have a time schedule to follow?**	

• **Listening**
  ○ **How will we listen to our peers?**
  ○ **Will all ideas be welcomed?**
  ○ **Will we discourage verbal interruptions when others are speaking?**	

• **Confidentiality**
  ○ **What content will be held in confidence?**
  ○ **What can be shared after the meeting?**	

• **Decision Making**
  ○ **How will we arrive at a decision?**
  ○ **What will we do if everyone doesn't agree with the group decision?**	

• **Participation**
  ○ **Is participation optional?**
  ○ **Will we have an attendance policy?**
  ○ **What will we do if a member consistently misses meetings?**	

• **Expectations**
  ○ **What do we expect from team members?**
  ○ **Do we need a method ensuring that each member comes prepared with appropriate data or other items?**	

School _____

Team _____

Date:_____

Our Team Norms
Time
Listening
Confidentiality
Decision Making
Participation
Expectations
Team Member Signatures

SMART Goals

SMART goals are set with the purpose of increasing student achievement.

SMART goals are specific in that they clarify precisely what students should learn, the level of the learning (proficiency level), the assessments that will be used to make the proficiency determination and a time frame.

A *SMART* Goal is:

- ***Specific*** - Linked to the SIP goals. It focuses on specific student learning and answers WHO and WHAT.
- ***Measurable*** - Student success is measured by assessment. It answers the question – HOW.
- ***Attainable*** -The goal should be set high but within reason. High goals are not always attained but this does not mean it was a failure.
- ***Results Oriented/Relevant/Rigorous*** - Supporting the SIP, results tell you who has achieved proficiency. These results determine which students need remediation or enrichment.
- ***Time Bound*** – All goals are bound by a clearly-defined time frame.

- SMART Goal Examples

1. _____ % of grade 9 math students will increase their _____ scores by _____% by the end of the second nine weeks as measured on the (assessment) _____.

2. Fifty-two percent of my writing students will increase their average writing scores by one point by the end for the first nine weeks as measured by the (assessment) _____.

- **NOT** *SMART* Goals:
  1. My students will do better on their math tests.
  2. The team's students will increase their understanding of expository writing.
  3. My reading students will complete 80% of their homework.

JCSD PLC Team Smart Goals (Example)

School: Anywhere Elementary School **Team:** 5th Grade Math **Facilitator:** Mrs. Smith
District Goal Increase student achievement.
School Goal(s) Increase the percentage of students scoring at or above Proficient on the Math MS Map Test by 20%.
Team Members: Team Member 1, Team Member 2, Team Member 3, Team Member 4
Date: MM/DD/YYYY

Plan	**Analyze the data and define the focus/goal.**	**What is the data telling us?**	61 % of our currently enrolled 5th grade students scored an achievement level of three or higher on the 4th grade Math state test. Source: State MAP results Subtests of least growth include Algebra -12% and Measurement - 7%. Source: State MAP results
		Our goal: Proficiency Level: 80%	Increase the percentage of students scoring proficient in the two Math MAP subtest categories to 80%.
Do	**Implementation Strategies:**	**Our action plan**	Students will be identified who need assistance in the two subtests. Source: MAP results (List specific strategies.)
Check	**Assessing, Maintaining & Monitoring**	**What Is The Timeline? How And When Will We Assess The Students?**	We will be administering common formative assessments every two weeks to monitor student progress. These assessments will be written by the team members. Data will be recorded on a Test Item Analysis spreadsheet and graphed. This plan will begin (date). The plan will be amended as needed to ensure that students are progressing toward standard mastery of the two math subtest categories.
Act	**Response**	**Our Remediate Or Enrichment Plan**	Lists of students who did, and did not, demonstrate adequate growth toward mastery of standards will be maintained and updated twice monthly. Student in need of remediation will be (plan) _____. Students who are being enriched will be (plan) _____.

JCSD PLC Team Smart Goals

School: _____ **Team:** _____ **Facilitator:** _____

District Goal: _____

School Goal(s) _____

Team Members: _____

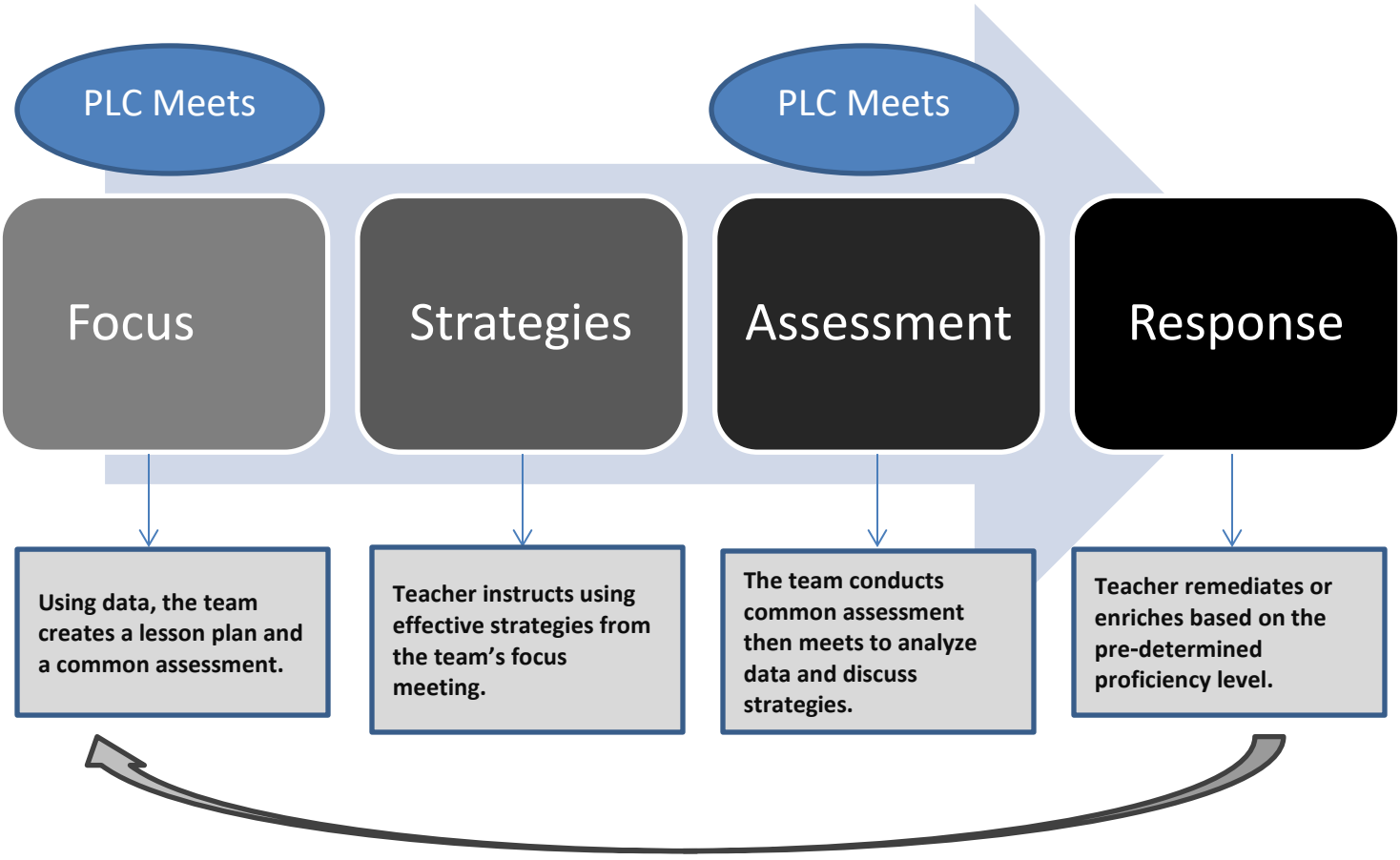
Date:_____

Plan	**Analyze the data and define the focus/goal.**	**What is the data telling us?**	
		Our goal: Proficiency Level: ___%	
Do	**Implementation Strategies:**	**Our action plan**	
Check	**Assessing, Maintaining & Monitoring**	**What Is The Timeline? How And When Will We Assess The Students?**	
Act	**Response**	**Our Remediate Or Enrichment Plan**	

Four Driving Questions

1. What is the instructional focus?
2. What are the instructional strategies?
3. How will we know when they have learned it?
4. How will we respond when they need remediation or enrichment?

The Team Cycle



Data Sources

Test	District or School level	Grade Band	Alignment	Test Type	Frequency	Subject(s)
ACT	State/ National	High	CCSS	Formative and summative to measure college readiness	Formative: 1 per year for all 11th graders (fall) Summative: 1 per year for all 11th graders (spring)	Math, English, Science, Reading
Mastery Connect Benchmark and Teacher-made Assessments	District Required	3-12	MS College & Career Readiness Standards for all tested subjects	Assessments (formative and summative) to determine progress toward standards mastery	Benchmarks are given 2 times per school year or course. Teacher made tests are given as needed	Math, ELA, Science, Algebra I, Biology, and English II, US History
i-Ready Diagnostic	District Required	Elementary/ Middle	MS College & Career Readiness Standards (MCCRS), Lexile, and Quantile	Diagnostic and formative to comprehensively check placement and growth based on norms	3 times per year (beginning, middle, end)	Reading and Math
i-Ready Progress Monitoring	Optional, but used for TST	Elementary/ Middle	(MCCRS)	Formative to "quick" check growth based on norms	As needed, determined at school level	Reading and Math
i-Ready Standards Mastery	District Required	Elementary/ Middle	(MCCRS)	Formative to "quick" check growth toward standards mastery	Approx. 1 time per month	Reading and Math
MAAP	State	3-12	MCCRS	Summative	Once per year (high schools may administer the assessment more than once per year, but a student will only typically take it once per year, depending on when the course is taken.)	Math, ELA, Algebra I, Biology, US History, and English II
Pre-ACT	District	9-10	CCSS	Summative to measure college readiness	Once per year in the spring	Math, English, Science, Reading
Unit or Common Assessments	District/ School Required	Elementary/ Middle / High	MCCRS	These tests can be derived from available textbooks and other resources. Teachers should be careful to use sources that are aligned to MCCRS and at the appropriate rigor. *Ideally, there should be pre, formative, and post assessments that comprise the unit assessments.*	As designated, before, during, and after an instructional unit.	All Subjects
Progress Learning	District Required	High/Middle	The most current standards/framework as designated by MDE	Formative to check for growth toward framework objectives.	As needed based on school/teacher determination	6-12

Listed above are <u>some</u> of the valuable assessment options available for teachers in JCSD. Of course, other methods of assessment are suitable for formative and summative assessments, as needed, and as agreed upon by PLC teams.

JCSD PLC Team Meeting Agenda and Minutes

JCSD Strategic Plan Goals –

1. Increased Student Achievement
2. Sound Financial Management
3. Improved Facilities and Infrastructure
4. Positive Educational Experience
5. Effective Leadership

Meeting Date: _____ Team Name: _____ Facilitator: _____

Team Members in Attendance:

_____
_____
_____

Topics of Discussion:

_____
_____
_____

What Should Students Learn? ***('PLAN' Section of SMART Goal).***

_____
_____
_____

How Is Our Implementation Plan Working? ***('DO' Section of SMART Goal).***

_____
_____
_____
_____

What Is Our Common Assessment Data Telling Us? ***('CHECK' Section of SMART Goal).***

_____
_____
_____
_____

How Are Our Strategies Working for The Students Who HAVE NOT Attained Proficiency? Data based. ***('ACT' Section of SMART Goal).***

_____
_____
_____

How Are Our Strategies Working for The Students Who HAVE Attained Proficiency? Data based. ***('ACT' Section of SMART Goal).***

_____
_____
_____

Best Practices That Were Shared During the Meeting

_____
_____
_____
_____
_____

We Need, Our Questions, Etc. (Attention School Administration)

_____
_____
_____

Evidence That Our Plan Is Working: (Data Is Attached). Yes No

My PLC Notes and Plans

Name:_____

Focus of the Meeting	Discussion, Issues, and Concerns	Dates and Decisions

Before our Next Meeting

I need to…

To our Next Meeting

I need to bring…

1922

New idea(s) that I will use in my classroom	How I implemented the ideas	Results: Were the idea(s) successful?
New activity that I will use in my classroom	**How I implemented the activity**	**Results: Was the activity successful? How would I modify it to make it even better?**

JCSD PLC Grouping Plan Form

Year: _____

School: _____

PLC Name	Description • Grade Level(s) • Subject Area(s) • Alignment (Horizontal/ Vertical)	Meeting Frequency (ex. Twice monthly on the 2nd and 4th Tuesday)	Meeting Time	Meeting Location

Verification of Professional Development Credit

School:
School Year:
I hereby certify that all staff under my supervision successfully participated in assigned Professional Learning Communities as specified in Jackson County School Board Policy GAD. The names of any staff members who failed to meet these requirements have been submitted to the Assistant Superintendent of the Attendance Center for appropriate action. Furthermore, records of individual attendance, including meeting agendas, minutes, and sign-in sheets are on file and available for review.
Signature of Principal:
Date:

Curriculum and Instructional Support

Jackson County School District

"Raising the Standard"

Data Binder

Name: _____

1926

Mandatory Lesson Plan Components

All lesson plans must provide evidence of the following in accordance with Mississippi's Professional Growth System and JCSD expectations of best practice:

1. Co-planning between general education and IDEA teacher(s)
    a. Name of general education teacher and IDEA teacher (when applicable)
    b. Differentiation/specialized instruction to meet needs of all learners
2. Alignment to current MS CCR standards/framework and JCSD pacing
    a. Listing of standards and pacing week/unit
3. Appropriate assessment opportunities
    a. Formative and summative—including student self-assessment opportunities
4. Coherent sequence of learning with connections to prior/future learning/experiences
    a. Multiple representations of concepts, discussion, and effective questioning through rigorous instruction
5. Cross-discipline connections and real-world applications
6. Effective use of time and resources
    a. Technology, activities, assignments, etc.

JCSD Elementary Lesson Plan 2022-2023

School:		
Gen-Ed Teacher:	**Pacing Week:**	**Subject:**
IDEA Teacher:	**Date:**	**Grade Level:**
Materials for the Week:		
Cross-Curricular Connections:		
Evidence of Scaffolding:		

Day	Mississippi CCRS Standard/Objective I-Can Statement(s)/ Learning Goals	Purpose (P) Relevance Hook	Delivery of Rigorous Instruction Bell Ringer (BR): • DOM, DOL, DOR, DOA Input/ Modeling (I/M) Guided Practice (GP) Independent Practice (IP) Application (A)	Closure (CL) Connections	Differentiated Instruction (DI) *Specialized Instruction	Check for Understanding (CU) Student Product Test/Quiz Performance Task Self-Evaluation Constructed-Response
Monday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/ SI:**	**CU:**
Tuesday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**
Wednesday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**
Thursday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**
Friday	**Standard(s):** **I-Can:**	**P:**	**BR:** **I/M:** **GP:** **IP/A:**	**CL:**	**DI/SI:**	**CU:**

Differentiated Small Groups– Use pre-assessment and/or data sources to determine student placement in groups.

Learning target: Students:	Learning target: Students:
Learning target: Students:	Extension Activity: Students who have mastered the standard(s):

*Lesson plans should be submitted in Canvas each Thursday by the end of the school day.

JCSD Secondary Lesson Plan 2022-2023

School:		
Gen-Ed Teacher:	**Pacing Unit/Week:**	**Subject:**
IDEA Teacher(s):	**Date:**	**Grade Level:**
Cross-Curricular Connections/Real World Applications:		
Mississippi CCRS Standard(s):		

Day	Delivery of Rigorous Instruction	Activities/Resources	Assessment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Differentiation/ Specialized Instruction			

1929

*Note: IDEA inclusion teachers should provide supplementary aids and services as described in the differentiation/specialized instruction section and students' IEPs.

Parent/Guardian Contact Log

Student: Parent/Guardian:	Student: Parent/Guardian:	Student: Parent/Guardian:
Date: Time:	Date: Time:	Date: Time:
Phone Number:	Phone Number:	Phone Number:
Purpose:	Purpose:	Purpose:
Notes:	Notes:	Notes:

Student: Parent/Guardian:	Student: Parent/Guardian:	Student: Parent/Guardian:
Date: Time:	Date: Time:	Date: Time:
Phone Number:	Phone Number:	Phone Number:
Purpose:	Purpose:	Purpose:
Notes:	Notes:	Notes:

Standards and Pacing

For Mississippi College- and Career-Readiness Standards, please visit:

https://www.mdek12.org/OAE/college-and-career-readiness-standards

For Jackson County School District pacing guides, please visit:

https://drive.google.com/drive/folders/1UsBxrliS-b0yv0hQ3lws2Z47JyXxb38D?usp=sharing

Intervention Tracking Sheet

Student Information	
Student Name:	Student #:
School:	Grade:

Intervention: _____
Person implementing intervention: _____

Directions: For each day that the intervention is implemented and/or progress monitoring is collected, insert the date and time of the intervention and/or progress monitoring, and check what was completed.

Date	Time	Intervention Implemented (check if done)	Progress monitoring (check if done)	Notes

ELEMENTARY STUDENT PROGRESS TRACKING SHEET

Teachers Name: _____ **Grade: _____**

	STAR			i-Ready ELA			i-Ready Math		
Student Names	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									

1933

* Highlight your students who are in the bottom 25%

What is your plan for the bottom 25%?

Teacher: Subject/Course: Class Period/Block:

	Diagnostic Results		**Benchmark #1**		**Benchmark #2**		**Benchmark #3**	
Student	Performance Level	Score	Performance Level	Score	Performance Level	Score	Performance Level	Score

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
Term 1	**Reading Literature (RL 2.10)** **Reading Information (RI 2.10)** **Reading Foundations (RF K.2a-d, RF K.3a-c, RF K.4)** **Speaking and Listening (SL K.1a-b, SL K.4, SL K.6)** **Language (L K.4a, L K.6)**	Project Read, Heggerty, IMSE Readers, iReady		
0-1	**RI K.5** Identify the front cover, back cover, and title page of a book. **RF K.1** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	RF:	L:	
		RI/RL:	W:	
2-3	**RI K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **L K.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. d. Understand and use question words (interrogatives (e.g., who, what, where, when, why, how). **RI K.5** (Continue) **RF K.1a-d** (Continue)	RF:	L:	
		RI/RL:	W:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
4-5	**RL K.4** Ask and answer questions about unknown words in a text. **W K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). **L K.1e** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **RF K.1a-d** (Continue) **L K.1a,b,d** (Continue)	RF: RI/RL:	L: W:	
6-7	**RL K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **RL K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **W K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **L K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L K.1a,b,d,e** (Continue)	RF: RI/RL:	L: W:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
8-9	**RI K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **L K.5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **L K.1a,b,d,e; L K.5a** (Continue)	RF: RI/RL:	L: W:	
Term 2	**Reading Literature (RL K.6,RL K.7, RL K.10)** **Reading Information (RI K.5, RI K.6, RI K.7, RI K.10)** **Reading Foundations (RF K.1a-d, RF K.2a-d, RF K.3a-c, RF K.4)** **Writing (W K.1)** **Speaking and Listening (SL K.1a-b, SL K.4, SL K.6)** **Language (L K.1a,b, L K.4a, L K.5b, L K.6)**	Project Read, Heggerty, IMSE Readers, iReady		
10-11	**RL K.1** With prompting and support, ask and answer questions about key details in a text. **SL K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL K.3** Ask and answer questions in order to seek help, get	RF:	L:	

1937

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	information, or clarify something that is not understood. **L K.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **L K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short vowel sounds (phonemes).	RI/RL:	W:	
12	**RI K.1** With prompting and support, ask and answer questions about key details in a text. **L K.2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). **L. K.1c; L.K.2c** (Continue) **SL K.2, SL K.3** (Continue)	RF: RI/RL:	L: W:	
13	**RI K.4** With prompting and support, ask and answer questions about unknown words in a text. **W K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **RI K.1** (Continue) **SL K.2, SL K.3** (Continue) **L K.1c; L K.2c,d; L K.5c** (Continue)	RF: RI/RL:	L: W:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
14	**RL K.5** Recognize common types of texts (e.g., storybooks, poems). **RF K.3** Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RL K.1** (Continue) **W K.2** (Continue) **SL K.2, SL K.3** (Continue) **L K.1c, L K.2c,d, L K.5c** (Continue)	RF:	L:	
		RI/RL:	W:	
15	**W K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **RL K.1, RL K.5** (Continue) **RI K.1, RI K.4** (Continue) **W K.2** (Continue) **SL K.2, SL K.3** (Continue) **L K.1c; L K.2c,d, L K.5c**(Continue)	RF:	L:	
		RI/RL:	W:	
16-17	**RF K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RL K.1, RL K.5** (Continue) **RI K.1, RI K.4** (Continue) **W K.2, W K.5** (Continued) **SL K.2, SL K.3** (Continue) **L K.1c; L K.2c,d, L K.5c**(Continue)	RF:	L:	
		RI/RL:	W:	
18	**Review and Reteach Standards of deficit.**	RF:	L:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL:	W:	
Term 3	**Reading Literature (RL K.7, RL K.10)** **Reading Information (RI K.6, RI K.7, RI K.10)** **Reading Foundations (RF K.2a-e, RF K.3a-d, RF K.4)** **Writing (W K.1, W K.2, W K.5)** **Speaking and Listening (SL K.1a-b, SL K.2, SL K.3, SL K.4, SL K.6)** **Language (L K.1b,e, L K.2d, L K.4a, L K.5b, L K.6)**	Project Read, Heggerty, IMSE Readers, iReady		
19-20	**RL K.2** With prompting and support, retell familiar stories, including key details. **L K.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. f. Produce and expand complete sentences in shared language activities. **L K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.	RF:	L:	
		RI/RL:	W:	
21	**RL K.3** With prompting and support, identify characters, settings, and major events in a story. **RL K.2** (Continue)	RF:	L:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	L K.1f, K K.2a, b(Continue)	RI/RL	W:	
22-23	**RI K.2** With prompting and support, identify the main topic and retell key details of a text. **L K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word **L K.1f, K K.2a, b**(Continue)	RF:	L:	
		RI/RL:	W:	
24	**RI K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI K.2** (Continue) **L K.1f, K K.2a, b, L K.4b**(Continue)	RF:	L:	
		RI/RL:	W:	

1941

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
25	**RI K.8** With prompting and support, identify the reasons an author gives to support points in a text. **RI K.2, RI K.3** (Continue) **L K.1f, K K.2a, b, L K.4b**(Continue)	RF:	L:	
		RI/RL:	W:	
26	**RI K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI K.2, RI K.3, RI K.8**(Continue) **L K.1f, K K.2a, b, L K.4b**(Continue)	RF:	L:	
		RI/RL:	W:	
27	**RL K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL K.2, RL K.3** (Continue) **L K.1f, K K.2a, b, L K.4b**(Continue) **Review and Reteach Standards of deficit**	RF:	L:	
		RI/RL:	W:	
Term 4	**Reading Literature (RL K.1, RL K.2, RL K.3, RL K.4, RL K.5, RL K.6, RL K.7, RL K.9, RL K.10)** **Reading Information (RI K.1, RI K.2, RI K.3, RI K.4, RI K.5, RI K.6, RI K.7, RI K.8, RI K.9, RI K.10)**	Project Read, Heggerty, IMSE Readers, iReady		

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	Reading Foundations (RF K.2a-e, RF K.3a-d, RF K.4) **Speaking and Listening (SL K.1a-b, SL K.2, SL K.3, SL K.4, SL K.6)** **Language (L K.1f, L K.2d, L K.4a,b, L K.6)**			
28-29	**W K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **SL K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. **L K.5** With guidance and support from adults, explore word relationships and nuances in word meanings d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	RF: RI/RL:	L: W:	
30-31	**W K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W K.6** (Continue) **SL K.5** (Continue) **L K.5d** (Continue)	RF: RI/RL:	L: W:	
32-33	**W K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **W K.6, W K.7** (Continue) **SL K.5** (Continue) **L K.5d** (Continue)	RF: RI/RL:	L: W:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
34-36	**Spiral Review and Reteach Standards of Deficit**	RF:	L:	
		RI/RL:	W:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

Term 1

Reading Literature

RL K.4 Ask and answer questions about unknown words in a text.
RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL K.10 Actively engage in group reading activities with purpose and understanding.

Reading Information

RI K.5 Identify the front cover, back cover, and title page of a book**.**
RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
RI K.10 Actively engage in group reading activities with purpose and understanding.

1945

Reading Foundations

RF K.1 Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Understand words are separated by spaces in print.
d. Recognize and name all upper- and lower-case letters of the alphabet.

RF K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

RF K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF K.4 Read emergent-reader texts with purpose and understanding.

Writing

W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening

SL K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

SL K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language

L K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

a. Print many upper- and lowercase letters.

b. Use frequently occurring nouns and verbs.

d. Understand and use question words (interrogatives (e.g., who, what, where, when, why, how).

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

Term 2
Reading Literature
RL K.1 With prompting and support, ask and answer questions about key details in a text. **RL K.5** Recognize common types of texts (e.g., storybooks, poems). Continue to teach, review and reinforce **Reading Literature (RL K.6, RL K.7, RL K.10).**
Reading Information
RI K.1 With prompting and support, ask and answer questions about key details in a text. **RI K.4** With prompting and support, ask and answer questions about unknown words in a text Continue to teach, review and reinforce **Reading Information (RI K.5, RI K.6,RI K.7, RL K.10)**

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

Reading Foundations

RF K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Continue to teach, review and reinforce **Reading Foundations (RF K.1a-d, RF K.2a-d, RF K.3a-c, RF K.4).**

Writing

W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Continue to teach, review and reinforce **Writing (W K.1).**

Speaking and Listening

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Continue to teach, review and reinforce **Speaking and Listening (SL K.1a-b, SL K.4, SL K.6).**

Language

L K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

Continue to teach, review and reinforce **Language (L K.1a,b, L K.4a, L K.5a,b, L K.6).**

Term 3
Reading Literature

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

RL K.2 With prompting and support, retell familiar stories, including key details.
RL K.3 With prompting and support, identify characters, settings, and major events in a story.
RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Continue to teach, review and reinforce **Reading Literature (RL K.7, RL K.10).**

Reading Information

RI K.2 With prompting and support, identify the main topic and retell key details of a text.
RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Continue to teach, review and reinforce **Reading Information (RI K.6, RI K.7, RI K.10).**

1950

Reading Foundations

Continue to teach, review and reinforce **Reading Foundations (RF K.2a-e, RF K.3a-d, RF K.4).**

Writing

Continue to teach, review and reinforce **Writing (W K.1, W K.2, W K.5).**

Speaking and Listening

Continue to teach, review and reinforce **Speaking and Listening (SL K.1a-b, SL K.2, SL K.3, SL K.4, SL K.6).**

Language

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

L K.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking**.**

f. Produce and expand complete sentences in shared language activities.

L K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

L K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Continue to teach, review and reinforce **Language (L K.1b,e, L K.2d, L K.4a, L K.6).**

Term 4

Reading Literature

1951

Spiral Review all standards. (Reteach standards of deficit).

Reading Information

Spiral Review all standards. (Reteach standards of deficit).

Reading Foundations

Continue to teach, review and reinforce **Reading Foundations (RF K.2a-e, RF K.3a-d, RF K.4).**

Writing

W K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

JCSD Kindergarten ELA Scope and Sequence 23-24 School Year

W K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
Continue to teach, review and reinforce **Speaking and Listening (SL K.1a-b, SL K.2, SL K.3, SL K.4, SL K.6).**

Language

L K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Continue to teach, review and reinforce **Language (L K.1f, L K.2d, L K.4a,b, L K.6).**

JCSD Kindergarten ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Reading Foundations	Writing	Speaking and Listening	Language
First Nine Weeks	RL K.4 RL K.6 RL K.7 RL K.10	RI K.5 RI K.6 RI K.7 RI K.10	RF K.1 a-d RF K.2 a-d RF K.3 a-c RF K.4	W K.1 W K.3	SL K.1a-b SL K.4 SL K.6	L K.1a,b L K.1d,e L K.4a L K.5a,b L K.6
Second Nine Weeks	RL K.1 RL K.5	RI K.1 RI K.4 RI K.6 RI K.10	RF K.1 a-d RF K.2 a-e RF K.3 a-d RF K.4	W K.1 W K.2 W K.5	SL K.1a-b SL K.2 SL K.3 SL K.4 SL K.6	L K.1a-c L K.2c,d L K.4a L K.5b,c L K.6 1953
Third Nine Weeks	RL K.2 RL K.3 RL K.9	RI K.2 RI K.3 RI K.6 RI K.8 RI K.9 RI K.10	RF K.2 a-e RF K.3 a-d RF K.4	W K.1 W K.2 W K.5	SL K.1a-b SL K.2 SL K.3 SL K.4 SL K.6	L K.1b L K.1e,f L K.2a,b,d L K.4a,b L K.5b L K.6
Fourth Nine Weeks	Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	RF K.2 a-e RF K.3 a-d RF K.4	W K.6 W K.7 W K.8	SL K.1a-b SL K.2 SL K.3 SL K.4 SL K.5 SL K.6	L K.1f L K.2d L K.4a,b L K.5d L K.6

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 1st Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Reading Foundations	Writing	Speaking and Listening	Language
First Nine Weeks	RL 1.1 RL 1.3 RL 1.4 RL 1.10	RI 1.1 RI 1.3 RI 1.4 RI 1.10	RF 1.1a RF 1.2 a-d RF 1.3 a-g RF 1.4 a-c	W 1.5 W 1.6 W 1.8	SL 1.1 a-c SL 1.2 SL 1.3 SL 1.4 SL 1.5 SL 1.6	L 1.1a-c L 1.1f L 1.1h L 1.1j L 1.2a-e L 1.4a L 1.5a-d L 1.6
Second Nine Weeks	RL 1.2 RL 1.6 RL 1.7 RL 1.10	RI 1.2 RI 1.6 RI 1.7 RI 1.10	RF 1.2 a-d RF 1.3 a-g RF 1.4 a-c	W 1.2 W 1.5 W 1.6 W 1.8	SL 1.1 a-c SL 1.2 SL 1.3 SL 1.4 SL 1.5 SL 1.6	L 1.1c-e L 1.1g L 1.1h L 1.1j L 1.2b-e L 1.4a-c L 1.5a-d L 1.6
Third Nine Weeks	RL 1.5 RL 1.9 RL 1.10	RI 1.5 RI 1.8 RI 1.9 RI 1.10	RF 1.2 a-d RF 1.3 a-g RF 1.4 a-c	W 1.3 W 1.5 W 1.6 W 1.8	SL 1.1 a-c SL 1.2 SL 1.3 SL 1.4 SL 1.5 SL 1.6	L 1.1c-e L 1.1h-j L 1.2b L 1.2d-e L 1.4a-c L 1.5a-d L 1.6
Fourth Nine Weeks	Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	RF 1.2 a-d RF 1.3 a-g RF 1.4 a-c	W 1.1 W 1.5 W 1.6 W 1.7 W 1.8	SL 1.1 a-c SL 1.2 SL 1.3 SL 1.4 SL 1.5 SL 1.6	L 1.1c-e L 1.1h-j L 1.2b L 1.2d-e L 1.4a-c L 1.5a-d L 1.6

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

1954

JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
Term 1	**Reading Literature (RL1.10)** **Reading Information (RI 1.10)** **Reading Foundations (RF 1.2a-d, RF 1.3 a-g, RF 1.4a-c)** **Writing (W 1.5, W 1.6, W 1.8)** **Speaking and Listening (SL 1.1a-c, SL 1.2, SL 1.3, SL 1.4, SL 1.5, SL 1.6)** **Language (L 1.1 c, L 1.1h, L 1.1j, L 1.2b, L 1.2 d-e, L 1.4a, L 1.5 a-d, L 1.6)**	Project Read, IMSE Readers, Ready, iReady		
0-1	**RL 1.1:** Ask and answer questions about key details in a text. **L 1.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. a. Print all upper-and lowercase letters. **L 1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	RF: RI/RL: Ready: 1	L: W:	1955
2	**RF 1.1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RL 1.1:** (Continued)	RF: Ready A RI/RL: Ready 1	L: W:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
3	**RI 1.1:** Ask and answer questions about key details in a text. **L 1.1b:** Use common, proper, and possessive nouns. **L.1.1f:** Use frequently occurring adjectives.	RF:	L:	
		RI/RL: Ready: 6	W:	
4	**RI 1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RF:	L:	
		RI/RL: Ready 8	W:	1956
5-6	**RL 1:3:** Describe characters, settings, and major events in a story, using key details. **L 1.2c**: Use commas in dates and to separate single words in a series	RF::	L:	
		RI/RL: Ready 2,3,4	W:	
7	**RL 1:4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RF:	L:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL: Ready 9,10	W:	
8	**RI 1:4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RF:	L:	
		RI/RL: Ready 13	W:	
9	**Standards Review and Reteach.**	RF:	L:	
		RI/RL:	W:	1957
Term 2	**Reading Literature (RL1.10)** **Reading Information (RI 1.10)** **Reading Foundations (RF 1.2a-d, RF 1.3 a-g, RF 1.4a-c)** **Writing (W 1.5, W 1.6, W 1.8)** **Speaking and Listening (SL 1.1a-c, SL 1.2, SL 1.3, SL 1.4, SL 1.5, SL 1.6)** **Language (L 1.1 c, L 1.1h, L 1.1j, L 1.2b-e, L 1.4a, L 1.5 a-d, L 1.6)**	Project Read, IMSE Readers, Ready, iReady		

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
10	**RI 1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **W 1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **L 1.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g.Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	RF: RI/RL: Ready 16	L: W:	1958
11	**RI 1.7**: Use the illustrations and details in a text to describe its key ideas. **W 1.2** (Continued) **L 1.1d-e** (Continued)	RF: RI/RL: Ready 19	L: W:	
12	**RL 1.7:** Use illustrations and details in a story to describe its characters, setting, or events. **L 1.1g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).	RF:	L:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	W 1.2 (Continued) **L 1.1d-e** (Continued)	RI/RL: Ready 17	W:	
13	**RL 1.6:** Identify who is telling the story at various points in a text. **W 1.2** (Continued) **L 1.1d-e; L 1.1g** (Continued)	RF:	L:	
		RI/RL: Ready 12	W:	
14-15	**RI 1.2:** Identify the main topic and retell key details of a text. **L 1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. b. : Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). **W 1.2** (Continued) **L 1.1d-e; L 1.1g** (Continued)	RF:	L:	1959
		RI/RL: Ready 1,7, E,F,G	W:	
16-17	**RL 1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **W 1.2** (Continued) **L 1.1d-e; L 1.1g; L 1.4b-c** (Continued)	RF:	L:	
		RI/RL: Ready 5, A, B, C, D, H	W:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
18	**Standards Review and Reteach**	RF:	L:	
		RI/RL:	W:	
Term 3	**Reading Literature (RL1.10)** **Reading Information (RI 1.10)** **Reading Foundations (RF 1.2a-d, RF 1.3 a-g, RF 1.4a-c)** **Writing (W 1.5, W 1.6, W 1.8)** **Speaking and Listening (SL 1.1a-c, SL 1.2, SL 1.3, SL 1.4, SL 1.5, SL 1.6)** **Language (L 1.1 c-e, L 1.1h, L 1.1j, L 1.2b, L 1.2d, L 1.2e, L 1.4a-c, L 1.5 a-d, L 1.6)**	Project Read, IMSE Readers, Ready, iReady		1960
19	**RL 1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **L 1.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. i. Use frequently occurring prepositions (e.g., during, beyond, toward).	RF:	L:	
		RI/RL:	W:	
20-21	**RI 1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RF:	L:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	L. 1.1i (Continued)	RI/RL: Ready 14, 15	W:	
22	**RI 1.8:** Identify the reasons an author gives to support points in a text. **W1.3:**Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **L 1.1i** (Continued)	RF:	L:	1961
		RI/RL: Ready 20	W:	
23-24	**RL 1.9**: Compare and contrast the adventures and experiences of characters in stories. **W 1.3** (Continued) **L. 1.1i** (Continued)	RF:	L:	
		RI/RL: Ready 18	W:	
25-26	**RI 1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RF:	L:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	W1.3 (Continued) **L 1.1i** (Continued)	RI/RL: Ready 21	W:	
27	**Standards Review and Reteach**	RF:	L:	
		RI/RL:	W:	
Term 4	**Reading Literature (RL 1.1, RL 1.2, RL 1.3, RL 1.4, RL 1.5, RL 1.6, RL 1.7, RL 1.9, RL 1.10)** **Reading Information (RI 1.1, RI 1.2, RI 1.3, RI 1.4, RI 1.5, RI 1.6, RI 1.7, RI 1.8, RI 1.9, RI 1.10)** **Reading Foundations (RF 1.2 a-d, RF 1.3 a-g, RF 1.4 a-c)** **Writing (W 1.5, W 1.6, W 1.8)** **Speaking and Listening (SL 1.1a-c, SL 1.2, SL 1.3, SL 1.4, SL 1.5, SL 1.6)** **Language: (L 1.1 c-e, L 1.1h-j, L 1.2b, L 1.2d, l 1.2e, L 1.4a-c, L 1.5 a-d, L 1.6)**	Project Read, IMSE Readers, Ready, iReady		1962
28-29	**Reading Information: Spiral Review of all standards. (Reteach standards of deficit).** **W 1.1**: Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	RF:	L:	
		RI/RL:	W:	

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
30-31	**Reading Literature: Spiral Review of all standards. (Reteach standards of deficit).** **W 1.1** (Continued)	RF:	L:	
		RI/RL:	W:	
32-33	**Reading Literature/Information: Spiral Review of all standards. (Reteach standards of deficit).** **W 1.7:** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	RF:	L:	
		RI/RL:	W:	1963
34-36	**Reading Literature/Information: Spiral Review of all standards. (Reteach standards of deficit).** **W 1.7** (Continued)	RF:	L:	

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JCSD 1st Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL:	W:	

1964

* Refer to Scope and Sequence Document for ongoing Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught listed in pacing guide.

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

Term 1
Reading Literature
RL 1.1 Ask and answer questions about key details in a text. **RL 1.3** Describe characters, settings, and major events in a story, using key details. **RL 1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading Information
RI 1.1 Ask and answer questions about key details in a text **RI 1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **RI 1.10** With prompting and support, read informational texts appropriately complex for grade 1.
Reading Foundations

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

RF 1.1 Demonstrate understanding of the organization and basic features of print.
- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct words recognition and understanding, rereading as necessary.

1966

Writing

W 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add detail to strengthen writing as needed.

W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL 1.6 Produce complete sentences when appropriate to task and situation.

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

Language

L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

a. Print all upper-and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
f. Use frequently occurring adjectives.
h. Use determiners (e.g., articles, demonstratives).
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.
b. Use end punctuation for sentences.
c. Use commas in dates and to separate single words in a series
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

L 1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek,, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.

L 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.s (e.g., because).

Term 2

Reading Literature

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL 1.6 Identify who is telling the story at various points in a text.
RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.
Continue to teach, review and reinforce **Reading Literature RL 1.10.**

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

Reading Information

RI 1.2 Identify the main topic and retell key details of a text.
RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI 1.7 Use the illustrations and details in a text to describe its key ideas.
Continue to teach, review and reinforce **Reading Information RI R.10.**

Reading Foundations

Continue to teach, review and reinforce **Reading Foundations (RF1.2a-d, RF1.3a-g, RF1.4a-c).**

Writing

W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Continue to teach, review and reinforce **Writing (W 1.5, W1.6, W 1.8).**

1968

Speaking and Listening

Continue to teach, review and reinforce **Speaking and Listening (SL 1.1a-c**, **SL 1.2, SL 1.3, SL 1.4, SL1.5, SL1.6).**

Language

L 1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L 1.1e Use verbs to convey a sense of past, present, and future (e.g.Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L 1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because)**.**
L 1.4b Use frequently occurring affixes as a clue to the meaning of a word.
L 1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Continue to teach, review and reinforce **Language (L 1.1c, L 1.1h, L 1.1j, L 1.2b-e, L 1.4a, L 1.5a-d, L 1.6).**

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

Term 3

Reading Literature

RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL 1.9 Compare and contrast the adventures and experiences of characters in stories.
Continue to teach, review and reinforce **Reading Literature RL 1.10.**

Reading Information

RI 1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI 1.8 Identify the reasons an author gives to support points in a text.
RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Continue to teach, review and reinforce **Reading Information RI R.10**

1969

Reading Foundations

Continue to teach, review and reinforce **Reading Foundations (RF1.2a-d, RF1.3a-g, RF1.4a-c).**

Writing

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Continue to teach, review and reinforce **Writing (W 1.5, W1.6, W 1.8).**

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

Speaking and Listening
Continue to teach, review and reinforce **Speaking and Listening (SL 1.1a-c**, **SL 1.2, SL 1.3, SL 1.4, SL1.5, SL1.6).**
Language
L 1.1i Use frequently occurring prepositions (e.g., during, beyond, toward). Continue to teach, review and reinforce **Language (L 1.1c-e, L 1.1h, L 1.1j, L 1.2b-e, L 1.4a-c, L 1.5a-d, L 1.6).**

Term 4
Reading Literature
Spiral Review all standards. (Reteach standards of deficit).
Reading Information
Spiral Review all standards. (Reteach standards of deficit).
Reading Foundations
Continue to teach, review and reinforce **Reading Foundations (RF 1.2a-d, RF 1.3a-g, RF 1.4a-c).**

JCSD 1st Grade ELA Scope and Sequence 23-24 School Year

Writing

W 1.1 Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W 1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
Continue to teach, review and reinforce **Writing (W 1.5, W1.6, W 1.8).**

Speaking and Listening

Continue to teach, review and reinforce **Speaking and Listening (SL 1.1a-c**, **SL 1.2, SL 1.3, SL 1.4, SL1.5, SL1.6).**

Language

L 1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).
Continue to teach, review and reinforce **Language (L 1.1c-e, L 1.1h-j, L 1.2b, d, e, L 1.4a-c, L 1.5a-d, L 1.6).**

JCSD 2nd Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Reading Foundations	Writing	Speaking and Listening	Language
First Nine Weeks	RL 2.1 RL 2.3 RL 2.4 RL 2.10	RI 2.1 RI 2.3 RI 2.4 RI 2.10	RF 2.3 a-f RF 2.4 a-c	W 2.5 W 2.6 W 2.8	SL 2.1 a-c SL 2.2 SL 2.3 SL 2.6	L 2.1a-f L 2.2a L 2.2d-e L 2.3 a L 2.4a-e L 2.5a-b L 2.6
Second Nine Weeks	RL 2.2 RL 2.6 RL 2.7 RL 2.10	RI 2.2 RI 2.6 RI 2.7 RI 2.10	RF 2.3 a-f RF 2.4 a-c	W 2.2 W 2.5 W 2.6 W 2.8	SL 2.1 a-c SL 2.2 SL 2.3 SL 2.4 SL 2.6	L 2.1a-f L 2.2 a-e L 2.3a L 2.4a-e L 2.5a-b L 2.6 1972
Third Nine Weeks	RL 2.5 RL 2.9 RL 2.10	RI 2.5 RI 2.8 RI 2.9 RI 2.10	RF 2.3b-f RF 2.4 a-c	W 2.3 W 2.5 W 2.6 W 2.8	SL 2.1 a-c SL 2.2 SL 2.3 SL 2.4 SL 2.6	L 2.1a-f L 2.2 a-e L 2.3a L 2.4a-e L 2.5a-b L 2.6
Fourth Nine Weeks	Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	RF 2.3b-f RF 2.4 a-c	W 2.1 W 2.5 W 2.6 W 2.7 W 2.8	SL 2.1 a-c SL 2.2 SL 2.3 SL 2.4 SL 2.5 SL 2.6	L 2.1a-f L 2.2 a-e L 2.3a L 2.4a-e L 2.5a-b L 2.6

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
Term 1 Ongoing	**Reading Literature RL 2.10** **Reading Information RI 2.10** **Reading Foundations (RF 2.3 a-f, RF 2.4 a-c)** **Writing (W 2.5, W 2.6, W 2.8)** **Speaking and Listening (SL 2.1 a-c, SL 2.2, SL 2.3, SL 2.6)** **Language (L 2.1 a-f, L 2.2 d-e, L 2.4 a-e, L 2.5 a-b, L 2.6)**	Project Read, iReady, Flocabulary		
0-1	**RL 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **L 2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	RF:	L: TRB Lesson 11 Ready Handbook pp 420-421	1973
		RI/RL: Ready 6	W:	
2	**RI 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RF:	L:	
		RI/RL: Ready 1	W:	
3-4	**RI 2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RF:	L:	

*Refer to Weekly Instructional Standards Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL: Ready 3,4,5	W:	
5	**RL 2.3** Describe how characters in a story respond to major events and challenges.	RF:	L:	
		RI/RL: Ready 9	W:	
6-7	**RL 2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RF:	L:	
		RI/RL: Ready 14, 15	W:	
8	**RI 2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RF:	L:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL: Ready 10	W:	
9	**Standards Review and Reteach**	RF:	L:	
		RI/RL:	W:	
Term 2 Ongoing	**Reading Literature RL 2.10** **Reading Information RI 2.10** **Reading Foundations (RF 2.3 a-f, RF 2.4 a-c)** **Writing (W 2.5, W 2.6, W 2.8)** **Speaking and Listening (SL 2.1 a-c, SL 2.2, SL 2.3, SL 2.6)** **Language (L 2.1 a-f, L 2.2 a, L 2.2 d-e, L 2.4 a-e, L 2.5 a-b, L 2.6)**	Project Read, iReady, Flocabulary		
10	**RI 2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RF:	L:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	RI/RL: Ready Lesson 18	W:	
11	**RI 2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **L 2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. **W 2.2** (Continued)	RF:	L: TRB Lesson 13 Ready Language Handbook pp 422-423	
		RI/RL: Ready Lesson 13	W:	
12	**RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **W 2.2** (Continued)	RF:	L:	
		RI/RL: Ready Lesson 21	W:	
13	**RL 2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **L 2.2c** Use an apostrophe to form contractions and frequently occurring possessives. **W 2.2** (Continued)	RF:	L: TRB Lesson 13 Language Handbook pp 424-427	
		RI/RL: Ready Lesson 17	W:	

1976

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
14-15	**RL 2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **W 2.2** (Continued)	RF:	L:	
		RI/RL: Ready Lesson 7	W:	
16	**RI 2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **W 2.2** (Continued) **SL 2.4** (Continue)	RF:	L:	1977
		RI/RL: Ready Lesson 2	W:	
17	**W 2.2** (Continued) **SL 2.4** (Continue)	RF:	L:	
		RI/RL:	W:	
18	**Standards Review and Reteach**	RF:	L:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL:	W:	
Term 3 Ongoing	**Reading Literature RL 2.10** **Reading Information RI 2.10** **Reading Foundations (RF 2.3 a-f, RF 2.4 a-c)** **Writing (W 2.5, W 2.6, W 2.8)** **Speaking and Listening (SL 2.1 a-c, SL 2.2, SL 2.3, SL 2.6)** **Language (L 2.1 a-f, L 2.2 a-e, L 2.3 a, L 2.4 a-e, L 2.5 a-b, L 2.6)**	Project Read, iReady, Flocabulary		
19	**RI 2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **W 2.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	RF:	L:	1978
		RI/RL: Ready Lesson 11, 12	W:	
20	**RI 2.8** Describe how reasons support specific points the author makes in a text. **W 2.3** (Continued)	RF:	L:	
		RI/RL: Ready Lesson 19	W:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
21	**RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **W 2.3** (Continued)	RF:	L:	
		RI/RL: Ready Lesson 16	W:	
22-23	**RL 2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **W 2.3** (Continued)	RF:	L:	
		RI/RL: Ready Lesson 22	W:	1979
24-25	**RI 2.9** Compare and contrast the most important points presented by two texts on the same topic. **W 2.3** (Continued)	RF:	L:	
		RI/RL: Ready Lesson 20	W:	
26	**W 2.3** (Continued)	RF:	L:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL:	W:	
Term 4 Ongoing	**Reading Literature (RL 2.1, RL 2.2, RL 2.3, RL 2.4, RL 2.5, RL 2.6, RL 2.7, RL 2.9, RL 2.10)** **Reading Information (RI 2.1, RI 2.2, RI 2.3, RI 2.4, RI 2.5, RI 2.6, RI 2.7, RI 2.8, RI 2.9, RI 2.10)** **Reading Foundations (RF 2.3 a-f, RF 2.4 a-c)** **Writing (W 2.5, W 2.6, W 2.8)** **Speaking and Listening (SL 2.1 a-c, SL 2.2, SL 2.3, SL2.6)** **Language (L 2.1 a-f, L 2.2 a-e, L 2.3 a, L 2.4 a-e, L 2.5 a-b, L 2.6)**	Project Read, iReady, Flocabulary		
27	**Standards Review and Reteach**	RF:	L:	1980
		RI/RL:	W:	
28	**W 2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	RF:	L:	
		RI/RL:	W:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
29	**W 2.1** (Continued)	RF:	L:	
		RI/RL:	W:	
30	**SL 2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **W 2.1** (Continued)	RF:	L:	
		RI/RL:	W:	
31	**W 2.1** (Continued) **SL 2.5** (Continued)	RF:	L:	1981
		RI/RL:	W:	
32	**W 2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **SL 2.5** (Continued)	RF:	L:	
		RI/RL:	W:	
33	**W 2.7** (Continued) **SL 2.5** (Continued)	RF:	L:	

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JCSD 2nd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
		RI/RL:	W:	
34	**W 2.7** (Continued) **SL 2.5** (Continued)	RF:	L:	
		RI/RL:	W:	
35-36	**Standards Review and Reteach**	RF:	L:	
		RI/RL:	W:	

*Refer to Weekly Instructional Standards Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 2nd Grade ELA Scope and Sequence 23-24 School Year

Term 1

Reading Literature

RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL 2.3 Describe how characters in a story respond to major events and challenges.
RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information

RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

1983

Reading Foundations

RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one syllable words.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode regularly spelled two-syllable words with long vowels.
d. Decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade appropriate irregularly spelled words.

RF 2.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

JCSD 2nd Grade ELA Scope and Sequence 23-24 School Year

Speaking and Listening

SL 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification**.** (See grade 2 Language standards 1 for specific expectations.)

Language

1984

L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

a. Use collective nouns (e.g., group).
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
c. Use reflexive pronouns (e.g., myself, ourselves).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.
d. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

L 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)**.**
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.

JCSD 2nd Grade ELA Scope and Sequence 23-24 School Year

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L 2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Term 2

Reading Literature

RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot**.**
Continue to teach, review and reinforce **Reading Literature (RL 2.10).**

1985

Reading Information

RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe**.**
RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Continue to teach, review and reinforce **Reading Information (RI 2.10).**

Reading Foundations

Continue to teach, review and reinforce **Reading Foundations (RF 2.3a-f, RF 2.4a-c).**

Writing

JCSD 2nd Grade ELA Scope and Sequence 23-24 School Year

W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Continue to teach, review and reinforce **Writing (W 2.5, W 2.6, W 2.8).**

Speaking and Listening

SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences**.**
Continue to teach, review and reinforce **Speaking and Listening (SL 2.1a-c**, **SL 2.2, SL 2.3, SL2.6).**

Language

L 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use commas in greetings and closings of letters.
c. Use an apostrophe to form contractions and frequently occurring possessives.

Continue to teach, review and reinforce **Language (L 2.1 a-f, L 2.2 a, d-e, L 2.3 a, L 2.4a-e, L 2.5a-b, L 2.6).**

Term 3

Reading Literature

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action**.**
RL 2.9:Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Continue to teach, review and reinforce **Reading Literature (RL 2.10).**

Reading Information

RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

JCSD 2nd Grade ELA Scope and Sequence 23-24 School Year

RI 2.8 Describe how reasons support specific points the author makes in a text.
RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.
Continue to teach, review and reinforce **Reading Information (RI 2.10).**

Reading Foundations

Continue to teach, review and reinforce **Reading Foundations (RF 2.3b-f, RF 2.4a-c).**

Writing

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Continue to teach, review and reinforce **Writing (W 2.5, W 2.6, W 2.8).**

Speaking and Listening

1987

Continue to teach, review and reinforce **Speaking and Listening (SL 2.1 a-c**, **SL 2.2, SL 2.3, SL 2.4, SL2.5, SL2.6).**

Language

Continue to teach, review and reinforce **Language (L 2.1 a-f, L 2.2 a-e, L 2.3 a, L 2.4 a-e, L 2.5 a-b, L 2.6).**

Term 4

Reading Literature

JCSD 2nd Grade ELA Scope and Sequence 23-24 School Year

Spiral Review all standards. (Reteach standards of deficit).
Reading Information
Spiral Review all standards. (Reteach standards of deficit).
Reading Foundations
Continue to teach, review and reinforce **Reading Foundations (RF 2.3b-f, RF 2.4a-c).**
Writing
W 2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. **W 2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Continue to teach, review and reinforce **Writing (W 2.5, W 2.6, W 2.8).**
Speaking and Listening
SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Continue to teach, review and reinforce **Speaking and Listening (SL 2.1a-c**, **SL 2.2, SL 2.3, SL 2.4, SL 2.6).**
Language
Continue to teach, review and reinforce **Language (L 2.1a-f, L 2.2a-e, L 2.3a, L 2.4a-e, L 2.5a-b, L 2.6).**

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

Term 1
Reading Literature (RL)
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Reading Informational Text (RI)
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Writing
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

1989

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

d. Provide a concluding statement or section.	
Writing Standards W.3.4- 3.10 will be implemented throughout the year **W.3.4** With adult guidance and support, produce writing in which the development and organization are appropriate to the task and purpose. **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3). **W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) and interact and collaborate with others. **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
Speaking and Listening	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor respectfully, listening to others with care, and speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of the information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	1990
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to the task and situation to provide the requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns (e.g., childhood).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.

1991

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.
b. Use commas in addresses.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Term 2
Reading Literature
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Reading Informational Text
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

1992

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a sense of closure.

Continue to teach, review and reinforce **Writing (W 3.2 a-d, W.3.4, W.3.5, W.3.6, W.3.8)**

Speaking and Listening

Continue to teach, review and reinforce **Speaking and Listening (SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6)**

Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use commas and quotation marks in dialogue.
d. Form and use possessives.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
Continue to teach, review and reinforce **Language (L.3.1a-f, L.3.2a-b, L.3.2e-g L.3.3a, L.3.4a-d, L.3.5a-b)**

1994

Term 3
Reading Literature
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Continue to review and reinforce (RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6)
Reading Informational Text
RI.3.7 Use the information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)**.**
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Continue to review and reinforce (RI.3.1, RI 3.2, RI.3.3, RI.3.4, RI.3.6)
Writing
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
Continue to teach, review and reinforce **Writing (W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.8),**

1995

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

Speaking, and Listening
Continue to teach, review and reinforce **Speaking and Listening (SL.3.1a-c, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6)**
Language
L.3.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between the conventions of spoken and written standard English. **L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Continue to teach, review and reinforce **Language (L.3.1a-i, L.3.2a-f, L.3.3a, L.3.4a-d, L.3.5a-c, L.3.6)**

1996

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

Term 4
Reading Literature
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **Spiral Review all standards. (Reteach standards of deficit).**
Reading Information
RL.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **Spiral Review all standards. (Reteach standards of deficit).**
Writing
W.3.7 Conduct short and more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation. **W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Continue to teach, review and reinforce **Writing Standards.**
Speaking and Listening
Continue to teach, review and reinforce **Speaking and Listening**.

1997

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

Term 4
Reading Literature
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **Spiral Review all standards. (Reteach standards of deficit).**
Reading Information
Language
Continue to teach, review and reinforce **Language (L.3.1, L.3.2, L.3.3, L. 3.4, L.3.5, L.3.6)**

1998

Reading Foundations Standards
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words. **RF.3.4 Read with sufficient accuracy and fluency to support comprehension.** a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

JCSD 3rd Grade ELA Scope and Sequence 23-24 School Year

Term	Reading Literature	Reading Information	Reading Foundations	Writing	Speaking and Listening	Language
First Nine Weeks	RL 3.1 RL 3.2 RL 3.3 RL 3.4	RI 3.1 RI 3.2 RI 3.3 RI 3.4	RF 3.3 RF 3.4	W 3.2 a-d W 3.4 W 3.5 W 3.6 W 3.8	SL 3.1 a-d SL 3.2 SL 3.3 SL 3.4 SL 3.5 SL 3.6	L 3.1a-f L 3.2a-b L 3.2 e-g L 3.3 a L 3.4a-d L 3.5a-b
Second Nine Weeks	RL 3.4 RL 3.5 RL 3.6	RI 3.4 RI 3.5 RI 3.6	RF 3.3 RF 3.4	W 3.3a-d W 3.4 W 3.5 W 3.6 W 3.8 W 3.10	SL 3.1 a-d SL 3.2 SL 3.5	L.3.1g-i L 3.2c-f L 3.4d L 3.5a-c L 3.6
Third Nine Weeks	RL 3.7 RL 3.9	RI 3.7 RI 3.8 RI 3.9	RF 3.3 RF 3.4	W 3.1 a-d W 3.2 a-d W 3.4 W 3.5 W 3.6 W 3.8 W 3.10	SL 3.1 a-d SL 3.5	L 3.2 e-f L 3.3.b L 3.4a-d L 3.5c L 3.6
Fourth Nine Weeks	RL.3.10 Spiral Review of all standards (Reteach standards of deficit.)	RI.3.10 Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	W.3.7 W 3.10 Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)

1999

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:	
Ongoing 0-9	**Language: L.3.1a-f, L.3.2a-b, L.3.2e-g, L.3.3a L.3.4a-d, L.3.5a-b** **Speaking and Listening: SL.3.1 a-d, SL.3.2, SL.3.4, SL.3.6** **Reading Foundations: RF.3.3a-d, RF.3.4a-c** **Writing: W.3.4, W.3.5, W.3.6, W.3.8** **Vocabulary Instruction: RL.3.4, RI.3.4**	iReady Teacher Toolbox		iReady Novels Short Stories Poems Problem Attic	MDE Equipped Book List
Term 1 0-1	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Reading: Ready Lesson 1	L: W:		
2	**RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Reading: Ready Lesson 5	L: W: Informative/Explanatory		

2000

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
3	**RL.3.3** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.1** (Continued) **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details.	Reading: Ready Lesson 6	**L:** W: Informative/Explanatory	
4	**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Reading: Ready Lesson 7	L: W: Informative/Explanatory	
5	**RL.3.2** (Continued) **W.3.2b-c** (Continued)	Reading: Ready Lesson 8	L: W: Informative/Explanatory	

2001

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
6	**RI.3.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea. **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Provide a concluding statement or section.	Reading: Ready Lesson 2	L: W: Informative/Explanatory	
7	**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **W.3.2a-d** (Continued)	Reading: Ready Lesson 3	L: W: Informative/Explanatory	
8	**RI.3.3** (Continued) **W.3.2a-d** (Continued)	Reading: Ready Lesson 4	L: W: Informative/Explanatory	

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2002

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
9 **End of Term 1**	**Review of Standards** **Mastery Connect Predictive Assessment (Benchmark #1)**			
Term 2 Ongoing	**Language:L 3.1g-i, L 3.2c-f, L 3.4d, L3.5a-c, L.3.6** **Speaking and Listening: SL 3.1 a-d, SL 3.2, SL 3.3, SL 3.4, SL 3.5, SL 3.6** **Reading Foundations: RF.3.3a-d, RF.3.4a-c** **Writing: W.3.4, W.3.5, W.3.6, W.3.8, W.3.10**	iReady Teacher Toolbox		
10	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **W.3.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Reading: Ready Lesson 12	L: W: Narrative	
11		Reading:	L:	

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

2003

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **W.3.3** Write narratives to develop real or imagined experiences or events. using effective techniques, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.	Ready Lesson 9	W: Narrative	
12	**RI.3.5** Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **W.3.3** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. d. Provide a sense of closure.	Reading: Ready Lesson 10	L: W: Narrative	
13	**RI.3.6** Distinguish their own point of view from that of the author of a text.	Ready Lesson 11	L:	

2004

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.3.3a-d (Continued)		W: Narrative	
14	**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **W.3.3a-d** (Continued)	Reading: Ready Lesson 13	L: W: Narrative	
15	**RL.3.5** (Continued) **W.3.3a-d** (Continued)	Ready Lesson 14	L: W: Narrative	
16	**RL.3.5** (Continued)	Ready Lesson 15	L:	

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.3.3a-d (Continued)		W: Narrative	
17	**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters. **W.3.3a-d** (Continued)	Reading: Ready Lesson 16	L: W: Narrative	
18 **End of Term 2**	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**	Reading:	L: W:	

2006

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Ongoing Term 3	**Language: L.3.2 e-f, L.3.3.b, L.3.4a-d, L.3.5c, L.3.6** **Speaking and Listening: SL 3.1 a-d, SL 3.2, SL 3.4, SL 3.5, SL 3.6** **Reading Foundations: RF.3.3a-d, RF.3.4a-c** **Writing: W.3.4, W.3.5, W.3.6, W.3.8, W.3.10**	iReady Teacher Toolbox		
19	**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.	Reading: Ready Lesson 18	L: W: Opinion	
20	**RI.3.8** (Continued) **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Reading: Ready Lesson 19	L:	

2007

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
			W: Opinion	
21	**RI.3.7** Use the information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. d. Provide a concluding statement or section.	Reading: Ready Lesson 17	L: W: Opinion	
22	**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **W.3.1a-d** (Continued)	Reading: Ready Lesson 21	L: W: Opinion	

2008

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
23	**RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **W.3.1a-d** (Continued)	Reading: Ready Lesson 20,22	L: W: Opinion	
24	**RL.3.9** (Continued) **W.3.1a-d** (Continued)	Reading: Ready Lesson 20,22	L: W: Opinion	
25	**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	Reading:	L:	

2009

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.3.2a-d (Review)		W: Informative/Explanatory	
26	**RI.3.9** (Continued) **W.3.2a-d** (Review)	Reading:	L: W: Informative/Explanatory	
27 **End of Term 3**	**Review of all standards** **Mastery Connect Predictive Assessment (Benchmark #3)**	Reading:	L: W:	
Term 4 28-36	**Spiral Review of all standards** **(Reteach standards of deficit based on benchmark data.)**	Reading:		

2010

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 3rd Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **W.3.7** Conduct short research projects that build knowledge about a topic. **W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

2011

* Refer to Scope and Sequence Document for Reading Foundations, Writing, Speaking and Listening, and Language Standards to be taught in addition to standards already listed in pacing guide.

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

Term 1

Reading Literature (RL)

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Reading Informational Text (RI)

2012

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how key details support it; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.

Writing

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
b. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

2013

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

ideas or themes; speak clearly at an understandable pace.

Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
b. Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.
b. Choose punctuation for effect.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

2014

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

Term 2:
Reading Literature
RL.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. **RL.4.5**: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Continue to teach, review and reinforce (**RL.4.1, RL.4.2, RL.4.3)**
Reading Informational Text
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. **RI.4.5** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Continue to teach, review and reinforce (**RI.4.1, RI.4.2, RI.4.3)**

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

Writing

W.4.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Continue to teach, review and reinforce **Writing (W.4.4, W.4.5, W.4.6, W.4.8, W.4.9, W.4.10)**

Speaking and Listening

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.
Continue to teach, review and reinforce **Speaking and Listening (SL.4.1a-d, SL.4.2, SL.4.4)**

2016

Language

L 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g.,

small-group discussion).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Continue to teach, review and reinforce **Language (L.4.1a-d, L.4.2a-b, L.4.3a-b, L.4.4a-c, L.4.5a-c)**

2017

Term 3
Reading Literature

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

RL.4.6 Distinguish their point of view from that of the narrator or the characters.
RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., the opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Continue to review and reinforce (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5)

Reading Informational Text

RI.4.6 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Continue to review and reinforce (RI.4.1, RI 4.2, RI.4.3, RI.4.4)

2018

Writing

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d. Provide a concluding statement or section related to the opinion presented

Continue to teach, review and reinforce the **(W.4.2 a-e, W.4.4, W.4.5, W.4.6, W.4.8, W.4.9)**

Speaking and Listening

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

Continue to teach, review and reinforce **Speaking, and Listening (SL.4.1a-d, SL.4.2, SL.4.3, SL.4.4, SL.4.6)**
Language
Continue to teach, review and reinforce **Language (L.4.1a-g, L.4.2a-d, L.4.3a-c, L. 4.4a-d, L.4.5a-c, L.4.6)**

Term 4
Reading Literature
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Spiral Review of all standards and reteach standards of deficit using benchmark data.**
Reading Information
RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Spiral Review all standards and reteach standards of deficit using benchmark data.**
Writing
W.4.7: Conduct short research projects that build knowledge through the investigation of different aspects of a topic.
Continue to teach, review and reinforce all Writing Standards.
Speaking and Listening

2019

JCSD 4th Grade ELA Scope and Sequence 23-24 School Year

Continue to teach, review and reinforce Speaking and Listening
Language
Spiral Review all standards and reteach standards of deficit using benchmark data.

2020

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Term 1 Ongoing 0-9	**Language: L.4.1a-d, L 4.2a-b, L.4.3 a-b, L.4.4a-c, L.4.5a-c** **Speaking and Listening: SL.4.1 a-d, SL.4.2, SL.4.4, SL.4.6** **Reading Foundations: RF.4.3a, RF.4.4a-c** **Writing: W.4.4, W.4.5, W.4.6, W.4.8, W.4.9a-b** **Vocabulary Instruction: RL.4.4, RI.4.4**	iReady Teacher Toolbox		iReady Novels Short Stories Poems Problem Attic MDE Equipped Book List
0-1	**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Reading: Ready Lesson 12	L: W: Informative/ Explanatory	
2	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Reading: Ready Lesson 6	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

2021

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		W: Informative/ Explanatory	
3	**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Reading: Ready Lesson 1	L: W: Informative/ Explanatory	
4	**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Reading: Ready Lesson 2,3	L: W: Informative/ Explanatory	

2022

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
5	**RI.4.3** (Continued) **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.	Reading: Ready Lesson 3, 4	L: W: Informative/ Explanatory	
6	**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **W.4.2 a-e** (Continued)	Reading: Ready Lesson 5	L: W: Informative/ Explanatory	
7	**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **W.4.2 a-e** (Continued)	Reading: Ready Lesson 8	L: W: Informative/ Explanatory	

2023

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
8	**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **W.4.2 a-e** (Continued)	Reading: Ready Lesson 9,10	L: W: Informative/ Explanatory	
9	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**	Reading:		
Ongoing **Term 2**	**Language: L.4.1e-g, L.4.2c-d, L.4.3c, L.4.4c, L.4.6** **Speaking and Listening: SL.4.1 a-d, SL.4.2, SL.4.3, SL.4.4, SL.4.6** **Writing: W.4.4, W.4.5, W.4.6, W.4.8, W.4.9a-b, W.4.10** **Reading Foundations: RF.4.3a, RF.4.4a-c**			
10	**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear	Reading: Ready Lesson 10,11	L:	

2024

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		W: Narrative	
11	**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.	Reading: Ready Lesson 13	L: W: Narrative	
12	**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **W. 4.3** Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and	Reading: Ready Lesson 14, 15	L:	

2025

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	well-structured event sequences. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.		W: Narrative	
13	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Reading: Ready Lesson 17	L: W: Narrative	

2026

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
14	**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Reading: Ready Lesson 19	L: W: Narrative	
15	**RL.4.5** (Continued) **W.4.3 a-e** (Continued)	Reading: Ready Lesson 20,21	L:	

2027

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
			W: Narrative	
16	**RL.4.5** (Continued) **W.4.3 a-e** (Continued) **Review all Standards**	Reading: Ready Lesson 20,21	L: W: Narrative	
17	**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **W.4.3 a-e** (Continued)	Reading: Ready Lesson 7		

2028

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
18 **End of Term 2**	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**	Reading:	L: W:	
Term 3 Ongoing	**Language: L.4.1a-g, L.4.2a-d, L.4.3a-c, L.4.4d, L.4.6** **Speaking and Listening: SL 4.1 a-d, SL 4.2, SL.4.3, SL 4.4, SL 4.5, SL 4.6** **Reading Foundations: RF.4.3a, RF.4.4a-c** **Writing: W.4.4, W.4.5, W.4.6, W.4.8, W.4.9a-b, W.10**			
19	**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details.	Reading: Ready Lesson 16	L: W: Opinion	

2029

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
20	**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Reading: Ready Lesson 18	L: W: Opinion	
21	**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. e. Provide a concluding statement or section related to the information or explanation presented.	Reading: Ready Lesson 22	L: W: Opinion	
22	**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.	Reading: Ready Lesson 23	L:	

2030

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	Review W.4.1 a-e (Continued)		W: Opinion	
23	**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Review W.4.1 a-e** (Continued)	Reading: Ready Lesson 24	L: W: Opinion	
24	**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **Review W.4.2 a-e** (Continued)	Reading: Ready Lesson 25	L: W: Informative/ Explanatory	
25	**RL.4.9** (Continued)	Reading:	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	Review W.4.2 a-e (Continued)	Ready Lesson 26	W: Informative/ Explanatory	
26	**Review all Standards** **Review W.4.2 a-e** (Continued)		L: W: Informative/ Explanatory	
27	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Comprehensive Benchmark)**	Reading:	L: W: Informative/ Explanatory	

2032

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
28-36 **Term 4**	**Spiral Review of all standards** **(Reteach standards of deficit based on benchmark data.)** **RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range **RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Reading:	L: W:	

2033

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 4th Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 4.1 RL 4.2 RL 4.3 RL 4.4	RI 4.1 RI 4.2 RI 4.3 RI 4.4	W 4.2 a-e W 4.4 W 4.5 W 4.6 W 4.8 W 4.9a-b	SL 4.1 a-d SL 4.2 SL 4.4	L 4.1a-d L 4.2a-b L 4.3 a-b L 4.4a-c L 4.5a-c
Second Nine Weeks	RL 4.4 RL 4.5	RI 4.4 RI 4.5	W 4.3a-e W 4.4 W 4.5 W 4.6 W 4.8 W 4.9a-b W.4.10	SL 4.1 a-d SL 4.3 SL 4.6	L 4.1e-g L 4.2c-d L 4.3 c L 4.4 c L 4.6
Third Nine Weeks	RL 4.6 RL 4.7 RL 4.9	RI 4.6 RI 4.7 RI 4.8 RI 4.9	W 4.1 a-d W 4.2 a-e W 4.4 W 4.5 W 4.6 W 4.8 W 4.9a-b W.4.10	SL 4.1 a-d SL.4.5	L 4.1a-g L 4.2a-d L 4.3 a-c L 4.4d L 4.6
Fourth Nine Weeks	RL 4.10 Spiral Review of all standards (Reteach standards of deficit.)	RI 4.10 Spiral Review of all standards (Reteach standards of deficit.)	W 4.7 W 4.10 Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)

2034

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 5th Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 5.1 RL 5.2 RL 5.3 RL 5.4	RI 5.1 RI 5.2 RI 5.3 RI 5.4	W 5.2 a-e W 5.4 W 5.5 W 5.6 W 5.8 W 5.9a-b W 5.10	SL 5.1 a-d SL 5.2 SL 5.4 SL 5.5	L 5.1a L 5.1c L 5.2a-b L 5.2d-e L 5.3a L 5.4a-c L 5.5a-c
Second Nine Weeks	RL 5.4 RL 5.5 RL.5.6	RI 5.4 RI 5.5 RI 5.6 RI 5.8	W 5.3a-e W 5.4 W 5.5 W 5.6 W 5.8 W 5.9a-b W 5.10	SL 5.1 a-d SL 5.3 SL 5.6	L 5.1b L 5.1d-e L 5.2c L 5.3b L 5.6
Third Nine Weeks	RL 5.6 RL 5.7 RL 5.9	RI 5.7 RI 5.9	W 5.1 a-d W 5.2 a-e W 5.4 W 5.5 W 5.6 W 5.8 W 5.9a-b W 5.10	SL 5.1 a-d	L 5.1a-c L 5.2c-e L 5.3a-b L 5.4a-c L 5.5a-c L 5.6
Fourth Nine Weeks	RL 5.10 Spiral Review of all standards (Reteach standards of deficit.)	RI 5.10 Spiral Review of all standards (Reteach standards of deficit.)	W 5.7 W 5.10 Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)	Spiral Review of all standards (Reteach standards of deficit.)

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

2035

JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Ongoing 0-9	**Language: L.5.1a, L.5.1c, L.5.2a-b, L.5.2d-e, L.5.3 a, L.5.4a-c, L.5.5a-c** **Speaking and Listening: SL.5.1 a-d, SL.5.2, SL.5.4, SL.5.5** **Writing: W.5.4, W.5.5, W.5.6, W.5.8, W.5.9a-b, W.5.10** **Vocabulary Instruction: RL.5.4, RI.5.4**	Ready iReady Teacher Toolbox		iReady Novels Short Stories Poems Problem Attic
0-1	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Reading: Ready Lesson 3	L: W: Informative/Explanatory	
2	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and	Reading: Ready Lesson 10	L:	

2036

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		W: Informative/Explanatory	
3	**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, and concrete details, quotations, or other information and examples related to the topic.	Reading: Ready Lesson 5	L: W: Informative/Explanatory	

2037

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
4	**RL.5.3** (Continued) **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Reading: Ready Lesson 6	L: W: Informative/Explanatory	
5	**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and	Reading: Ready Lesson 7,8	L:	

2038

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		W: Informative/Explanatory	
6	**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **W.5.2a-e** (Continued)	Reading: Ready Lesson 8,9	L: W: Informative/Explanatory	
7	**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Reading: Ready Lesson 4a, 4b	L:	

2039

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.5.2a-e (Continued)		W: Informative/Explanatory	
8	**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **W.5.2a-e** (Continued)	Reading: Ready Lesson 1,2	L: W: Informative/Explanatory	
9 **Term 1 Ends**	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**	Reading:	L: W: Informative/Explanatory	
Term 2		Ready		iReady

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Ongoing	**Language: L.5.1b, L.5.1d-e, L.5.2c-e, L.5.3b, L.5.6** **Speaking and Listening: SL.5.1 a-d, SL.5.3, SL.5.6** **Writing: W.5.4, W.5.5, W.5.6, W.5.8, W.5.9a-b, W.5.10**	iReady Teacher Toolbox		Novels Short Stories Poems Problem Attic
10	**RI.5.2** (Continued). **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **W.5.3** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences**.**	Ready Lesson 2 Ready Lesson 11	L: W: Narrative	
11	**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Reading: Ready Lesson 12	L:	

2041

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.5.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		W: Narrative	
12	**RI.5.5** (Continued) **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	Reading: Ready Lesson 13		
13	**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **W.5.3** Write narratives to develop real or imagined experiences or events using effective	Reading: Ready Lesson 14	L:	

2042

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.		W: Narrative	
14	**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Reading: Ready Lesson 19	L: W: Narrative	2043
15	**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative languages such as metaphors and similes.	Reading: Ready Lesson 15	L:	

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W.5.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events. **RI.5.8** (Continued)		W: Narrative	
16	**RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **W.5.3a-e** (Continued)	Reading: Ready Lesson 16	L: W: Narrative	

2044

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
17	**Review of Standards**			
18 **Term 2 Ends**	**Mastery Connect Predictive Assessment (Benchmark #2)**	Reading:	L: W: Narrative	
Term 3 Ongoing	**Language: L 5.1a-c, L 5.2 c-e, L 5.3 a-b, L 5.4a-c, L.5.5a-c, L.5.6** **Speaking and Listening: SL.5.1a-d** **Writing: W.5.4, W.5.5, W.5.8, W.5.9a-b, W.5.10**	Ready iReady Teacher Toolbox		iReady Novels Short Stories Poems Problem Attic

2045

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
19	**RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Reading: Ready Lesson 17		
20	**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide logically ordered reasons that are supported by facts and details.	Reading: Ready Lesson 21	L: W: Opinion	
21	**RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure	Reading:	L:	

2046

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	stories) on their approaches to similar themes and topics. **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Ready Lesson 22	W: Opinion	
22	**RL.5.9** (Continued) **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	Reading:	L: W: Opinion	
23	**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to	Reading:	L:	

2047

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	locate an answer to a question quickly or to solve a problem efficiently. **W.5.1a-d** (Continued)	Ready Lesson 18	W: Opinion	
24	**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **W.5.2a-e** Review	Reading: Ready Lesson 20	L: W: Informative/Explanatory	
25	**RI.5.9**(Continued) **W.5.2a-e** Review			
26	**Review of All Reading Standards** **W.5.2a-e** Review	Reading:	L W: Informative/Explanatory	
27 **End of**	**Review of all standards**	Reading:	L:	

2048

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JCSD 5th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Term 3	**Mastery Connect Predictive Assessment (Benchmark #3)**		W:	
Term 4 28-36	**Spiral Review of all standards (Reteach standards of deficit based on benchmark data.)** **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Reading:	L: W:	

2049

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JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

Term 1
Reading Literature (RL)
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Reading Informational Text (RI)
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.2** Determine two or more main ideas of a text and explain how key details support them; summarize the text. **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Writing
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

2050

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

Writing Standards W.5.4- 5.10 will be implemented throughout the year.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

2051

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

Language
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Use verb tense to convey various times, sequences, states, and conditions. **L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.** a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. **L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

2052

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

Term 2
Reading Literature
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative languages such as metaphors and similes. **RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. Continue to teach, review and reinforce **(RI.5.1, RI 5.2, RI.5.3)**
Reading Informational Text
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Continue to teach, review and reinforce **(RL.5.1, RL 5.2, RL.5.3)**
Writing
W.5.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

2053

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Continue to teach, review and reinforce **Writing (W.5.2 a-e, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9a-b, W.5.10)**

Speaking and Listening

SL.5.3 Summarize the speaker's points and explain how each claim is supported by reasons and evidence.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.
Continue to teach, review and reinforce **Speaking and Listening (SL.5.1a-d)**

2054

Language

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
d. Recognize and correct inappropriate shifts in verb tense.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Continue to teach, review and reinforce **Language (L.5.1a-c, L.5.2a-b, L.5.3a-b, L.5.4a-c, L.5.5a-c)**

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

2055

Term 3
Reading Literature
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Continue to review and reinforce (RL.5.1, RL 5.2, RL.5.3, RL.5.4, RL.5.5)**

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

Reading Informational Text

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Continue to review and reinforce (RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6)

Writing

2056

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).
d. Provide a concluding statement or section related to the opinion presented.

Continue to teach, review and reinforce **Writing (W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9a-b, W.5.10)**

Speaking and Listening

Continue to teach, review and reinforce **Speaking and Listening (SL.5.1a-d, SL.5.2, SL5.3, SL.5.4, SL.5.5, SL.5.6)**

Language

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

c. Use verb tense to convey various times, sequences, states, and conditions.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d. Use underlining, quotation marks, or italics to indicate titles of works.

Continue to teach, review and reinforce **Language (L.5.1a-c, L.5.2a-e, L.5.3 a-b, L.5.4a-c, L.5.5a-c, L.5.6)**

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

Term 4

Reading Literature

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Spiral Review of all standards and reteach standards of deficit using benchmark data.

Reading Information

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Spiral Review of all standards and reteach standards of deficit using benchmark data.

2058

Writing

W.5.7 Conduct short research projects that use several sources to build knowledge through the investigation of different aspects of a topic.
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Continue to teach, review and reinforce all **Writing Standards.**

Speaking and Listening

Continue to teach, review and reinforce **Speaking and Listening**

Language

Spiral Review of all standards and reteach standards of deficit using benchmark data.

JCSD 5th Grade ELA Scope and Sequence 23-24 School Year

2059

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**K.CC.1** Count to 100 by ones and by tens.	Kindermath	
2	**K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CC.1** (Continue)	Kindermath	
3	**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number refers to a quantity that is one larger. **K.CC.1, K.CC.3** (Continue)	Kindermath	2060
4	**K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.CC.1, K.CC.3, K.CC.4a-c** (Continue)	Kindermath	

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
5	**K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. **K.CC.1, K.CC.3, K.CC.4a-c** (Continue) **K.MD..1** (Continue)	Kindermath	
6	**K.CC.1, K.CC.3, K.CC.4a-c** (Continue) **K.MD.1, K.MD.2** (Continue)	Kindermath	
7	**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. **Limit category counts to be less than or equal to 10.** **K.CC.1, K.CC.3, K.CC.4a-c** (Continue) **K.MD.1, K.MD.2** (Continue)	Kindermath	2061
8	**K.G.2** Correctly name shapes regardless of their orientations or overall size. **K.CC.1, K.CC.3, K.CC.4a-c**(Continue) **K.MD.1, K.MD.2, K.MD.3** (Continue)	Kindermath	
9	**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as	Kindermath	

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	above, below, beside, in front of, behind, and next to. **K.CC.1, K.CC.3, K.CC4a-c** (Continue) **K.MD.1, K.MD.2, K.MD.3** (Continue) **K G.2** (Continue)		
Term 2	**Continued Standards** **Counting and Cardinality: K.CC.1, K.CC.3, K.CC.4a-c** **Measurement and Data: K.MD.1, K.MD.2, K.MD.3** **Geometry: K.G.1, K.G.2**	Kindermath iReady	
10	**K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		2062
11	**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **Include groups with up to ten objects.** **K.CC.5** (Continue)		
12	**K.CC.7** Compare two numbers between 1 and 20 presented as written numerals. **K.CC.5, K.CC.6** (Continue)		

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
13	**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.5, K.CC.6, K.CC.7** (Continue)		
14	**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. e.g., by using objects and drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8) **K.CC.2, K.CC.5, K.CC.7** (Continue)		
15	**K.G.3** Identify shapes as two dimensional (lying in a plane "flat") or		

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	three dimensional ("solid"). **K.G.4** Analyze and compare two- and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **K.CC.2, K.CC.5, K.CC.7** (Continued) **K.OA.3** (Continue) **K.NBT.1** (Continued)		
16	**K.G.5** Model objects in the world by drawing two-dimensional shapes and building three dimensional shapes. **K.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" **K.CC.2, K.CC.5, K.CC.7** (Continued) **K.NBT.1** (Continued)		2064
17	**K.CC.2, K.CC.5, K.CC.7** (Continued) **K.NBT.1** (Continued) **K.G.3, K.G.4, K G.5, K.G.6** (Continued)		
18	**REVIEW AND RETEACH**		

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
Term 3	**Continued Standards** **Counting and Cardinality: K.CC.1, K.CC.2, K.CC.3, K.CC.5** **Operations and Algebraic Thinking: K.OA.3** **Numbers and Operations in Base Ten: K.NBT.1** **Measurement and Data: K MD.1, K.MD.2, K.MD.3** **Geometry: (K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6)**	Kindermath iReady	
19	**K.OA.1** Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. **Drawings need not show details, but should show the mathematics in the problem.**		
20	**K.OA.1** (Continued)		2065
21	**K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		
22	**K.OA.4** (Continued)		
23	**K.OA.2** Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem.		

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
24	**K.OA.2** (Continued)		
25	**K.OA.5** ***Fluently*** add and subtract within 5.		
26	**K.OA.5** (Continued)		
27	**REVIEW AND RETEACH**		

JCSD Kindergarten Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
Term 4 28-36	**Continued Standards** **Counting and Cardinality: K.CC.1, K.CC.2, K.CC.3, K.CC.4a-c, K.CC.5, K.CC.6, K.CC.7)** **Operations and Algebraic Thinking: K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5** **Numbers and Operations in Base Ten:K.NBT.1** **Measurement and Data: K.MD.1, K.MD.2, K.MD.3** **Geometry: K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6** **SPIRAL REVIEW**	Kindermath iReady	

JCSD Kindergarten Math Year at a Glance 23-24 School Year

Term	Counting and Cardinality	Operations and Algebraic Thinking (OA)	Numbers and Operations in Base Ten (NBT)	Measurement and Data (MD)	Geometry (G)
First Nine Weeks	K.CC.1 K.CC.3 K.CC.4a-c			K.MD.1 K.MD.2 K.MD.3	K.G.1 K.G.2
Second Nine Weeks	K.CC.2 K.CC.5 K.CC.6 K.CC.7	K.OA.3	K.NBT.1	Spiral Review of all Standards	K.G.3 K.G.4 K.G.5 K.G.6
Third Nine Weeks	Spiral Review of all Standards	K.OA.1 K.OA.2 K.OA.4 K.OA.5	Spiral Review of all Standards	Spiral Review of all Standards	Spiral Review of all Standards
Fourth Nine Weeks	Spiral Review of all Standards	Spiral Review of all Standards	Spiral Review of all Standards	Spiral Review of all Standards	Spiral Review of all Standards

2068

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Ready Lesson 1, 6	iReady
2	**1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.	Ready Lesson 4	iReady
3	**1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true, and which are false? 6=6, 7=8-1, 5+2=2+5, 4+1=5+2.	Ready Lesson 9	iReady
4	**1.OA.3** Apply properties of operations as strategies to add and subtract. Examples: If 8+3=11 is known, then 3+8=11 is also known. (Commutative property of addition.) To add 2+6+4, the second two numbers can be added to make a ten, so 2+6+4 = 2+10=12. (Associative property of addition.) **Students need not use formal terms for these properties.** **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8+6=8+2+4=10+4 =14); decomposing a number leading to a ten (e.g., 13-4=13-3-1=10- 1=9); using the relationship between addition and subtraction (e.g., known that 8+4=12, one knows 12-8=4); and creating equivalent but easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1 = 12+1=13).	Ready Lesson 3, Lesson 5 Ready Lesson 2, 10, 12, 13, 15	iReady

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
5	**1.OA.6** (Continued)		iReady
6	**1.OA.6** (Continued)		iReady
7	**1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.OA.6** (Continued)	Ready Lesson 11, 19, 21	iReady
8	**1.NBT.2a-c** (Continued)		iReady
9	**STANDARDS REVIEW & RETEACH**		

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
10	**1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Ready Lesson 7, 8, 17	iReady
11	**1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	Ready Lesson 14	iReady
12	**1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example,determine the unknown number that makes the equation true in each of the equations 8+? =11, 5= -3, 6+6= ▢ .	Ready Lesson 16	iReady
13	**1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Ready Lesson 20	iReady
14	**1.NBT.1** (Continued)		iReady
15	**1.NBT.3** Compare two two-digit numbers based on meanings of the tens	Ready Lesson 22	iReady

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	and ones digits, recording the results of comparisons with the symbols >, =, or <.		
16	**1.MD.3b** Identify the days of the week, the number of days in a week, and the number of weeks in each month. **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Ready Lesson 18	iReady
17	**1.MD.4** (Continued)		iReady
18	**STANDARDS REVIEW & RETEACH**		
19	**1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. **OA (SPIRAL REVIEW AND WORK ON FLUENCY)**	Ready Lesson 25, 27, 28, 29	iReady

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
20	**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **1.NBT.4** (Continued)	Ready Lesson 33	iReady
21	**OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **1.NBT.4** (Continued) **1.G.1** (Continued)		iReady
22	**1.NBT.5** Given a two digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used. **1.G.2** Compose two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. **Students do not need to learn formal names such as "right rectangular prism."** **OA (SPIRAL REVIEW AND WORK ON FLUENCY)**	Ready Lesson 26 Ready Lesson 34	iReady
23	**1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		iReady

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	OA (SPIRAL REVIEW AND WORK ON FLUENCY) **1.G.2** (Continued)		
24	**OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **1.NBT.6** (Continued)		iReady
25	**1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **OA (SPIRAL REVIEW AND WORK ON FLUENCY)**	Ready Lesson 30, 31 Ready Lesson 32	iReady
26	**1.MD.3a** Tell and write time in hours and half-hours using analog and digital clocks. **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **1.MD.2** (Continued)	Ready Lesson 23	iReady
27	**STANDARDS REVIEW AND RETEACH**		

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
28	**1.MD.5a** Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, $1). **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)**	Ready Lesson 24	iReady
29	**1.MD.5b** Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel). **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)** **1.MD.5a** (Continued)		iReady
30	**1.MD.5c** Count like U.S. coins up to the equivalent of a dollar. **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)**		iReady
31	**OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)** **1.MD.5c** (Continued)		iReady
32	**1.MD.5d** Find the equivalent value for all greater value U.S. coins using		iReady

JCSD 1st Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal one dime, but not 1 nickel and 5 pennies equal 1 dime). **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)**		
33	**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. **OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)**	Ready Lesson 35	iReady
34	**OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)** **1.G.3** (Continued)		iReady
35	**OA (SPIRAL REVIEW AND WORK ON FLUENCY)** **NBT (SPIRAL REVIEW)**		iReady
36	**STANDARDS REVIEW AND RETEACH**		

JCSD 1st Grade Math Year at a Glance 23-24 School Year

Term	Operations and Algebraic Thinking (OA)	Numbers and Operations in Base Ten (NBT)	Measurement and Data (MD)	Geometry (G)
First Nine Weeks	1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7	1.NBT.2a-c		
Second Nine Weeks	1.OA.1 1.OA.2 1.OA.8	1.NBT.1 1.NBT.3	1.MD.3b 1.MD.4	
Third Nine Weeks	Spiral Review Work On Fluency	1.NBT.4 1.NBT.5 1.NBT.6	1.MD.1 1.MD.2 1.MD.3a	1.G.1 1.G.2
Fourth Nine Weeks	Spiral Review Work On Fluency	Spiral Review of all Standards	1.MD.5a 1.MD.5b 1.MD.5c 1.MD.5d	1.G.3

2077

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.	Ready Lesson 32	Reflex iReady
2	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2 know from memory all sums of two one-digit numbers.	Ready Lesson 1, 2	Reflex iReady
3	**2.OA.1** Use addition and subtraction within 100 to solve one-and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Ready Lesson 3, 5, 9	Reflex iReady
4	**2.OA.1** (Continue)		Reflex iReady
5	**2.NBT.1** Understand that the three digits of a three digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred."	Ready Lesson 12	Reflex iReady

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		
6	**2.NBT.1a-b** (Continue)		Reflex iReady
7	**2.NBT.5 Fluently** add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Ready Lesson 6, 7, 8	Reflex iReady
8	**2.NBT.6** Add up to four two digit numbers using strategies based on place value and properties of operations. **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Ready Lesson 19 Ready Lesson 13	Reflex iReady
9	**REVIEW AND RETEACH STANDARDS**		
10	**2.NBT.2** Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip Count by 10s, and 100s starting at any number. **2.OA.2** (Continue)	Ready Lesson 15	Reflex iReady

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
11	**2.NBT.4** Compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons. **2.OA.2** (Continue)	Ready Lesson 14	Reflex iReady
12	**2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.OA.2** (Continue)	Ready Lesson 16, 17, 18	Reflex iReady
13	**2.OA.2** (Continue) **2.NBT.7** (Continue)		Reflex iReady
14	**2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. **2.OA.2** (Continue)		Reflex iReady
15	**2.NBT.9** Explain why addition and subtraction strategies work, using		Reflex

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	place value and the properties of operations. **2.OA.2** (Continue)		iReady
16	**2.OA.2** (Continue) **2.NBT.9** (Continue)		Reflex iReady
17	**REVIEW AND RETEACH STANDARDS**		
18	**REVIEW AND RETEACH STANDARDS**		
19 (7 DAYS)	**2.MD.8b** Fluently use a calendar to answer simple real world problems such as "How many weeks are in a year?" or "James gets $5 allowance every 2 months, how much money will he have at the end of each year?" **2.OA.2**(Continue) **NBT** (SPIRAL REVIEW)		Reflex iReady
20	**2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. **2.OA.2** (Continue)	Ready Lesson 4	Reflex iReady

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
21	**2.OA.2** (Continue) **2.MD.10** (Continue)		Reflex iReady
22	**2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.G.1** Recognize and draw shapes having specified attributes, such as given number of angles or given number of equal faces.5 Identify quadrilaterals, pentagons, hexagons, and cubes. **2.OA.2** (Continue)	Ready Lesson 20, 21 Ready Lesson 28	Reflex iReady
23	**2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.OA.2** (Continue) **2.G.1** (Continue)	Ready Lesson 22	Reflex iReady
24	**2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **2.OA.2** (Continue)	Ready Lesson 23 Ready Lesson 30	Reflex iReady
25	**2.MD.4** Measure to determine how much longer one object is than	Ready Lesson 24	Reflex

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	another, expressing the length difference in terms of a standard length unit. **2.OA.2** (Continue)		iReady
26	**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.OA.2** (Continue)	Ready Lesson 25	Reflex iReady
27	**REVIEW AND RETEACH STANDARDS**		
28	**2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole – number sums and differences within 100 on a number line diagram. **2.OA.2** (Continue) **NBT** (SPIRAL REVIEW)	Ready Lesson 26	Reflex iReady
29	**2.MD.9** Generate measurement data by measuring lengths of several	Ready Lesson 27	Reflex

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **2.OA.2** (Continue) **2.MD.6** (Continue)		iReady
30	**2.OA.2** (Continue) **2.MD.9** (Continue)		Reflex iReady
31	**2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **2.OA.2** (Continue)	Ready Lesson 11	Reflex iReady
32	**2.MD.8a** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **2.OA.2** (Continue) **2.MD.7** (Continue)	Ready Lesson 10	Reflex iReady
33	**2.OA.4** Use addition to find the total number of objects arranged in	Ready Lesson 31	Reflex

JCSD 2nd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **2.OA.2** (Continue) **2.MD.8a** (Continue)		iReady
34	**2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words, halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **2.OA.2** (Continue) **2.MD.8a** (Continue)	Ready Lesson 29	Reflex iReady
35	**2.OA.2** (Continue) **2.G.3** (Continue)		Reflex iReady
36	**REVIEW AND RETEACH STANDARDS**		

JCSD 2nd Grade Math Year at a Glance 23-24 School Year

Term	Operations and Algebraic Thinking (OA)	Numbers and Operations in Base Ten (NBT)	Measurement and Data (MD)	Geometry (G)
First Nine Weeks	2.OA.1 2.OA.2 2.OA.3	2.NBT.1a-b 2.NBT.3 2.NBT.5 2.NBT.6		
Second Nine Weeks	Spiral Review of all Standards	2.NBT.2 2.NBT.4 2.NBT.7 2.NBT.8 2.NBT.9		
Third Nine Weeks	Spiral Review of all Standards	Spiral Review of all Standards	2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.5 2.MD.8b 2.MD.10	2.G.1 2.G.2
Fourth Nine Weeks	2.OA.4	Spiral Review of all Standards	2.MD.6 2.MD.7 2.MD.8a 2.MD.9	2.G.3

2086

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 3rd Grade Math Year at a Glance 23-24 School Year

Term	Number and Operations – Fractions (NF)	Operations and Algebraic Thinking (OA)	Numbers and Operations in Base Ten (NBT)	Measurement and Data (MD)	Geometry (G)
First Nine Weeks		3.OA.1 3.OA.2 3.OA.3 3.OA.5 3.OA.7	3.NBT.1 3.NBT.2 3.NBT.3	Introduce 3.MD.1	
Second Nine Weeks	3.NF.1 3.NF.2	3.OA.4 3.OA.6 3.OA.8 3.OA.9		3.MD.5 3.MD.6 3.MD.7	
Third Nine Weeks	3.NF.3			3.MD.1 3.MD.2 3.MD.3 3.MD.4	Introduce 3.G.1 3.G.2
Fourth Nine Weeks	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	3.MD.7 3.MD.8	3.G.1 3.G.2

2087

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **Fluency Standard** **3.OA.7** **Fluently** multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division.	Ready Lesson 1	Reflex Math
2-3	**3.NBT.2** **Fluently** add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts. **3. MD.1** Telling and write time to the nearest hour and half hour (Spiral throughout the year with bell ringers)	Ready Lesson 2, 3	
4	**3. OA.1** Interpret products of whole numbers, e.g., interpret 5 • 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. **3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive	Ready Lesson 4, 5	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	property.)		
5-6	**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. . **3.OA.5, 3.OA.7** (Continue)	Ready Lessons 6, 7, 8	Reflex Math
7	**3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. **3.OA.2** Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	Ready Lesson 9 Ready Lesson 10	
8	**3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7** (Continue) **Review and Assess**		
9	**Mastery Connect Predictive Assessment (Benchmark 1)**		

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
10	**3.OA.6** Understand division as an unknown-factor problem, where a remainder does not exist. . For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?	Ready Lesson 11 Ready Lesson 12	Reflex Math
11	**3.OA.4** (Continue) **3.OA.7** **Fluently** multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one digit numbers; and fully understand the concept when a remainder does not exist under division. **3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Ready Lesson 12 Ready Lesson 13	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
12	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **3.MD.6** Measure areas by counting unit squares (square *cm*, square *m*, square *in*, square *ft*, and improvised units).	Ready Lesson 14	
13	**3.MD.7** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Ready Lesson 15	Reflex Math
14	**3.MD.7** Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Find areas of rectilinear figures by decomposing them into non overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize the area as additive. **3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by	Ready Lesson 16 Ready Lesson 17	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	using drawings and equations with a symbol for the unknown number to represent the problem.		
15	**3.OA.3** (Continue) **3.OA.8** Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Include problems with whole dollar amounts.)	Ready Lesson 17 Ready Lesson 18	Reflex Math
16	**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. **Grade 3 expectations in this domain are limited to fractions with denominators 2,3,4,6, and 8.** **3.OA.8** (Continued)	Ready Lesson 20	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
17	**3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. **Limited to fractions with denominators 2, 3,4, 6, and 8.** **3.OA.8** (Continued)	Ready Lesson 21	
18	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**		
19	**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole. **Introduce** **3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Ready Lesson 22	Reflex Math

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
20	**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram	Ready Lesson 23	
21	**3.NF.3** d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Ready Lesson 24, 25	
22	**3.MD.4** Generate measurement data by measuring lengths using rulers marked	Ready Lesson 28	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. **Introduce** **3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
23	**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Ready Lesson 26	
24	**3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Ready Lesson 27	
25	**3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and	Ready Lesson 19	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	"how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.		
26	**Review**		Reflex Math
27	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #3 - Comprehensive)**		
28	**3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Ready Lesson 30, 31	
29	**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Ready Lesson 33	

JCSD 3rd Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
30	**3.MD.8** Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters. **3.MD.1, 3.MD.2, 3.MD.4** (Review)	Ready Lesson 32	
32-36	**Spiral Review of All Standards before MAAP testing**		

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	Ready Lesson 1	
2-3	**4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded forms. Compare two multi-digit numbers based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **4.NBT.4** **Fluently** add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.	Ready Lesson 2 Ready Lesson 4,5	
4	**4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place. Continue **4.NBT.1, 4.NBT.2, 4.NBT.4** Instruction	Ready Lesson 3	
5	**4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7	Ready Lesson 6, 7	

2098

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		
6	**4.OA.4** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Ready Lesson 8	
7	**4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Ready Lesson 9	

2099

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
8	**4.OA.3** Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the **four operations,** including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. **Review and Remediation 4.OA. and 4.NBT** **If time allows begin Foundation for 4.NBT.5**	Ready Lesson 10 ● Focus multistep with addition and Subtraction	
9	**Review and Assess**		

2100

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	Mastery Connect Predictive Assessment (Benchmark 1)		
10	**4.NBT.**5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models **4.OA.3** (Continued)	Ready Lesson 11,12	
11	**4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),...	Ready Lesson 13	

2101

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	4.NBT.5, **4.OA.3** (Continued)		
12	**4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.OA.3** (Continued)	Ready Lesson 14	
13	**4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.OA.3**(Continued)	Ready Lesson 15	
14	**4.MD.3** Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room, given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **4.NBT.6** (Continued)	Ready Lesson 16	

2102

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
15-16	**4.NF.1** Recognizing that the value of "n" cannot be 0, explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Ready Lesson 17 Ready Lesson 18	
17	**4.NF.3** Understand a fraction a/b with a> 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model (including, but not limited to: concrete models, illustrations, tape diagram, number line, area model, etc). Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	Ready Lesson 19 Ready Lesson 20	
18	**Review and Assess**		

2103

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	Mastery Connect Predictive Assessment (Benchmark #2) - Comprehensive)		
19-20	**4.NF.3** Understand a fraction a/b with a> 1 as a sum of fractions 1/b. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **4.NF.1, 4.NF.2,4.NF.3a,NF.3b** (Review)	Ready Lesson 21	
21	**4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	Ready Lesson 22	

2104

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
22	**4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b	Ready Lesson 23	
23	**4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers do you expect your answer to lie?	Ready Lesson 24	
24		Ready Lesson 28	

2105

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	4.MD.2 Use the four operations to solve word problems involving: intervals of time, money, distances, liquid volumes, masses of objects, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **4.MD.1** (Review)		
25	**4.MD.2**,**4.MD.1** (Continued) **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Ready Lesson 29 Ready Lesson 30	
26	**4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of *n* degrees. **4.G.1** (Continued)	Ready Lesson 31	
27	**Review and Assess** **Mastery Connect Predictive Assessment**		

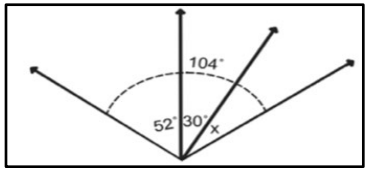
2106

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	(Benchmark #3 - Comprehensive)		
28	**4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100.* **4.NF.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	Ready Lesson 25 Ready Lesson 26	
29	**4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Ready Lesson 27	
30	**4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Ready Lesson 31 ● Protractor	
	4.MD.7 Recognize angle measure as additive. When an angle is		

2107

JCSD 4th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
31	decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. Example: Find the missing angle using an equation. 	Ready Lesson 32	
32	**4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Ready Lesson 33 Ready Lesson 34	
33-36	**Spiral Review of All Standards before MAAP testing**		

2108

JCSD 4th Grade Math Year at a Glance 23-24 School Year

Term	Number and Operations – Fractions (NF)	Operations and Algebraic Thinking (OA)	Numbers and Operations in Base Ten (NBT)	Measurement and Data (MD)	Geometry (G)
First Nine Weeks		4.OA.1 4.OA.2 4.OA.3 4.OA.4 4.OA.5	4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4		
Second Nine Weeks	4.NF.1 4.NF.2 4.NF.3a-b		4.NBT.5 4.NBT.6	4.MD.1 4.MD.3	
Third Nine Weeks	4.NF.3c-d 4.NF.4			4.MD.1 4.MD.2 4.MD.4 4.MD.5	4.G.1
Fourth Nine Weeks	4.NF.5 4.NF.6 4.NF.7 Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	4.MD.6 4.MD.7 Spiral Review of All Standards	4.G.2 4.G.3 Spiral Review of All Standards

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

2109

JCSD 5th Grade Math Year at a Glance 23-24 School Year

Term	Number and Operations – Fractions (NF)	Operations and Algebraic Thinking (OA)	Numbers and Operations in Base Ten (NBT)	Measurement and Data (MD)	Geometry (G)
First Nine Weeks			5.NBT.1 5.NBT.2 5.NBT.3 5.NBT.4 5.NBT.5 5.NBT.7		
Second Nine Weeks	5.NF.1 5.NF.2 5.NF.3		5.NBT.6 5.NBT.7	5.MD.3 5.MD.4 5.MD.5	
Third Nine Weeks	5.NF.4 5.NF.5 5.NF.6 5.NF.7	5.OA.1 5.OA.2 5.OA.3	Spiral Review of All Standards	5.MD.1 5.MD.2	5.G.3 5.G.4
Fourth Nine Weeks	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	5.G.1 5.G.2 Spiral Review of All Standards

2110

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (e.g., "In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)). **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.	Ready Lesson 6 Ready Lesson 4	Ready iReady Reflex Nearpod
2	**5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in placing the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.5** (Continued)	Ready Lesson 7	
3	**5.NBT.3** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). **5.NBT.5** (Continued)	Ready Lesson 8	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
4	**5.NBT.3** Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **5.NBT.4** Use place value understanding to round decimals to any place. **5.NBT.5** (Continued)	Ready Lesson 9	Ready iReady Reflex Nearpod
5	**Introduce** **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Ready Lesson	
6	**5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **5.NBT.4** ,**5.NBT.5** (Continued)	Ready Lesson 10, 11 ● Add Decimals ● Subtract Decimals	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
7	**5.NBT.7** (Continued) **5.NBT.4** ,**5.NBT.5** (Continued)	Ready Lesson 15 ● Multiplying Decimals	
8	**5.NBT.7** (Continued) **5.NBT.4** ,**5.NBT.5** (Continued)	Ready Lesson	
9	**Review and Assess**		

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	Mastery Connect Predictive Assessment (Benchmark 1)		
10 Term 2	**5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume**.** b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of n cubic units.	Ready Lesson 1	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
11	**5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Ready Lesson 2,3	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
12	**5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Ready Lesson 5	
13	**5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Ready Lesson 17 ● Division of Decimals	
14	**5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	Ready Lesson 12	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
15	**5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. **5.NF.1** (Continued)	Ready Lesson 13, 14	
16	**5.NF.3** Interpret a fraction as a division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving the division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? **5.NF.1, 5.NF.2** (Continued)	Ready Lesson 18	
17	**5.NF.3 ,5.NF.1, 5.NF.2** (Continued) **Review**		
18	**Mastery Connect Predictive Assessment (Benchmark #2) - Comprehensive)**		

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
19	**5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) × q as a part of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd.) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Ready Lesson 19, 20	
20	**5.NF.5** Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	Ready Lesson 21	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
21	**5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret the division of a unit fraction by a nonzero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 (1/12) × 4 = 1/3. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Ready Lesson 22, 23	
22	**5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Ready Lesson 24	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many ⅓ cup servings are in 2 cups of raisins?		
23	**5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Ready Lesson 27	
24	**5.MD.1**.Convert among different-sized standard measurement units within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Ready Lesson 26	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
25	**5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles, and squares are rectangles, so all squares have four right angles. **5.G.4** Classify two-dimensional figures in a hierarchy based on properties	Ready Lesson 28 Ready Lesson 29	
26	**5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence.Explain informally why this is so. **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.	Ready Lesson 33 Ready Lesson 30	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
27	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #3 - Comprehensive)**		
28	**5.OA.1, 5.OA.2, 5.OA.3** (Continued)		
29	**5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **5.G.2** Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. **5.G.3, 5.G.4** (Continued)	Ready Lesson 31 Ready Lesson 32	

JCSD 5th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
30-36	**Use benchmark data to determine standards to reteach/review before MAAP testing.**		

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Conceptual Understanding: Science Foundation Standards Identify and select appropriate science and engineering tools to collect, analyze, and communicate science and engineering data and information.			
0-1	Ask questions and Define Problems	Kesler Stemscopes	Argument Change Concepts Data Dependent Variable Engineering Evaluate Evidence Gram Independent Variable Interpret Investigation Liter Meter Observation Patterns Quantity Science SI Units of Measurement Stability
2	Develop and Use Models	Kesler Stemscopes	
3	Analyze and Interpret Data	Kesler Stemscopes	

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
4	Plan and Conduct Investigations	Kesler Stemscopes	
Conceptual Understanding: Science Foundation Standards Demonstrate effective questioning and observation skills			
5	Use Mathematical and Computational Thinking Ask Questions and Define Problems	Kesler Stemscopes	Argument Change Concepts Data Engineering Evaluate Evidence Interpret Investigation Observation Patterns Quantity Science SI Units of Measurement Stability
6	Engage in Scientific Argument from Evidence Analyze and Interpret Data	Kesler Stemscopes	
7	Construct Explanations and Design Solutions Develop and Use Models	Kesler Stemscopes	

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Conceptual Understanding: Science Foundation Standards Identify and discuss science and engineering practices. Communicate science and engineering data using appropriate SI units of measurement.			
8	Obtain, Evaluate, Communicate Information Analyze and Interpret Data Plan and Conduct Investigations	Kesler Stemscopes	Continue Vocabulary from wks 5-7 Dependent Variable Gram Independent Variable Liter Meter
9	**Review**	Kesler Stemscopes	
Physical Science and Earth and Space Science **Conceptual Understanding:** Matter is made up of particles that are too small to be seen. Even though the particles are very small, the movement and spacing of these particles determine the basic properties of matter. Matter exists in several different states and is classified based on observable and measurable properties. Matter can be changed from one state to another when heat (i.e., thermal energy) is added or removed. **P.3.5** Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.			
10		Kesler	Boiling Point

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	P.3.5.1 Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating).	Stemscopes	Change of State Condensation Freeze Gas Heat Liquid Matter Melt Particle Property Solid States of Matter
11	**P.3.5.2** Develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air).	Kesler Stemscopes	
12	**P.3.5.3** Plan and conduct investigations that particles speed up or slow down with addition or removal of heat.	Kesler Stemscopes	

Physical Science and Earth and Space Science

Conceptual Understanding: Magnets are a specific type of solid that can attract and repel certain other kinds of materials, including other magnets. There are some materials that are neither attracted to nor repelled by magnets. Because of their special properties, magnets are used in various ways. Magnets can exert

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
forces—a push or a pull—on other magnets or magnetic materials, causing energy transfer between them, even when the objects are not touching. **P.3.6** Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects.			
13	**P.3.6.1** Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength).	Kesler Stemscopes	Attraction Compare Contrast Direction Force Friction Gravity Magnet Pull Push Repulsion Research Strength
14	**P.3.6.2** Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object.	Kesler Stemscopes	
15	**P.3.6.3** Research and communicate information to explain how magnets are used in everyday life.	Kesler Stemscopes	
16	**P.3.6.4** Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paper clip holders, finding studs inwalls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet.	Kesler Stemscopes	

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
17-18	Review	Kesler Stemscopes	
Earth's Resources: Natural Resources **Conceptual Understanding:** Earth is made of materials that provide resources for human activities, and their use affects the environment in multiple ways. Some resources are renewable and others are not. **E. 3.10:** Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.			
19-20	**E.3.10.1** Identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify them as renewable or nonrenewable.	Kesler Stemscopes	Environment Energy Material Fuel Renewable Resources Natural Gas EarthNonrenewable Resource Needs Mineral Wind Resource Oil Water
21-22	**E.3.10.2** Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources.	Kesler Stemscopes	
23-24	**E. 3.10.3** Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment.	Kesler Stemscopes	
25-26	**E. 3.10.4** Design a process for cleaning a polluted	Kesler	

JCSD 3rd Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	environment (e.g., simulating an oil spill in the ocean ora flood in a city and creating a solution for containment and/or cleanup). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.	Stemscopes	
27-36	**Review and Reteach Standards**	Kesler Stemscopes	

JCSD 3rd Grade Science Year at a Glance 23-24 School Year

Term	Life Science	Physical Science	Earth and Space Science
First Nine Weeks	SCIENCE FOUNDATION STANDARDS	SCIENCE FOUNDATION STANDARDS	SCIENCE FOUNDATION STANDARDS
Second Nine Weeks		P.3.5.1 P.3.5.2 P.3.5.3 P.3.6.1 P.3.6.2 P.3.6.3 P.3.6.4	
Third Nine Weeks			E.3.10.1 E.3.10.2 E.3.10.3 E.3.10.4
Fourth Nine Weeks	REVIEW AND RETEACH STANDARDS	REVIEW AND RETEACH STANDARDS	REVIEW AND RETEACH STANDARDS

JCSD Year-at-a-Glance: 4th Grade Science

Term	Life Science	Physical Science	Earth and Space Science
First Nine Weeks		P.4.6A.1 P.4.6A.2 P.4.6A.3 P.4.6A.4 P.4.6A.5 P.4.6A.6 P.4.6B.1 P.4.6B.2 P.4.6B.3 P.4.6B.4	
Second Nine Weeks		P.4.6C.1 P.4.6C.2 P.4.6C.3	E.4.9A.1 E.4.9B.1 E.4.9B.2 E.4.9B.3 E.4.10.1 E.4.10.2
Third Nine Weeks	L.4.1.1 L.4.1.2 L.4.1.3 L.4.1.4 L.4.1.5		E.4.9C.1 E.4.9C.2 E.4.9C.3 E.4.9C.4 E.4.9C.5
Fourth Nine Weeks	L.4.2.1 L.4.2.2		

2132

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Physical Science: Motions, Forces, and Energy **Conceptual Understanding:** As different forms of energy, heat and electricity can be produced in different ways and are transferred and conducted from one form or object to another. Some materials can be conductors or insulators of heat energy. Electricity can be transferred from place to place by electric currents to produce motion, sound, heat, or light. **P.4.6A Students will demonstrate an understanding of the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity.**			
0-1 **Term 1**	**Core Idea: Science Foundation Standards** ● Identify and select appropriate science and engineering tools to collect, analyze, and communicate science and engineering data and information. ● Demonstrate effective questioning and observation skills ● Communicate science and engineering data using appropriate SI units of measurement ● Identify and discuss science and engineering practices ● Identify and discuss Crosscutting Concepts	EMBEDDED SCIENCE and ENGINEERING PRACTICES ● Ask Questions and Define Problems ● Analyze and Interpret Data ● Plan and Conduct Investigations ● Engage in Scientific Argument from Evidence ● Obtain, Evaluate, and Communicate Information	Argument Change Concepts Data Dependent Variable Engineering Evaluate Evidence Gram Independent Variable Interpret Investigation Liter Meter Observation Patterns Quantity Science SI Units of Measurement Stability

2133

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
2	**P.4.6A.1** Obtain and communicate information to compare how different processes (including burning, friction, and electricity) serve as sources of heat energy.	Stemscopes Kesler Science Flocabulary	Conductor Conversion Energy Transfer Friction Heat Energy Insulator Motion Solar Energy Sound Vibrations
3	**P.4.6A.3** Develop models demonstrating how heat and electrical energy can be transformed into other forms of energy (e.g., motion, sound, heat, or light). **P.4.6A.4** Develop models that demonstrate the path of an electric current in a complete, simple circuit (e.g., lighting a light bulb or making a sound). **P.4.6A.5** Use informational text and technology resources to communicate technological breakthroughs made by historical figures in electricity (e.g. Alessandro Volta, Michael Faraday, Nicola Tesla, Thomas Edison, incandescent light bulbs, batteries, Light Emitting Diodes).		Circuit Conductor Conversion Electrical Energy Electricity Electric Circuit Energy Transfer Insulator Insulator Motion Solar Energy Sound

2134

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
4-5	**P.4.6A.2** Plan and conduct scientific investigations to classify different materials as either an insulator or conductor of electricity. **P.4.6A.6** Design a device that converts any form of energy to another form (e.g., construct a musical instrument that will convert vibrations to sound by controlling varying pitches, a solar oven that will convert energy from the sun to heat energy, or a simple circuit that can be used to complete a task).	Stemscopes Kesler Science Flocabulary	Vibrations
Conceptual Understanding: Light, as a form of energy, has specific properties, including brightness. Light travels in a straight line until it strikes an object. The way light behaves when it strikes an object depends on the object's properties. **P.4.6B Students will demonstrate an understanding of the properties of light as forms of energy**.			
6-7	**P.4.6B.1** Construct scientific evidence to support the claim that white light is made up of different colors. Include the work of Sir Isaac Newton to communicate results. **P.4.6B.2** Obtain and communicate information to explain how the visibility of an object is related to light.	Stemscopes Kesler Science Flocabulary	Absorption Light Energy Material Model Object Opaque Reflection Refraction Transparent Translucent
8	**P.4.6B.3** Develop and use models to communicate how light travels and behaves when it strikes an object, including reflection, refraction, and absorption. **P.4.6B.4** Plan and conduct scientific investigations to explain how light behaves when it strikes transparent, translucent, and opaque materials.		

2135

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
9	**Review** **Assessment**		
Conceptual Understanding: Sound, as a form of energy, is produced by vibrating objects (matter) and has specific properties, including pitch and volume. Sound travels through air and other materials and is used to communicate information in various forms of technology. **P.4.6C Students will demonstrate an understanding of the properties of sound as a form of energy.**			
10 **Term 2**	**P.4.6C.1** Plan and conduct scientific investigations to test how different variables affect the properties of sound (i.e., pitch and volume). **P.4.6C.2** In relation to how sound is perceived by humans, analyze and interpret data from observations and measurements to report how changes in vibration affect the pitch and volume of sound.		Interpret Measurement Observe Pitch Sound Energy Vibrations

2136

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
11-12	**P.4.6C.3** Obtain and communicate information about scientists who pioneered in the science of sound, (e.g., Alexander Graham Bell, Robert Boyle, Daniel Bernoulli, and Guglielmo Marconi). **P.4.6C.1, P.4.6C.2** (Continued)		Interpret Measurement Observe Pitch Sound Energy Vibrations
Earth and Space Science : Earth's Systems and Cycles **Conceptual Understanding:** Earth's atmosphere is a mixture of gases, including water vapor and oxygen. Water, which is found almost everywhere on Earth, including the atmosphere, changes form and cycles between Earth's surface to the air and back again. This cycling of water is driven by energy from the sun. The movement of water in the water cycle is a major process that influences weather conditions. Clouds form during this cycle and various types of precipitation result. **E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.**			
13-14	**E.4.9A.1** Develop and use models to explain how the sun's energy drives the water cycle. (e.g., evaporation, condensation, precipitation, transpiration, runoff, and groundwater).	Stemscopes Kesler Science Flocabulary	Condensation Energy Evaporation Precipitation Runoff Sun Water Cycle
Conceptual Understanding: Scientists record patterns in weather conditions over time and across the globe to make predictions about what kind of weather might occur next. Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over long periods of time. **E.4.9B Students will demonstrate an understanding of weather and climate patterns.**			

2137

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
15-16	**E.4.9B.1** Analyze and interpret data (e.g., temperature, precipitation, wind speed/direction, relative humidity, or cloud types) to predict changes in weather over time. **E.4.9B.2** Construct explanations about regional climate differences by analyzing maps and long-term data from various regions. **E.4.9B.3** Design weather instruments utilized to measure weather conditions (e.g., barometer, hygrometer, rain gauge, anemometer,or wind vane).conditions (e.g., barometer, hygrometer, rain gauge, anemometer,or wind vane). *Use an engineering design process to define the problem, design, construct, evaluate, and improve the weather instrument.*	Stemscopes Kesler Science Flocabulary	Anemometer Barometer Climate Map Measure Precipitation Rain Gauge Regional Temperature Weather instruments Weather Patterns Wind Vane
Conceptual Understanding: Energy and fuels are derived from natural sources and human use of these materials affects the environment in multiple ways. Due to limited natural resources, humans are exploring the use of abundant solar, water, wind, and geothermal energy resources to develop innovative, high-tech renewable energy systems. **E.4.10 Students will demonstrate an understanding of the various sources of energy used for human needs along with their effectiveness and possible impacts.**			
17	**E.4.10.1** Organize simple data sets to compare energy and pollution output of various traditional, non-renewable resources (e.g. coal, crude oil, wood). **E.4.10.2** Use technology or informational text to investigate, evaluate, and communicate various forms of clean energy generation.		Coal Energy Nonrenewable Resources Impact Needs
18	**E.4.10.1, E.4.10.2** (Continued) **Assessment**		

2138

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Conceptual Understanding: Earth's oceans and landforms can be affected in various ways by natural processes in one or more of Earth's spheres (i.e., atmosphere, biosphere, geosphere, and hydrosphere). Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways. **E.4.9C Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.**			
19-20 **Term 3**	**E.4.9C.1** Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface. **E.4.9C.2** Develop and use models of natural processes to explain the effect of the movement of water on the ocean shore zone, including beaches, barrier islands, estuaries, and inlets (e.g., marshes, bays, lagoons, fjord, or sound).	Stemscopes Kesler Science Flocabulary	Deposition Earthquake Erosion Hurricane Landform Marsh/Swamp Tsunami Weathering
21-22	**E.4.9C.3** Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution affect the land, oceans, and atmosphere of Earth. **E.4.9C.4** Research and explain how systems (i.e., the atmosphere, geosphere, and/or hydrosphere), interact and support life in the biosphere. **E.4.9C.5** Obtain and communicate information about severe weather phenomena (e.g., thunderstorms, hurricanes, or tornadoes) to explain steps humans can take to reduce the impact of severe weather events.		Atmosphere Biosphere Conservation Geosphere Hurricane Hydrosphere Pollution Severe Weather Tornado Weather

2139

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Life Science: Hierarchical Organization **Conceptual Understanding:** All organisms need energy for growth and development. Animals have specialized structures and systems for obtaining and processing energy. These structures and systems cannot function properly without adequate nourishment. Living organisms can be adversely affected by environmental conditions or disease. **L.4.1 Students will demonstrate an understanding of the organization, functions, and interconnections of the major human body systems.**			
23-24	**L.4.1.1** Use technology or other resources to research and discover general system function (e.g., machines, water cycle) as they relate to human organ systems and identify organs that work together to create organ systems. **L 4.1.2** Obtain and communicate data to describe patterns that indicate the nature of relationships between human organ systems, which interact with one another to control digestion, respiration, circulation, excretion, movement, coordination, and protection from infection.	Stemscopes Kesler Science Flocabulary	Circulatory System Diet Digestive System Function Interactions Mechanical Energy Movement Muscular System Nervous System Organs Respiration Respiratory System
25-26	**L.4.1.3** Construct models of organ systems (e.g. circulatory, digestive, respiratory, muscular, skeletal, nervous) to demonstrate both the unique function of the system and how multiple organs and organ systems work together to accomplish more complex functions.		
27	**L.4.1.4** Research and communicate how noninfectious diseases (e.g. diabetes, heart disease) and infectious diseases (e.g. cold, flu) serve to disrupt the function of the body system. **L.4.1.5** Using informational text, investigate how scientific fields, medical specialties, and research methods help us find new ways to maintain a healthy body and lifestyle (e.g. diet, exercise, vaccines, and mental health).		Diet Exercise Function Interactions Movement Nervous System Organs Respiration

2140

JCSD 4th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Each plant or animal has a unique pattern of growth and development called a life cycle. All of Earth's cycles are driven by energy which can be traced back to the sun. **L.4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).**			
28-29 **Term 4**	**L.4.2.1** Compare and contrast life cycles of familiar plants and animals. **L.4.2.2** Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).	Stemscopes Kesler Science Flocabulary	Amphibian Diversity Flowering Plants Growth Life Cycles Plant Reproduction Reptile
30-36	**Core Idea: Science Foundation Standards** Identify and select appropriate science and engineering tools to collect, analyze, and communicate science and engineering data and information. **Comprehensive Review**	EMBEDDED SCIENCE and ENGINEERING PRACTICES ● Ask Questions and Define Problems ● Analyze and Interpret Data ● Plan and Conduct Investigations ● Engage in Scientific Argument from Evidence ● Obtain, Evaluate, and Communicate Information	

2141

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Physical Science **Conceptual Understanding:** Matter can be segregated into tiny particles that are too small to see, but can be detected by other methods. These tiny particles are referred to as atoms, which can be combined to form molecules. Substances exhibit specific properties that can be observed and measured. **P.5.5A Students will demonstrate an understanding of the physical properties of matter.**			
0 Term 1	**FOUNDATION STANDARDS** Identify and select appropriate science and engineering tools to collect, analyze, and communicate science and engineering data and information. Demonstrate effective questioning and observation skills	EMBEDDED SCIENCE and ENGINEERING PRACTICES ● Ask Questions and Define Problems ● Analyze and Interpret Data ● Plan and Conduct Investigations ● Engage in Scientific Argument from Evidence ● Obtain, Evaluate, and Communicate Information	
1-2	**P.5.5A.1** Obtain and evaluate scientific information to describe basic physical properties of atoms and molecules. **P.5.5A.2** Collect, analyze, and interpret data from measurements of the physical properties of solids, liquids, and gases (e.g., volume, shape, movement, and spacing of particles).	Stemscopes Kessler Science Flocabulary Nearpod	Hardness Physical Change Physical Properties Reflection Relative Density Solubility Magnetic Force Density Electrical Conductivity Thermal Conductivity
3			

2142

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	P.5.5A.3 Analyze matter through observations and measurements to classify materials (e.g., powders, metals, minerals, or liquids) based on their properties. **P.5.5A.4** Make and test predictions about how the density of an object affects whether the object sinks or floats when placed in a liquid.		Volume Powder
4	**P.5.5A.5** Design a vessel that can safely transport a dense substance (e.g., syrup, coins, marbles) through water at various distances and under variable conditions. Use an engineering design process to define the problem, design, construct, evaluate, and improve the vessel. **P.5.5A.4** (Continued)		
Conceptual Understanding: Substances of the same type can be classified by their similar, observable properties. Substances can be combined in a variety of ways. A mixture is formed when two or more kinds of matter are physically combined. Solutions are a special type of mixture in which one substance is distributed evenly into another substance. When the physical properties of the components in a mixture are not changed, they can be separated in different physical ways. **P.5.5B Students will demonstrate an understanding of mixtures and solutions.**			
5	**P.5.5B.1** Obtain and evaluate scientific information to describe what happens to the properties of substances in mixtures and solutions. **P.5.5B.2** Analyze and interpret data to communicate that the concentration of a solution is determined by the relative amount of solute versus solvent in various mixtures.		Dissolve Evaporation Filter Magnetic Mixture Properties Solution Substance Substances Precipitate Solute Solvent
6	**P.5.5B.3** Investigate how different variables (e.g., temperature change, stirring, particle size, or surface area) affect the rate at which a solute will dissolve.		

2143

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	P.5.5B.2 (Continued)		
7	**P.5.5B.4** Design an effective system (e.g., sifting, filtration, evaporation, magnetic attraction, or floatation) for separating various mixtures. Use an engineering design process to define the problem, design, construct, evaluate, and improve the system. **P.5.5B.3** (Continued)		
Conceptual Understanding: Physical properties can be observed and measured without changing the composition of matter. A physical change occurs when the matter's physical appearance is altered while leaving the composition of the matter unchanged. When two or more substances are mixed together, a new substance with different properties can sometimes be formed, but the total amount (i.e., mass) of the substances is conserved (i.e., total mass stays the same). In a chemical change, the composition of the original matter is altered to create a new substance. A different compound is present at the completion of the chemical change. **P.5.5C Students will demonstrate an understanding of the difference between physical and chemical changes.**			
8	**P.5.5C.1** Analyze and communicate the results of chemical changes that result in the formation of new materials (e.g., decaying, burning, rusting, or cooking). **P.5.5C.2** Analyze and communicate the results of physical changes to a substance that results in a reversible change (e.g., changes in states of matter with the addition or removal of energy, changes in size or shape or combining/separating mixtures or solutions). **P.5.5C.3** Analyze and interpret data to support claims that when two substances are mixed, the total weight of matter is conserved.		Physical Change Physical Property Chemical Change Chemical Property Precipitate

2144

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
9	**Review** **Mastery Connect Predictive Assessment (Benchmark 1)**		
P.5.6 Motions, Forces, and Energy **Conceptual Understanding:** Gravity is a force that draws objects to Earth. This force acting on an object near Earth's surface pulls that object toward the planet's center. The motion of an object can be described in terms of its position, direction, and speed. Multiple factors determine the rate and motion of an object. Other than Earth, any celestial objects will exert varying gravitational pulls on other objects according to their mass and density. **P.5.6 Students will demonstrate an understanding of the factors that affect the motion of an object through a study of Newton's Laws of Motion.**			2145
10 Term 2	**P.5.6.1** Obtain and communicate information describing gravity's effect on an object. **P.5.6.2** Predict the future motion of various objects based on past observation and measurement of position, direction, and speed.	Stemscopes Kessler Science Flocabulary Nearpod	Balanced Forces Direction Force Friction Motion Movement
11			

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	P.5.6.3 Develop and use models to explain how the amount or type of force, both contact and non-contact, affects the motion of an object. **P.5.6.4** Plan and conduct scientific investigations to test the effects of balanced and unbalanced forces on the speed and/or direction of objects in motion.		Position Pull Push Speed Unbalanced Force
12	**P.5.6.5** Predict how a change of force, mass, and/or friction affects the motion of an object to convert potential energy into kinetic energy. **P.5.6.6** Design a system to increase the effects of friction on the motion of an object (e.g., non-slip surfaces or vehicle braking systems or flaps on aircraft wings). Use an engineering design process to define the problem, design, construct, evaluate, and improve the system.		
13	**P.5.5, P.5.6** (Continued)		

E.5.8 Earth and the Universe

Conceptual Understanding: Astronomy is the study of celestial objects in our solar system and beyond. A solar system includes one or more suns (stars) and all other objects orbiting in that system. Planets in our night sky change positions and are not always visible from Earth as they orbit our sun. Stars that can be seen in the night sky lie beyond our solar system and appear in patterns called constellations. Constellations can be used for navigation and appear to move together across the sky because of Earth's rotation and revolution around the sun.

E.5.8A Students will demonstrate an understanding of the locations of objects in the universe.

2146

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
14	**E.5.8A.1** Develop and use scaled models of Earth's solar system to demonstrate the size, composition (i.e., rock or gas), location, and order of the planets as they orbit the Sun. **E.5.8A.2** Use evidence to argue why the sun appears brighter than other stars.		Apparent Brightness Asteroid Asteroid Belt Astronomy Constellation Orbit Planet Revolution Solar System Star Sun
15	**E.5.8A.3** Describe how constellations appear to move from Earth's perspective throughout the seasons (e.g., Ursa Major, Ursa Minor, and Orion). **E.5.8A.4** Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration, including the use of telescopes, compasses, and star charts.		

2147

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Conceptual Understanding: Earth orbits around the sun as the moon orbits around Earth. The revolution and rotation of Earth on a tilted axis provide evidence of patterns that can be observed, studied, and predicted **E.5.8B Students will demonstrate an understanding of the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes.**			
16	**E.5.8B.1** Analyze and interpret data from observations and research (e.g., from NASA, NOAA, or the USGS) to explain patterns in the location, movement, and appearance of the moon throughout a month and over the course of a year. **E.5.8B.2** Develop and use a model of the Earth-Sun-Moon system to analyze the cyclic patterns of lunar phases, solar and lunar eclipses, and seasons.	Stemscopes Kessler Science Flocabulary Nearpod	Axis Constellation Earth Eclipse Lunar Cycle Model Moon Rotate Season Solstice Sun Tilt
17	**E.5.8B.3** Develop and use models to explain the factors (e.g., tilt, revolution, and angle of sunlight) that result in Earth's seasonal changes. **E.5.8B.4** Obtain information and analyze how our understanding of the solar system has evolved over time (e.g., Earth-centered model of Aristotle and Ptolemy compared to the Sun-centered model of Copernicus and Galileo).		

2148

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
18	**Mastery Connect Predictive Assessment (Benchmark #2)**		
Earth and Space Science **Conceptual Understanding:** Human activities can impact natural processes and availability of resources. To reduce impacts on the environment (including humans), various best practices can be used. New and improved conservation practices are constantly being developed and tested. **E.5.10 Students will demonstrate an understanding of the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.**			
19-20 Term 3	**E.5.10.1** Collect and organize scientific ideas that individuals and communities can use to conserve Earth's natural resources and systems (e.g., implementing watershed management practices to conserve water resources, utilizing no-till farming to improve soil fertility, reducing emissions to abate air pollution, or recycling to reduce landfill waste). **E.5.10.2** Design a process for better preparing communities to withstand manmade or natural disasters (e.g., removing oil from water or soil, systems that reduce the impact of floods, structures that resist hurricane forces). Use an engineering design process to define the problem, design, construct, evaluate, and improve the disaster plan.	Stemscopes Kessler Science Flocabulary Nearpod	Recycle Resource Conserve Conservation Strategies Environment Carrying Capacity Natural Disaster Pollution Emission Soil Fertility

2149

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
L.5.3 Ecology and Interdependence **Conceptual Understanding:** All organisms need energy to live and grow. Energy is obtained from the sun. Cells transform the energy that organisms need to perform essential life functions through a complex sequence of reactions in which chemical energy is transferred from one system of interacting molecules to another. **L.5.3A Students will demonstrate an understanding of photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival.**			
21	**L.5.3A.1** Research and communicate the basic process of photosynthesis that is used by plants to convert light energy into chemical energy that can be stored and released to fuel an organism's activities.		Carbon Dioxide Leaf Nutrient Transport Oxygen Photosynthesis Radiant Energy Root Stem
22	**L.5.3A.2** Analyze environments that do not receive direct sunlight and devise explanations as to how photosynthesis occurs, either naturally or artificially		Carbon Dioxide Leaf Nutrient Transport Oxygen Photosynthesis Radiant Energy Root Stem
Conceptual Understanding: A major role an organism serves in an ecosystem can be described by the way in which it obtains its energy. Energy is transferred within an ecosystem by producers, consumers, or decomposers. A healthy ecosystem is one in which a diverse population of life forms can meet their needs in a relatively stable web of life. **L.5.3B Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.**			

2150

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
23	**L.5.3B.1** Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms they support (e.g., salt and fresh water, deserts, grasslands, forests, rain forests, or polar tundra lands). **L.5.3B.2** Develop and use a food chain model to classify organisms as producers, consumers, or decomposers. Trace the energy flow to explain how each group of organisms obtains energy.		Consumer Decomposer Ecosystem Energy Transfer Environment Food Food Chain Food Web Fungi Niche PopulationProducer
24	**L.5.3B.3** Design and interpret models of food webs to justify what effects the removal or the addition of a species (i.e., introduced or invasive) would have on a specific population and/or the ecosystem as a whole.		
25	**L.5.3B.4** Communicate scientific or technical information that explains human positions in food webs and our potential impacts on these systems. **L.5.3B.1-4**Continued)		Consumer Decomposer Ecosystem Energy Transfer Environment Food Food Chain Food Web Fungi Niche Population Producer
26	**Review for Comprehensive Benchmark**		

2151

JCSD 5th Grade Science Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
27	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark 3-Comprehensive)**		
Term 4 28-36	**Review for State testing.** *****USE BENCHMARK DATA TO DETERMINE THE ORDER AND PRIORITY OF THE STANDARDS FOR REVIEW*****		

2152

JCSD Year-at-a-Glance: 5th Grade Science

Term	Life Science	Physical Science	Earth and Space Science
First Nine Weeks		P.5.5A.1 P.5.5A.2 P.5.5A.3 P.5.5A.4 P.5.5A.5 P.5.5B.1 P.5.5B.2 P.5.5B.3 P.5.5B.4 P.5.5C.1 P.5.5C.2 P.5.5C.3	
Second Nine Weeks		P.5.6.1 P.5.6.2 P.5.6.3 P.5.6.4 P.5.6.5 P.5.6.6	E.5.8A.1 E.5.8A.2 E.5.8A.3 E.5.8A.4 E.5.8B.1 E.5.8B.2 E.5.8B.3 E.5.8B.4
Third Nine Weeks	L.5.3A.1 L.5.3A.2 L.5.3B.1 L.5.3B.2 L.5.3B.3 L.5.3B.4		E.5.10.1 E.5.10.2
Fourth Nine Weeks			

2153

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
Ongoing 0-9	**Language: L 6.1a-d, L 6.2a-b, L 6.3 a-b, L 6.4a-d, L 6.5a-c** **Speaking and Listening: SL 6.1 a-d, SL 6.2, SL 6.4, SL 6.6** **Writing: W 6.4, W 6.5, W.6.6, W 6.8, W 6.10**	iReady Teacher Toolbox: Lessons L 1-8		iReady Novels Short Stories Poems Problem Attic Progress Learning
0-1	**RL 6.1 & RI 6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Reading: Ready Lessons: 3,5	L: W: Informative/Explanatory	
2	**RL 6.1 & RI 6.1** (continued) **W 6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to	Reading: Ready Lessons: 3,5	L: W: Informative/Explanatory	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	aid comprehension.			
3	**RI 6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **W 6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.	Reading: Ready Lessons: 10	L: W: Informative/Explanatory	
4	**RL 6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Reading: Ready Lessons: 13,14	L:	

2155

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	W 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from the information or explanation presented.		W: Informative/Explanatory	
5	**RL 6.3** Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W1–3.) **W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Reading: Ready Lessons: 6,7	L: W: Informative/Explanatory	
6	**RL 6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.	Reading: Ready Lessons: 8,9	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. **Cold Write**: **W 6.2a-f**		W: Informative/Explanatory	
7	**RI 6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literary texts (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Reading: Ready Lessons: 4	L: W: Informative/Explanatory	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
8	**RI 6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **W 6.2 a-f** continued **W.6.9 a-b** continued	Reading: Ready Lessons: 1,2	L: W: Informative/Explanatory	
9	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**	Reading:	L: W:	
Ongoing 10-18	**L 6.1e, L 6.3 a-b, L 6.4a-d, L 6.5a-c, L 6.6** **SL 6.1 a-d, SL 6.3, SL 6.6** **W 6.4, W 6.5, W.6.6, W 6.8, W 6.10**	iReady Teacher Toolbox: Lessons L 9-17		iReady Problem Attic
10	**RI 6.4 (review)** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Reading: Ready Lessons: 10	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	W 6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly.		W: Argumentative	
11	**RI 6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **W 6.1** Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style.	Reading: Ready Lessons: 11	L: W:Argumentative	
12	**RI 6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **W 6.1** Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument presented.	Reading: Ready Lessons: 12	L: W:Argumentative	

2159

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
13	**RI 6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **Cold Write**: **W 6.1a-e**	Reading: Ready Lessons: 18	L: W:Argumentative	
14	**RI 6.8** (review) **W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **Possible task: Organize class debate**	Reading: Ready Lessons: 18	L: W:Argumentative	
15	**RL 6.4** (review) **W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	Reading: Ready Lessons: 13,14	L:	

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JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W 6.1 a-e** (continued) **Possible task: Socratic seminar**		W:Argumentative	
16	**RL 6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **W 6.1 a-e** (continued)	Reading: Ready Lessons: 15,16	L: W:Argumentative	
17	**RL 6.6** Explain how an author develops the point of view of the narrator or speaker in a text. **W 6.1 a-e** (continued)	Reading: Ready Lessons: 17	L: W:Argumentative	
18	**Review of Standards** **Mastery Connect Predictive Assessment (Benchmark #2)**	Reading:	L: W:Argumentative	

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JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
Ongoing 19-27	**L 6.3 a-b, L 6.4a-d, L 6.5a-c, L 6.6** **SL 6.1 a-d** **W 6.4, W 6.5, W.6.6, W 6.8, W 6.10**			
19	**RL 6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **W 6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey	Reading: Ready Lessons: Media Feature 2	L: W: Narrative	

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JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.			
20	**RL 6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **W 6.3 a-e** (continued)	Reading: Ready Lessons: 20	L: W: Narrative	
21	**RL 6.9** (continued) **W 6.3 a-e** (continued)	Reading: Ready Lessons: 20	L: W: Narrative	
22	**RL 6.9** (continued) **Cold Write W 6.3 a-e**	Reading: Ready Lessons: 20	L: W: Narrative	

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JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
23	**RI 6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **W 6.2 a-f** (revisit)	Reading: Ready Lessons: Media Feature 1	L: W: Informative/Explanatory	
24	**RI 6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **W 6.2 a-f** (revisit)	Reading: Ready Lessons: 19	L: W: Informative/Explanatory	
25	**RI 6.9** (continued) **W 6.2 a-f** (revisit)	Reading: Ready Lessons: 19	L: W: Informative/Explanatory	

2164

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
26	**Review of All Reading Standards** **W 6.2 a-f** (revisit)	Reading:	L: W: Informative/Explanatory	
27	**Review of all standards** **Mastery Connect Predictive Assessment (Benchmark #3-Comprehensive)**	Reading:	L: W:	
Ongoing 28-36	**L 6.3 a-b, L 6.4a-d, L 6.5a-c, L 6.6** **SL 6.1 a-d, SL 6.4, SL 6.5** **W 6.4, W 6.5, W.6.6, W 6.8, W 6.10**			
28-36	**Spiral Review of all standards (Reteach standards of deficit based on benchmark data.)**	Reading:	L:	

2165

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JCSD 6th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCRS)	Resources		Supplemental Resources
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **W 6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		W:	

2166

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JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

Term 1:

Reading Literature

RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
RL 6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Reading Information

RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Writing

W 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.

W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W1–3.)

W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literary texts (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply grade 6 Reading standards to literary nonfiction and/or informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
b. Use intensive pronouns (e.g., myself, ourselves).
c. Recognize and correct inappropriate shifts in pronoun number and person.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Spell correctly.

L 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Vary sentence patterns for meaning, reader/listener interest, and style.
b. Maintain consistency in style and tone.

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Term 2:

Reading Literature

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

Reading Information

RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

W 6.1 Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented.

W 6.4, W 6.5, W 6.8, and W 6.10 (continued)

2170

Speaking and Listening

SL 6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL 6.1 and SL.6.6 (continued)

Language

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

L 6.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L 6.3 a-b, L 6.4 a-d, and L 6.5 a-c (continued)

Term 3:

Reading Literature

RL 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Reading Information

RI 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI 6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

Writing

W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or events.

W. 6.2 a-f, W 6.4, W 6.5, W 6.8, W 6.9 a-b, and W 6.10 (continued)

Speaking and Listening

SL 6.1 a-d (continued)

Language

L 6.3 a-b, L 6.4 a-d, L 6.5 a-c, and L 6.6 (continued)

Term 4:

Reading Literature Spiral Review of all standards and reteach standards of deficit using benchmark data.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information Spiral Review of all standards and reteach standards of deficit using benchmark data.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

JCSD 6th Grade ELA Scope and Sequence 23-24 School Year

Writing Spiral Review of all standards and reteach standards of deficit using benchmark data.
W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W 6.4, W 6.8 and W 6.10 (continued)
Speaking and Listening Spiral Review of all standards and reteach standards of deficit using benchmark data.
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Language Spiral Review of all standards and reteach standards of deficit using benchmark data.

JCSD 6th Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 6.1 RL 6.2 RL 6.3 RL 6.4	RI 6.1 RI 6.2 RI 6.3 RI 6.4	W 6.2 a-f W 6.4 W 6.5 W 6.6 W. 6.8 W 6.9 a-b W 6.10	SL 6.1 a-d SL 6.2 SL 6.4 SL 6.6	L 6.1 a-d L 6.2 a-b L 6.3 a-b L 6.4 a-d L 6.5 a-c
Second Nine Weeks	RL 6.5 RL 6.6	RI 6.5 RI 6.6 RI 6.8	W 6.1 a-e W 6.4 W 6.5 W 6.8 W 6.10	SL 6.1 a-d SL 6.3 SL 6.6	L 6.1 e L 6.3 a-b L 6.4 a-d L 6.5 a-c L 6.6
Third Nine Weeks	RL 6.7 RL 6.9	RI 6.7 RI 6.9	W 6.3 a-e W 6.2 a-f W 6.4 W 6.5 W 6.8 W 6.9 a-b W 6.10	SL 6.1 a-d	L 6.3 a-b L 6.4 a-d L 6.5 a-c L 6.6
Fourth Nine Weeks	Spiral Review of all standards (Reteach standards of deficit.) RL 6.10	Spiral Review of all standards (Reteach standards of deficit.) RI 6.10	W 6.4 W 6.7 W 6.8 W 6.10	SL 6.1 a-d SL 6.4 SL 6.5	L 6.3 a-b L 6.4 a-d L 6.5 a-c L 6.6

2174

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
Ongoing 0-9	**Language: L 7.1 a-c, L 7.2 a-b, L 7.3, L 7.4 a-d, L 7.5 a-c** **Speaking and Listening: SL 7.1 a-d, SL 7.2, SL 7.4, SL 7.6** **Writing: W 7.4, W 7.5, W 7.6, W 7.8, W 7.9 ab, W 7.10**	iReady Teacher Toolbox: L1-L9		iReady Novels Short Stories Poems Problem Attic Progress Learning
1	**RL 7.1; RI 7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: Ready lesson - 3,5	L: W:	
2	**RL 7.1; RI 7.1** (continued) **W 7.2** Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Reading: Ready lesson - 3,5	L: W: Informative/explanatory	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
3	**RI 7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **W 7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.	Reading: Ready lesson - 9	L: W: Informative/explanatory	
4	**RL 7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone. **W 7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports	Reading: Ready lesson - 12,13,13a	L: W: Informative/explanatory	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	the information or explanation presented.			
5	**RL 7.3** Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). **W 7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W 7.1–3.) **W 7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) **Cold Write: W 7.2a-f**	Reading: Ready lesson - 6	L: W: Informative/explanatory	
6	**RL 7.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. **W 7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and	Reading: Ready lesson - 7,8	L: W: Informative/explanatory	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	collaborate with others, including linking to and citing sources. **W 7.2 a-f** (continued)			
7	**RI 7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **W 7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literary texts (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). **W 7.2 a-f** (continued)	Reading: Ready lesson - 4	L: W: Informative/explanatory	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
8	**RI 7.2** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. **W 7.2 a-f** (continued)	Reading: Ready lesson - 1,2	L: W: Informative/explanatory	
9	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**	Reading:	L: W:	
Ongoing 10-18	**L 7.1 a-c, L 7.3, L 7.4 a-d, L 7.5 a-c, L 7.6** **SL 7.1 a-d, SL 7.3, SL 7.4, SL 7.6** **W 7.4, W 7.5, W 7.6, W 7.8, W 7.9 ab, W 7.10**	iReady Teacher Toolbox:		
10	**RI 7.4** (review) **W 7.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Reading: Ready lesson - 9	L: W: Argumentative	
11	**RI 7.5** Analyze the structure an author uses to	Reading:	L:	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	organize a text, including how the major sections contribute to the whole and to the development of the ideas. **W 7.1** Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style.	Ready lesson - 11	W: Argumentative	
12	**RI 7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **W 7.1** Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	Reading: Ready lesson - 11	L: W: Argumentative	
13	**RI 7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Reading: Ready lesson - 17	L: W: Argumentative	

2180

* Refer to Scope and Sequence Document for Writing, Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
14	**Review week** **W 7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Cold Write: W 7.1 a-e**	Reading:	L: W: Argumentative	
15	**RL 7.4** (review) **W 7.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W 7.1 a-e** (continued)	Reading: Ready lesson - 12,13,13a	L: W: Argumentative	
16	**RL 7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **W 7.1 a-e** (continued)	Reading: Ready lesson - 14,15	L: W: Argumentative	
17	**RL 7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **W 7.1 a-e** (continued)	Reading: Ready lesson - 16	L: W: Argumentative	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
18	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**	Reading:	L: W:	
Ongoing 19-27	**L 7.3, L 7.4 a-d, L 7.5 a-c, L 7.6** **SL 7.1 a-d** **W 7.4, W 7.5, W 7.6, W 7.8, W 7.9 ab, W 7.10**	iReady Teacher Toolbox:		
19	**RL 7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **W 7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words,	Reading: Ready lesson - Media Feature 2	L: W: Narrative	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
20	**RL 7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **W 7.3 a-e** (continued)	Reading: Ready lesson - 19	L: W: Narrative	
21	**RL 7.9** (continued) **W 7.3 a-e** (continued)	Reading: Ready lesson - 19	L: W: Narrative	
22	**Cold Write:** W 7.3 a-e (continued)	Reading:	L: W: Narrative	
23	**RI 7.7** Compare and contrast a text to an audio,	Reading:	L:	

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **W 7.2** (review)	Ready lesson - Media Feature 1	W: Informative/explanatory	
24	**RI 7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **W 7.2 a-f** (continued)	Reading: Ready lesson - 18	L: W: Informative/explanatory	
25	**RI 7.9** (continued) **W 7.2 a-f** (continued)	Reading: Ready lesson - 18	L: W: Informative/explanatory	
26	**Review of All Reading Standards** **W 7.2 a-f** (continued)	Reading:	L: W: Informative/explanatory	
27	**Review of Standards & Assess** **Mastery Connect Predictive Assessment (Benchmark #3-Comprehensive)**	Reading:	L: W:	
Ongoing 28-36	**L 7.3, L 7.4 a-d, L 7.5 a-c, L 7.6**	iReady Teacher Toolbox:		

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JCSD 7th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources
	SL 7.1 a-d, SL 7.4, SL 7.5 **W 7.4, W 7.5, W 7.6, W 7.8, W 7.9 ab, W 7.10**			
28-36	**Spiral Review of all standards** **(Reteach standards of deficit based on benchmark data.)** **RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **W 7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			

2185

* Refer to Scope and Sequence Document for Writing, Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 7th Grade ELA Scope and Sequence 23-24 School Year

Term 1:
Reading Literature
RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.7.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. **RL.7.3** Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot). **RL 7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone.
Reading Information
RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.7.2** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **RI 7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Writing
W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W 7.1–3.)

W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

W 7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literary texts (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
b. Apply grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.

JCSD 7th Grade ELA Scope and Sequence 23-24 School Year

SL 7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Language

L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b. Spell correctly.

L 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

JCSD 7th Grade ELA Scope and Sequence 23-24 School Year

Term 2:

Reading Literature

RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Reading Information

RI 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing

W 7.1 Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

JCSD 7th Grade ELA Scope and Sequence 23-24 School Year

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W 7.4, W 7.5, W 7.8, and W 7.10 (continued)

Speaking and Listening

SL 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL 7.1 a-d, SL 7.4, and SL 7.6 (continued)

Language

L 7.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L 7.1 a-c, L 7.3, L 7.4 a-d, L 7.5 a-c (continued)

Term 3:

Reading Literature

RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL 7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

JCSD 7th Grade ELA Scope and Sequence 23-24 School Year

Reading Information

RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W 7.2 a-f, W 7.4, W 7.5, W 7.8, W 7.9 a-b, and W 7.10 (continued)

Speaking and Listening

SL 7.1 a-d (continued)

Language

JCSD 7th Grade ELA Scope and Sequence 23-24 School Year

L 7.3, L 7.4 a-d, L 7.5 a-c, and L 7.6 (continued)

Term 4:
Reading Literature Spiral Review of all standards and reteach standards of deficit using benchmark data.
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Information Spiral Review of all standards and reteach standards of deficit using benchmark data.
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing Spiral Review of all standards and reteach standards of deficit using benchmark data.
W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Speaking and Listening Spiral Review of all standards and reteach standards of deficit using benchmark data.
SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Language Spiral Review of all standards and reteach standards of deficit using benchmark data.

JCSD 7th Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 7.1 RL 7.2 RL 7.3 RL 7.4	RI 7.1 RI 7.2 RI 7.3 RI 7.4	W 7.2 a-f W 7.4 W 7.5 W 7.6 W 7.8 W 7.9 a-b W 7.10	SL 7.1 a-d SL 7.2 SL 7.4 SL 7.6	L 7.1 a-c L 7.2 a-b L 7.3 L 7.4 a-d L 7.5 a-c
Second Nine Weeks	RL 7.5 RL 7.6	RI 7.5 RI 7.6 RI 7.8	W 7.1 a-e W 7.4 W 7.5 W 7.8 W 7.10	SL 7.1 a-d SL 7.3 SL 7.4 SL 7.6	L 7.1 a-c L 7.3 L 7.4 a-d L 7.5 a-c L 7.6
Third Nine Weeks	RL 7.7 RL 7.9	RI 7.7 RI 7.9	W 7.3 a-e W 7.2 a-f W 7.4 W 7.5 W 7.8 W 7.9 a-b W 7.10	SL 7.1 a-d	L 7.3 L 7.4 a-d L 7.5 a-c L 7.6
Fourth Nine Weeks	Spiral Review of all standards (Reteach standards of deficit.) RL 7.10	Spiral Review of all standards (Reteach standards of deficit.) RI 7.10	W 7.4 W 7.7 W 7.8 W 7.10	SL 7.1 a-d SL 7.4 SL 7.5	L 7.3 L 7.4 a-d L 7.5 a-c L 7.6

2193

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Ongoing 0-9	**Language: L 8.1a-d, L 8.2a-c, L 8.4a-d, L 8.5a-c** **Speaking and Listening: SL 8.1 a-d, SL 8.6** **Writing: W 8.4, W 8.5, W 8.6, W 8.8, W 8.9 a-b, W 8.10**	iReady Teacher Toolbox: L1-L11		iReady Novels Short Stories Poems Problem Attic Progress Learning
0-1	**RL 8.1; RI 8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: Ready Lesson: 3,6	L: W:Informative/explanatory	
2	**RL 8.1; RI 8.1 (continued)** **W 8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	Reading: Ready Lesson: 3,6	L: W:Informative/explanatory	
3	**RI 8.4** Determine the meaning of words and phrases as they are used in a text, including	Reading:	L:	

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JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **W 8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.	Ready Lesson: 10,11	W:Informative/explanatory	
4	**RL 8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **W 8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Reading: Ready Lesson: 15,16	L: W:Informative/explanatory	

2195

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JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.			
5	**RL 8.3** Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. **W 8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W1–3) **W 8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) **Cold Write**: **W 8.2a-f**	Reading: Ready Lesson: 7	L: W:Informative/explanatory	
6	**RL 8.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	Reading: Ready Lesson: 8,9	L: W:Informative/explanatory	

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JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **W 8.2a-f** (continued)			
7	**RI 8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **W 8.2 a-f** (continued)	Reading: Ready Lesson: 4,5	L: W:Informative/explanatory	
8	**RI 8.2** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis. **W 8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	Reading: Ready Lesson: 1,2	L: W:Informative/explanatory	

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JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	b. Apply grade 8 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). **W 8.2 a-f** (continued)			
9	**Review of Standards** **Mastery Connect Predictive Assessment (Benchmark 1)**	Reading:	L: W:	
Ongoing 10-18	**L 8.1a-d, L 8.2a, L 8.4a-d, L 8.5a-c, L 8.6** **SL 8.1 a-d, SL 8.2, SL 8.3, SL 8.6** **W 8.4, W 8.5, W 8.6, W 8.8, W 8.9 ab, W 8.10**	iReady Teacher Toolbox: L13-L19		
10	**RI 8.4 (review)** **W 8.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Reading: Ready Lesson: 10,11	L: W: Argumentative	

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JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
11	**RI 8.5** Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **W 8.1** Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.	Reading: Ready Lesson: 12	L: W: Argumentative	
12	**RI 8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **W 8.1** Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.	Reading: Ready Lesson: 13,14	L: W: Argumentative	
13	**RI 8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Reading: Ready Lesson: 19	L: W: Argumentative	

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JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
14	**Review week** **W 8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Cold Write: W 8.1 a-e**	Reading: Ready Lesson:	L: W: Argumentative	
15	**RL 8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **W 8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W 8.1 a-e** (continued)	Reading: Ready Lesson: 15,16	L: W: Argumentative	
16	**RL 8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Reading: Ready Lesson: 17	L: W: Argumentative	

2200

* Refer to Scope and Sequence Document for Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W 8.1 a-e (continued)			
17	**RL 8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. **W 8.1 a-e** (continued)	Reading: Ready Lesson: 18	L: W: Argumentative	
18	**Review of Standards** **Mastery Connect Predictive Assessment (Benchmark 2)**	Reading:	L: W:	
Ongoing 19-27	**L 8.3, L 8.4a-d, L 8.5a-c, L 8.6** **SL 8.1 a-d** (continued) **W 8.4, W 8.5, W 8.6, W 8.8, W 8.9 ab, W 8.10**	iReady Teacher Toolbox: L12		
19	**RL 8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **W 8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by	Reading: Ready Lesson: Media Feature 2	L: W: Narrative	

* Refer to Scope and Sequence Document for Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
20	**RL 8.9** Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new. **W 8.3 a-e** (continued)	Reading: Ready Lesson: 21	L: W: Narrative	
21	**RL 8.9** (continued)	Reading:	L:	

2202

* Refer to Scope and Sequence Document for Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W 8.3 a-e (continued)	Ready Lesson: 21	W: Narrative	
22	**Cold Write: W 8.3 a-e**	Reading: Ready Lesson:	L: W: Narrative	
23	**RI 8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **W 8.2 a-f** (review)	Reading: Ready Lesson: Media Feature 1	L: W: Informative/explanatory	
24	**RI 8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **W 8.2 a-f** (continued)	Reading: Ready Lesson: 20	L: W: Informative/explanatory	
25	**RI 8.9** (continued) **W 8.2 a-f** (continued)	Reading: Ready Lesson: 20	L: W: Informative/explanatory	
26	**Review of All Reading Standards**	Reading:	L:	

2203

* Refer to Scope and Sequence Document for Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W 8.2 a-f (continued)	Ready Lesson:	W: Informative/explanatory	
27	**Review of all standards** **Mastery Connect Predictive Assessment (Benchmark 3-Comprehensive)**	Reading:	L: W:	
Ongoing 28-36	**L 8.3, L 8.4a-d, L 8.5a-c, L 8.6** **SL 8.1 a-d, SL 8.4, SL 8.5** **W 8.4, W 8.5, W 8.6, W 8.8, W 8.9 a-b, W 8.10**			
28-36	**Spiral Review of all standards (Reteach standards of deficit based on benchmark data.)** **RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Reading:	L: W:	

2204

* Refer to Scope and Sequence Document for Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 8th Grade ELA Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	W 8.7 Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			

* Refer to Scope and Sequence Document for Language and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

Term 1:

Reading Literature

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Reading Information

2206

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style. W.8.2
f. f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
b. Apply grade 8 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

2207

W 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

Language

L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
b. Form and use verbs in the active and passive voice.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood.

L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
b. Use an ellipsis to indicate an omission.
c. Spell correctly.

L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2208

L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.
b. Use the relationship between particular words to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Term 2:

Reading Literature

RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

Reading Information

RI 8.5 Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI 8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing

2209

W 8.1 Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W 8.4, W 8.5, W 8.8, and W 8.10 (continued)

Speaking and Listening

SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL 8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

SL 8.1 a-d and SL 8.6 (continued)

Language

L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L 8.1a-d, L 8.4a-d, L 8.5a-c and L 8.6 (continued)

Term 3:

Reading Literature

RL 8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL 8.9 Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.

2210

Reading Information

RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

Writing

W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W 8.2 a-f, W 8.4, W 8.5, W 8.8, W 8.9a-b and W 8.10 (continued)

2211

Speaking and Listening

SL 8.1 a-d (continued)

Language

L 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L 8.4a-d, L 8.5a-c and L 8.6 (continued)

Term 4:

JCSD 8th Grade ELA Scope and Sequence 23-24 School Year

Reading Literature Spiral Review of all standards and reteach standards of deficit using benchmark data.
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Reading Information Spiral Review of all standards and reteach standards of deficit using benchmark data.
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Writing
W 8.7 Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W 8.4, W 8.8 and W 8.10 (continued)
Speaking and Listening Spiral Review of all standards and reteach standards of deficit using benchmark data.
SL 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **SL 8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL 8.1 a-d (continued)
Language Spiral Review of all standards and reteach standards of deficit using benchmark data.

JCSD 8th Grade ELA Year at a Glance 23-24 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 8.1 RL 8.2 RL 8.3 RL 8.4	RI 8.1 RI 8.2 RI 8.3 RI 8.4	W 8.2 a-f W 8.4 W 8.5 W 8.6 W 8.8 W 8.9a-b W 8.10	SL 8.1 a-d SL 8.6	L 8.1a-d L 8.2a-c L 8.4a-d L 8.5a-c
Second Nine Weeks	RL 8.5 RL 8.6	RI 8.5 RI 8.6 RI 8.8	W 8.1a-e W 8.4 W 8.5 W 8.8 W 8.9a-b W 8.10	SL 8.1 a-d SL 8.2 SL 8.3 SL 8.6	L 8.1a-d L 8.2a-c L 8.4a-d L 8.5a-c L 8.6
Third Nine Weeks	RL 8.7 RL 8.9	RI 8.7 RI 8.9	W 8.3 a-e W 8.2 a-f W 8.4 W 8.5 W 8.6 W 8.8 W 8.9a-b W 8.10	SL 8.1 a-d	L 8.3 L 8.4a-d L 8.5a-c L 8.6
Fourth Nine Weeks	Spiral Review of all standards (Reteach standards of deficit.) RL 8.10	Spiral Review of all standards (Reteach standards of deficit.) RI 8.10	W 8.4 W 8.5 W 8.6 W 8.7 W 8.8 W 8.10	SL 8.1 a-d SL 8.4 SL 8.5	L 8.3 L 8.4a-d L 8.5a-c L 8.6

2213

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Ongoing 0-9	**Reading Literature RL 2.10** **Reading Information RI 2.10** **Writing: W 9.2 a-f, W 9.4, W 9.5, W 9.6, W 9.7, W 9.8, W 9.9 a-b, W 9.10** **Speaking and Listening: SL 9.1 a-d, SL 9.4, SL 9.5, SL 9.6** **Language: L 9.1 a-b, L 9.2 b-c, L 9.3a, L9.4 a-d, L 9.5 a-b**			
1	**RI 9.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading:	L: W:	
2	**RL 9.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading::	L: W:	
3	**RL 9.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Reading::	L: W:	

2214

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
4	**RI 9.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Reading::	L: W:	
5	**RI 9.2** Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis. **RI 9.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Reading::	L: W:	
6	**RI 9.2** Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this	Reading::	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	analysis. **RI 9.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		W:	
7	**RL 9.2** Determine the theme(s) or central idea(s) of a text and analyze in detail its development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. **RL 9.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters,and advance the plot or develop the theme. **W 9.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and	Reading::	L:	

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JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		W:	
8	**RL 9.2** Determine the theme(s) or central idea(s) of a text and analyze in detail its development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. **RL 9.3** Analyze how complex characters (e.g.,	Reading::	L:	

2217

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	those with multiple or conflicting motivations) develop over the course of a text, interact with other characters,and advance the plot or develop the theme. **W 9.3 a-e (continued)**		W:	
9	**Review of Standards & Assess** **W 9.3 a-e (continued)**	Reading::	L: W:	
Ongoing 10-18	**Reading Literature RL 2.10** **Reading Information RI 2.10** **Writing: W 9.2 a-f, W 9.4, W 9.5, W 9.6, W 9.7, W 9.8, W 9.9 a-b, W 9.10** **Speaking and Listening: SL 9.1 a-d, SL 9.4, SL 9.5, SL 9.6** **Language: L 9.1 a-b,L 9.2 b-c, L 9.3a, L9.4 a-d, L 9.5 a-b**			
10	**RI 9.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **L 9.6** Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career	Reading::	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **W 9.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.		W:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
11	**RI 9.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **L 9.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **RI 9.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **W 9.1a-e (continued)**	Reading::	L: W:	
12	RI 9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **W 9.1 a-e (continued)** **L 9.2a (continued)**	Reading::	L: W:	

2220

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
13	**RL 9.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **W 9.1 a-e (continued)** **L 9.2a (continued)**	Reading::	L: W:	
14	**RL 9.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **RL 9.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **W 9.1 a-e (continued)** **L 9.2a (continued)**	Reading::	L: W:	
15	**RL 9.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	Reading::	L:	

2221

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	RL 9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **W 9.1 a-e (continued)** **L 9.2a (continued)**		W:	
16	**RI 9.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **RI 9.9** Analyze seminal U.S. documents of historical and literary significance (e.gWashington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **W 9.1 a-e (continued)** **L 9.2a (continued)**	Reading::	L: W:	2222
17	**Spiral Review of all Standards**	Reading::	L: W:	
18	**Review of Standards & Assess**	Reading::	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English I Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	Mastery Connect Predictive Assessment (Benchmark #1)		W:	

2223

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD ENGLISH I Scope and Sequence 2023 - 2024 School Year

Term 1

Reading Literature

RL 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL 9.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
RL 9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
RL 9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL 9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information

RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 9.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
RI 9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI 9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI 9.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9- 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W 9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
W 9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W 9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W 9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W 9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W 9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W 9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W 9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W 9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W 9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W 9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W 9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W 9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W 9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W 9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W 9.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W 9.9b Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W 9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

2225

Speaking and Listening

SL 9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL 9.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL 9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL 9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL 9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL 9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Language

L 9.1a Use parallel structure.
L 9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L 9.2b Use a colon to introduce a list or quotation.
L 9.2c Spell correctly.
L 9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L 9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analyze, analytical; advocate, advocacy).
L 9.4c Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L 9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L 9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L 9.5b Analyze nuances in the meaning of words with similar denotations.

Term 2

Reading Literature

RL 9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL 9.6 Identify who is telling the story at various points in a text.
RL 9.7 Use illustrations and details in a story to describe its characters, setting, or events.
RL 9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL 9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Information

RI 9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI 9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI 9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI 9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI 9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI 9.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9- 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W 9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W 9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W 9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W 9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W 9.1e Provide a concluding statement or section that follows from and supports the argument presented.
W 9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
W 9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W 9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and

concepts.
W 9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W 9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W 9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W 9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W 9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W 9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W 9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W 9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W 9.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W 9.9b Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W 9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

2228

Speaking and Listening

SL 9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL 9.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL 9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL 9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL 9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
SL 9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL 9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
SL 9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Language
L 9.1a Use parallel structure. **L 9.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **L 9.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **L 9.2b** Use a colon to introduce a list or quotation. **L 9.2c** Spell correctly. **L 9.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L 9.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L 9.4c** Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **L 9.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L 9.5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **L 9.5b** Analyze nuances in the meaning of words with similar denotations. **L 9.6** Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

JCSD English I Year at a Glance Semester Course 2023 - 2024 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 9.1 RL 9.2 RL 9.3 RL 9.4	RI 9.1 Ri 9.2 RI 9.3 RI 9.4	W 9.2 a-f W 9.3 a-e W 9.4 W 9.5 W 9.6 W 9.8 W 9.9a-b W 9.10	SL 9.1 a-d SL 9.4 SL 9.5 SL 9.6	L 9.1a-b L 9.2b-c L 9.4a-d L 9.5a-b
Second Nine Weeks	RL 9.5 RL 9.6 RL 9.7 RL 9.9	RI 9.5 RI 9.6 RI 9.7 RI 9.8 RI 9.9	W 9.1a-e W 9.2a-f W 9.4 W 9.5 W 9.6 W 9.7 W 9.8 W 9.9a-b W 9.10	SL 9.1 a-d SL 9.2 SL 9.3 SL 9.4 SL 9.5 SL 9.6	L 9.1a-b L 9.2a-c L 9.4a-d L 9.5a-b L 9.6

2230

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
Ongoing 0-9	**Reading Literature RL 10.10** **Reading Information RI 10.10** **Writing W 10.2 a-f, W 10.4, W.5, W 10.6, W 10.8, W 10.9 a-b, W 10.10** **Speaking and Listening SL 10.1 a-d, SL 10.4, SL 10.5, SL 10.6** **Language L 10.1 a-b, L 10.2c, L 10.3a, L 10.4 a-d, L 10.5 a-b, L 10.6**			
1	**RI 10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading:	L: W:	
2	**RL 10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading:	L: W:	
3	**RL 10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word	Reading:	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		W:	
4	**RI 10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)	Reading:	L: W:	
5	**RI 10.2** (continued) **RI 10.3** (continued)	Reading:	L: W:	
6	**RI 10.2** (continued) **RI 10.3** (continued)	Reading:	L: W:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
7	**RL 10.2** Determine the theme(s) or central idea(s) of a text and analyze in detail its development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. **RL 10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters,and advance the plot or develop the theme. **W 10.3 a-e** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Reading:	L: W:	
8	**RL 10.2** (continued) **RL 10.3** (continued) **W 10.3 a-e** (continued)	Reading:	L: W:	
9	**Review of Standards & Assess** **W 10.3 a-e** (continued	Reading:	L: W:	
Ongoing 10 - 18	**Reading Literature RL 10.10** **Reading Information RI 10.10**			

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	Writing W 10.2 a-f, W 10.4, W.5, W 10.6, W 10.8, W 10.9 a-b, W 10.10 **Speaking and Listening SL 10.1 a-d, SL 10.4, SL 10.5, SL 10.6** **Language L 10.1 a-b, L10.2c, L 10.3a, L 10.4 a-d, L 10.5 a-b, L 10.6**			
10	**RL 10.10** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **RI 10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RI 10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. **W 10.1 a-e** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. **W 10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Reading:	L: W:	

2234

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
11	**RI 10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **L 10.2a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **RI 10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **W 10.1 a-e** (continued) **W 10.7** (continued)	Reading:	L: W:	
12	**RI 10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **W 10.1 a-e** (continued) **W 10.7** (continued)	Reading:	L: W:	
13	**RL 10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects	Reading:	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	as mystery, tension, or surprise. **W 10.1 a-e** (continued) **W 10.7** (continued)		W:	
14	**RL 10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **RL 10.9** (continued) **W 10.1 a-e** (continued) **W 10.7** (continued)	Reading:	L: W:	
15	**RL 10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). **RL 10.9** (continued) **W 10.1 a-e** (continued) **W 10.7** (continued)	Reading:	L: W:	
16	**RI 10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Reading:	L:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD English II Pacing Guide Semester Course 2023 - 2024 School Year

Week	Target Standards (MCCCRS)	Resources		Supplemental Resources:
	RI 10.9 (continued) **W 10.1 a-e** (continued) **W 10.7** (continued)		W:	
17	**Spiral Review of all Standards**	Reading:	L: W:	
18	**Review** **Mastery Connect Predictive Assessment - Benchmark #1** **Exam**	Reading:	L: W:	

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD ENGLISH II Scope and Sequence 2023 - 2024 School Year

Term 1

Reading Literature

RL 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL 10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
RL 10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
RL 10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL 10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Information

RI 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 10.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI 10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

W 10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 10–10.)

W 10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W 10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply grades 10–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W 10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

2239

Speaking and Listening

SL 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL 10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL 10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 10–10 Language standards 1 and 3 for specific expectations.)

Language

L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a colon to introduce a list or quotation.
c. Spell correctly.

L 10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analyze, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L 10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Term 2

Reading Literature

RL 10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL 10.6 Identify who is telling the story at various points in a text.
RL 10.7 Use illustrations and details in a story to describe its characters, setting, or events.
RL 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL 10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Information

RI 10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI 10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI 10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI 10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

W 10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W 10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 10–10.)

W 10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W 10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply grades 10–10 Reading standards to literary nonfiction and/or informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W 10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

SL 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL 10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL 10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL 10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL 10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 10–10 Language standards 1 and 3 for specific expectations.)

Language

L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Spell correctly.

L 10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analyze, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L 10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

JCSD English II Year at a Glance Semester Course 2023 - 2024 School Year

Term	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
First Nine Weeks	RL 10.1 RL 10.2 RL 10.3 RL 10.4 RL.10.10	RI 10.1 RI 10.2 RI 10.3 RI 10.4 RI.10.10	W 10.2 a-f W 10.3 a-e W 10.4 W 10.5 W 10.6 W 10.8 W 10.9a-b W 10.10	SL 10.1 a-d SL 10.4 SL 10.5 SL 10.6	L 10.1a-b L 10.2b-c L.10.3a L 10.4a-d L 10.5a-b L 10.6
Second Nine Weeks	RL 10.5 RL 10.6 RL 10.7 RL 10.9 RL.10.10	RI 10.5 RI 10.6 RI 10.7 RI 10.8 RI 10.9 RI.10.10	W 10.1a-e W 10.2a-f W 10.4 W 10.5 W 10.6 W 10.7 W 10.8 W 10.9a-b W 10.10	SL 10.1 a-d SL 10.2 SL 10.3 SL 10.4 SL 10.5 SL 10.6	L 10.1a-b L 10.2a-c L.10.3a L 10.4a-d L 10.5a-b L 10.6

2244

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
Term 1			
Westward Expansion and the New South **US.1 Trace how economic developments and the westward movement impacted regional differences and democracy in the post-Reconstruction era. (Strands: Civics, Civil Rights, Geography, History, Economics)**			
1	**USH.1.1** Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including: mining, the cattle industry, and the transcontinental railroad. **USH.1.2** Trace the changing role of the American farmer (including the establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues). **USH.1.3** Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians. **USH.1.4** Explain the impact of the Populist movement on the role of the federal government in American society. **USH.1.5** Evaluate Reconstruction Amendments, black codes, Jim Crow, disenfranchisement, sharecropping, Plessy vs. Ferguson (1896), and the rise of early Civil Rights Activists as a response to the injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. DuBois.		

2245

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
Industrialization **USH.2 Analyze industrialization and its impact on the United States in the late 19th and early 20th century. (Strands: Civics, Civil Rights, Geography, History, Economics)**			

2246

2	**USH.2.1** Interpret the changes brought by industrialization to the American economy (including mass production in factories, creation of corporations and monopolies, influence of industrialists like John Rockefeller and Andrew Carnegie, the impact of inventions/innovations and inventors). **USH.2.2** Compare population changes caused by industrialization (including settlement patterns of the new immigrants from Europe and China and the nativist reaction evidenced by the Chinese Exclusion Act). **USH.2.3** Interpret the impact of industrialization on workers on living conditions linked to urbanization, tenement living, social gospel, Jane Addams, and the lack of city services; the responses of workers to work and life challenges (including the formation of labor unions, the Knights of Labor, the American Federation of Labor the industrial Workers of the World, the rise of labor leaders, Eugene V. Debs, Samuel Gompers, the impact of strikes, Haymarket Riot, Homestead Strike, and Pullman Strike). **USH.2.4** Analyze the effects of laissez-faire economics on business practices in the United States and their effects (including John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal, vertical integration, and Sherman Antitrust Act). **USH.2.5** Trace the evolution from the power of the political machines to Civil Service reform (including Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act).		2247

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
Progressive Movement **USH.3 Evaluate causes, goals and outcomes of the Progressive Movement.**			
3			

2248

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	USH.3.1 Assess the impact of media and influence of muckrakers on public opinion during the Progressive movement (including Upton Sinclair, Jacob Riis, and Ida Tarbell). **USH.3.2** Trace the development of political, social, and cultural movements and subsequent reforms (including women's suffrage, Temperance Movement, and compulsory public education). **USH.3.3** Evaluate the limitation of reform efforts of the voices of the Niagara Movement, the National Association of the Advancement of Colored People (NAACP), Ida B. Wells, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey in response to Jim Crow Laws, Plessy vs. Ferguson (1896). **USH.3.4** Compare and contrast presidential domestic policies of Theodore Roosevelt, William Taft, and Woodrow Wilson (including trustbusting, Pure Food and Drug Act, Meat Inspection Act, conservation, the Hepburn Act, Federal Reserve, and Federal Trade Commission). **USH.3.5** Trace national legislation including the use of Sherman Antitrust Act, the Clayton Antitrust Act, and constitutional amendments (16-19) resulting from and affecting the Progressive Movement.		
Imperialism and WWI **USH.4 Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.**			

2249

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts	
4	**USH.4.1** Assess causes of the Spanish-American War (including yellow journalism, the sinking of the USS Maine, and economic interest in Cuba). **USH.4.2** Explain the role of the Rough Riders on the iconic status of President Theodore Roosevelt. **USH.4.3** Analyze consequences of the Spanish-American War (including territorial expansion in the Pacific and the Caribbean (Treaty of Paris 1898), insurgency in the Philippines, and establishment of the Anti-Imperialist League). **USH.4.4** Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests. **USH.4.5** Evaluate the role of the Open-Door Policy and the Roosevelt Corollary on America's expanded economic and geographic interests. **USH.4.6** Compare the executive leadership represented by Theodore Roosevelt's Big Stick Diplomacy (the Roosevelt Corollary), William Howard Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.			2250
5	**USH.4.7** Evaluate the factors that led to US involvement in World War I (including the "Lusitania", Zimmerman Telegram, and unrestricted submarine warfare).			

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	USH.4.8 Investigate controversies over the Woodrow Wilson's Fourteen Points, Treaty of Versailles of 1919, and the League of Nations. **USH.4.9** Evaluate the domestic impact of World War I (including the war mobilization effort, changes in the workforce, the origins of the Great Migration, and Schenck vs. United States (1919)).		
1920s-1930s **USH.5 Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s.**			
6	**USH.5.1** Analyze the impact of radio, cinema, and print media on the creation of mass culture **USH.5.2** Analyze the impact of the Lost Generation writers on American culture (including F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck, and William Faulkner). **USH.5.3** Determine the impact of technological innovations on increased leisure time. **USH.5.4** Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. **USH.5.5** Evaluate the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression. **USH.5.6** Analyze the impact of the changes in the 1920s on the economy, society, and culture (including mass production, the role of credit, and the effect of radio in creating a mass culture). **USH.5.7** Debate the causes and effects of the social change and conflict between traditional and modern culture that took place		

2251

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	during the 1920s, including the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial. **USH.5.8** Evaluate the impact of the Harlem Renaissance and Black Nationalism on the social and cultural landscape of America (including Langston Hughes, Zora Neal Hurston, Marcus Garvey, Louis Armstrong, Duke Ellington, and Ella Fitzgerald).		
7	**Semester 1 Benchmark enCASE (half of the length of a real state test)**		
8	**USH.5.9** Analyze the Great Depression for its impact on the American family (including the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange). **USH.5.10** Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression. **USH.6.1** Assess the causes of the Great Depression (including the uneven distribution of wealth, rampant stock market speculation, the collapse of the farm economy, policies of the federal government, the Federal Reserve System, overproduction of industry, and the impact of the Smoot-Hawley Tariff Act). **USH.6.2** Assess President Herbert Hoover's initial conservative response to the Great Depression (including the Reconstruction Finance Corporation, the Bonus Army, rugged individualism, and trickle-down economics). **USH.6.3** Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression (including Keynesian economics and the effectiveness of New Deal programs in relieving suffering, achieving economic		

2252

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	recovery, promoting organized labor, and incorporating reforms). **USH.6.4** Evaluate the impact of Franklin D. Roosevelt's presidency on the expansion of federal powers.		
World War II **USH.7 Examine the nation's role in World War II and the impact on domestic and international affairs.**			
9	**USH.7.1** Explain the isolationist debate as it evolved from the 1920s through the 1930s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy. **USH.7.2** Examine roles of significant World War II leaders (including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, Douglas MacArthur, and George S. Patton). **USH.7.3** Identify the impact of military strategies of World War II (including blitzkrieg, island-hopping, and amphibious landings). **USH.7.4** Analyze the U.S. response to war crimes committed during World War II like the Holocaust and Bataan Death March (including the Nuremberg Trials, and the postwar Universal Declaration of Human Rights). **USH.7.5** Analyze the reasons for and results of dropping atomic bombs on Japan. **USH.7.6** Describe the mobilization of various industries to meet war needs. **USH.7.7** Explain the expansion of the U.S. military through the selective service and the contributions of minority populations		

2253

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	(including Native Americans, African Americans, Japanese Americans, and women). **USH.7.8** Trace the way in which the U.S. government took control of the economy through rationing, price controls, limitations on labor unions, prohibition of discrimination in the defense industry, the sale of bonds, and wage controls. **USH.7.9** Discuss the impact and challenges faced by women and minorities during the war (including A. Phillip Randolph, Bracero Program, the Zoot Suit Riots, Double V Campaign, and Rosie the Riveter). **USH.7.10** Summarize the discrimination that Japanese Americans faced during WWII including internment and Korematsu vs. United States (1944).		
Term 2			
Unit: Post WWII: President Truman and President Eisenhower **USH.8 Assess the evolving role of the U.S. in global affairs and the domestic impact on national security, individual freedoms, and changing culture.**			
10	**USH.8.1** Distinguish between cold war and conventional war. **USH.8.2** Locate areas of conflict during the Cold War from 1945 to 1960 (including East and West Germany, Hungary, Poland, Cuba, Korea, and China). **USH.8.3** Analyze the breakdown of relations between the U.S. and U.S.S.R. after WWII.		

2254

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	USH.8.4 Identify and explain the steps the U.S. took to contain communism during the Truman and Eisenhower administrations. **USH.8.5** Describe how the Truman Doctrine and the Marshall Plan deepened the tensions between the U.S. and the U.S.S.R. **USH.8.6** Identify the importance of the following on Cold War tensions: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain. **USH.8.7** Evaluate the role, function, and purpose of the United Nations (UN). **USH.8.8** Examine the United States' reaction to Communist takeover in China. **USH.8.9** Summarize the Korean War and its impact on the Cold War. **USH.8.10** Describe U.S. government efforts to control the spread of communism within the United States and impact of the Red Scare on individual freedoms. **USH.8.11** Discuss the role of the space race and the arms race in the Cold War (including Sputnik, the U-2 incident, and NASA). **USH.8.12** Explain the social and cultural changes in post war America (including the G.I. Bill, Interstate Highway Act, the Baby Boom, and the impact of television).		2255
President Kennedy, President Johnson, and President Nixon **USH.9 Demonstrate an understanding of domestic and international issues from each administration.**			

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
11	**USH.9.1** Analyze the domestic events of Presidents Kennedy, Johnson, and Nixon (including The New Frontier, Great Society, the Silent Majority, the anti-war and counter-cultural movements, the Watergate scandal, and the Supreme Court case, U.S. vs. Nixon (1974)). **USH.9.2** Debate the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor actions have transformed American society. **USH.9.3** Analyze the impact of the African American Civil Rights Movement on other movements (including American Indian Movement (AIM), United Farm Workers (UFW), and the Disability Rights Movement). **USH.9.4** Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure (including the Equal Pay Act, and the modern women's movement). **USH.9.5** Analyze the impact of the environmental movement and the development of environmental protection laws. **USH.9.6** Explain how the federal, state, and local governments have responded to demographic and social changes, including population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, and drug abuse. **USH.9.7** Analyze the international policies and actions taken as a response to the Cold War (including U.S. involvement in Cuba, the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution, and de-escalation of Cold War tensions through détente).		2256

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
Civil Rights Movement **USH.11 Evaluate the impact of the Civil Rights Movement on social and political change in the United States.**			
12	**USH.11.1** Explain the importance of President Truman's order to integrate the U.S. military and the federal government. **USH.11.2** Trace the federal government's involvement in the modern Civil Rights Movement (including the abolition of the poll tax, nationalization of state militias, Brown vs. Board of Education (1954), the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965). **USH.11.3** Explain contributions of individuals and groups to the modern Civil Rights Movement (including Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, Rosa Parks, Fannie Lou Hamer, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement Colored People (NAACP), and the grassroots efforts of the Civil Rights movement (civil rights foot soldiers)). **USH.11.4** Describe the development of the Black Power Movement (including the ideology of self-defense which inspired the change in focus of the SNCC, the rise of Malcolm X, Stokely Carmichael, and the Black Panther Movement). **USH.11.5** Describe the significance of Martin Luther King Jr.'s "Letter from a Birmingham Jail" and his "I Have a Dream" speech. **USH.11.6** Describe the accomplishments of the modern civil rights movement (including the growth of the African American middle class, increased political power, and declining rates of African American poverty).		

2257

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	USH.11.7 Evaluate the effectiveness of major non-violent demonstrations and events on the Civil Rights Movement (including Montgomery Bus Boycott, sit-ins, Freedom Rides, the March on Washington, and Selma March).		
President Ford, President Carter, President Reagan, and President H.W. USH.10 Bush Explain the reaction to Carter's Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1974-1992.			
13	**USH.10.1** Evaluate the conservative movement as a response to social, economic, and environmental issues from 1974 to 1992 (including Moral Majority, Roe vs. Wade (1973), Regents of the University of California vs. Bakke (1978), and Three Mile Island, Reaganomics). **USH.10.2** Analyze President Reagan's and President Bush's international policies (including the Strategic Defense Initiative, Reagan Doctrine, Iran-Contra, End of the Cold War, Invasion of Grenada, Invasion of Panama, and Persian Gulf War). **USH.10.3** Analyze the response of the Carter administration to environmental issues, the Cold War, and conflicts in the Middle East.		
1992 to the Present USH.12 Explain key domestic issues as well as America's role in the changing world from 1992 to present.			
13 (continued)	**USH.12.1** Examine domestic issues (including Contract with America, Impeachment Trial of William "Bill" Clinton, Eminent Domain, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010). **USH.12.2** Describe the reactions to domestic and global terrorism (including Oklahoma City bombing, terrorist attack of		

2258

JCSD US History Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS) 2022	Resources/Supplemental	Topics/Concepts
	September 11, 2001, Operation Iraqi Freedom, the War in Afghanistan, the U.S.A. P.A.T.R.I.O.T. Act, Transportation Security Administration (TSA), Homeland Security). **USH.12.3** Describe issues surrounding the changing global economy (including North American Free Trade Agreement (NAFTA), immigration, national debt, technological trends, and global climate concerns). **USH.12.4** Discuss the historic Presidential Elections of 2000, 2008, and 2016.		
14	**Semester 1 Final Comprehensive Benchmark enCASE (same length as a real state test)**		
15	● **Receive Scaled Benchmark Reports from enCASE** ● **Create a review/remediation plan for state test**		
THANKSGIVING BREAK			
16	**Review/Remediate for state test**		
17	**State Test**		

2259

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**6.NS.2** Fluently divide multi-digit numbers using the standard algorithm.	Ready Unit 2 Lessons 7-8	EnVision 1.1, 1.2 iReady
2	**6.NS.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Ready Unit 2 Lessons 7-8	EnVision 1.1, 1.2 iReady
3	**6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	Ready Unit 2 Lessons 9-10	EnVision 1.3, 1.4 iReady
4	**6.NS.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	Ready Unit 1 Lesson 6	EnVision 3.2 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
5	**Application/Real-world** **6.G.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **6.G.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Ready Unit 1 Lessons 1-2 Unit 2 Lesson 11	EnVision 7.1-4, 7.8 iReady
6	**6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	Ready Unit 3 Lessons 12-15	EnVision 5.1-5.7 iReady
7	**6.RP.2** Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	Ready Unit 3 Lessons 12-15	EnVision 5.1-5.7 iReady
8	**6.RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Ready Unit 3 Lesson 16-18	EnVision 6.1-6.6 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		
9	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**		
10	**6.NS.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **6.NS.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that	Ready Unit 6 Lessons 23-24	EnVision 2.1, 2.2 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		
11	**6.NS.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **6.G.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Ready Unit 6 Lesson 28	EnVision 4.10, 2.5, 2.6 iReady
12	**6.G.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real world and mathematical problems.	Ready Unit 1 Lesson 3	EnVision 7.5, 7.6, 7.7 iReady
13	**6.NS.7** Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3℃ >-7℃ to express the fact that –3℃ is warmer than -7℃.	Ready Unit 6 Lesson 25	EnVision 2.3 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.		
14	**6.NS.9** Apply and extend previous understandings of addition and subtraction to add and subtract integers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts. c. Understand subtraction of integers as adding the additive inverse, p – q = p + (–q). Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract integers.	Ready Unit 6 Lesson 25	EnVision 2.3 iReady
15	**6.EE.1** Write and evaluate numerical expressions involving whole-number exponents.	Ready Unit 1 Lessons 4-5	EnVision 3.1, 3.3, 3.4, 3.5 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
16	**6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.	Ready Unit 1 Lessons 4-5	EnVision 3.1, 3.3, 3.4, 3.5 iReady
17	**6.EE.3** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. **6.EE.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	Ready Unit 5 Lesson 19	EnVision 3.3, 3.4, 3.5, 3.6, 3.7 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
18	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**		
19	**6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Ready Unit 5 Lesson 20	EnVision 4.1 iReady
20	**6.EE.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Ready Unit 5 Lesson 20	EnVision 4.1 iReady
21	**6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	Ready Unit 5 Lesson 21	EnVision 4.2, 4.3, 4.4 iReady
22	**6.EE.8** Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Ready Unit 6 Lesson 26	EnVision iReady
23	**6.EE.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another. ● Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.	Ready Unit 5 Lesson 22	EnVision 4.8, 4.9, 4.10 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	• Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.		
24	**6.SP.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. **6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Ready Unit 7 Lessons 29-33	EnVision 8.1-8.7 iReady
25	**6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Ready Unit 7 Lessons 29-33	EnVision 8.1-8.7 iReady
26	**6.SP.5** Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall	Ready Unit 7 Lessons 29-33	EnVision 8.1-8.7 iReady

JCSD 6th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		
27	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #3 - Comprehensive)**		
28-36	Use benchmark data to determine standards to reteach/review before MAAP testing.		

JCSD 6th Grade Math Year at a Glance 23-24 School Year

Term	Ratio and Proportion (RP)	Number System (NS)	Expressions and Equations (EE)	Geometry (G)	Statistics and Probability (SP)
First Nine Weeks	6.RP.1 6.RP.2 6.RP.3	6.NS.1 6.NS.2 6.NS.3 6.NS.4		6.G.1 6.G.2	
Second Nine Weeks		6.NS.5 6.NS.6 6.NS.7 6.NS.8 6.NS.9	6.EE.1 6.EE.2 6.EE.3 6.EE.4	6.G.3 6.G.4	
Third Nine Weeks			6.EE.5 6.EE.6 6.EE.7 6.EE.8 6.EE.9		6.SP.1 6.SP.2 6.SP.3 6.SP.4 6.SP.5
Fourth Nine Weeks	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards

2269

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.	Ready Unit 2 Lessons 7-10	EnVision 1-1, 1-3, 1-4, 1-5 iReady
2	**7.NS.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -	Ready Unit 3 Lessons 11- 13	EnVision 1-2, 1-6 through 1-10 iReady

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.		
3	**7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.	Ready Unit 3 Lesson 14	EnVision 1-2, 1-6 through 1-10 iReady
4	**7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.	Ready Unit 1 Lesson 2	EnVision 2-1, 2-2 iReady
5	**7.RP.2** Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items	Ready Unit 1 Lessons 3-5	EnVision 2-3 through 2-6 iReady

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.		
6	**7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Ready Unit 5 Lesson 20-21	EnVision 3-1 through 3-6 iReady
7	**7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Ready Unit 1 Lesson 1	EnVision 8-1 iReady
8	**Review**		
9	**Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**		
10		Ready	EnVision 4-1, 4-2

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Unit 4 Lesson 15	iReady
11	**7.EE.1** (continued)	Ready Unit 4 Lesson 15	EnVision 4-1, 4-2 iReady
12	**7.EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	Ready Unit 4 Lesson 16	EnVision 4-1, 4-2 iReady
13	**7.EE.2** (continued)	Ready Unit 4 Lesson 16	EnVision 4-1, 4-2 iReady
14-15	**7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	Ready Unit 4 Lesson 17-18	EnVision 4-3 through 4-5 iReady

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
16	**7.EE.3** (continued)		
		Ready Unit 4 Lesson 17-18	EnVision 4-3 through 4-5 iReady
17	**7.EE.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms ***fluently***. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	Ready Unit 4 Lesson 19	EnVision 5-1 through 5-7 iReady
18	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**		
19		Ready	EnVision 8-7, 8-4, 8-3

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. **7.G.3** Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Unit 6 Lesson 27,29	iReady
20	**7.G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Ready Unit 6 Lesson 28	EnVision 8-7, 8-4 iReady
21	**7.G.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Ready Unit 1 Lesson 6	EnVision 8-5, 8-6 iReady
22	**7.G.6** Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Ready Unit 6 Lesson 25, 26	EnVision 8-8, 8-9 iReady
23	**7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Ready Unit 5 Lessons 22- 24	EnVision 6-1 through 6-4 iReady
24		Ready	EnVision 6-1 through 6-4

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Unit 5 Lessons 22- 24	iReady
25	**7.SP.3** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	Ready Unit 5 Lessons 22- 24	EnVision 6-1 through 6-4 iReady
26	**7.SP.4** Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Ready Unit 5 Lessons 22- 24	EnVision 6-1 through 6-4 iReady
27	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #3 Comprehensive)**		
28	**7.SP.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event	Ready Unit 7 Lessons 30- 31	EnVision 7-1 through 7-4 iReady

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	that is neither unlikely nor likely, and a probability near 1 indicates a likely event. **7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.		
29	**7.SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? **7.SP.8** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”),	Ready Unit 7 Lessons 32- 33	EnVision 7-5 through 7-7 iReady

JCSD 7th Grade Math Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?		
30-36	**Spiral Review of All Standards before MAAP testing**		

JCSD 7th Grade Math Year at a Glance 23-24 School Year

Term	Ratio and Proportion (RP)	Number System (NS)	Expressions and Equations (EE)	Geometry (G)	Statistics and Probability (SP)
First Nine Weeks	7.RP.1 7.RP.2 7.RP.3	7.NS.1 7.NS.2 7.NS.3		7.G.1	
Second Nine Weeks			7.EE.1 7.EE.2 7.EE.3 7.EE.4		
Third Nine Weeks				7.G.2 7.G.3 7.G.4 7.G.5 7.G.6	7.SP.1 7.SP.2 7.SP.3 7.SP.4
Fourth Nine Weeks	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	7.SP.5 7.SP.6 7.SP.7 7.SP.8

2279

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
0-1	**8.NS.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Ready Unit 6 Lessons 24-25	EnVision: Lesson 1-1, 1-2, 1-3 iReady
2	**8.NS.2** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	Ready Unit 6 Lessons 24-25	EnVision: Lesson 1-1, 1-2, 1-3 iReady
3	**8.EE.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. **8.EE.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.	Ready Unit 5 Lesson 19, 20, 21	EnVision: Lesson 1-6, 1-7 iReady
4	**8.EE.2** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Ready Unit 6 Lesson 23	EnVision: Lesson 1-4, 1-5 iReady

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
5	**8.EE.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Ready Unit 5 Lesson 22	EnVision: Lesson 1-9, 1-10 iReady
6	**8.G.6** Explain a proof of the Pythagorean Theorem and its converse. **8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real world and mathematical problems in two and three dimensions.	Ready Unit 6 Lesson 27	EnVision: Lesson 7-3, 7-4 iReady
7	**8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Ready Unit 6 Lesson 27	EnVision: Lesson 7-3, 7-4 iReady
8	**Review**		
9	**Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**		
10		Ready	EnVision: Lesson 2-5, 2-6, 2-7

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	Unit 3 Lesson 8	iReady
11	**8.EE.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	Ready Unit 3 Lesson 9	EnVision: Lesson 2-8, 2-9 iReady
12	**8.EE.7** Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms.	Ready Unit 3 Lesson 10, 11	EnVision: Lesson 2-2, 2-3, 2-4 iReady
13	**8.EE.8** Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.	Ready Unit 3 Lesson 12, 13, 14	EnVision: Lesson 5-1, 5-2, 5-3, 5-4 iReady

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		
14	**8.F.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Ready Unit 4 Lessons 15-16	EnVision: Lesson 3-3, 3-4 iReady
15	**8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	Ready Unit 4 Lesson 17	EnVision: Lesson 3-3 iReady
16	**8.F.3** Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. **8.F.5** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Ready Unit 4 Lesson 15-18	EnVision: Lesson 3-4,3-5,3-6 iReady
17	**8.F.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Ready Unit 4 Lesson 15-18	EnVision: Lesson 3-4,3-5,3-6 iReady

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
18	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**		
19	**8.G.1** Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Ready Unit 1 Lesson 1	EnVision No lesson iReady
20	**8.G.2** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Ready Unit 1 Lesson 3	Envision Lessons 6-4, 6-5 iReady
21	**8.G.3** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Ready Unit 1 Lesson 2	Envision Lessons 6-1, 6-2, 6-3 iReady
22	**8.G.4** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Ready Unit 2 Lessons 4-5	Envision Lessons 6-6, 6-7 iReady
23	**8.G.5** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so	Ready Unit 2 Lesson 6, 7	Envision Lessons 6-8, 6-9, 6-10 iReady

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
24	**8.G.9** Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Ready Unit 6 Lesson 28	EnVision: Lesson 8-2,8-3, 8-4 iReady
25	**8.G.9** continued	Ready Unit 6 Lesson 28	EnVision: Lesson 8-2,8-3, 8-4 iReady
26	**Review**		
27	**Assess** **Mastery Connect Predictive Assessment** **(Benchmark #3-Comprehensive)**		
28	**8.SP.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8.SP.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Ready Unit 7 Lessons 29-30	EnVision: Lesson 4-1, 4-2, 4-3 iReady

JCSD 8th Grade Math Pacing Guide

Week	Target Standards (MCCCRS)	Resources	Supplemental Resources:
29	**8.SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. **8.SP.4** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	Ready Unit 7 Lessons 31-32	EnVision: Lesson 4-4, 4-5 iReady
30-36	**Use benchmark data to reteach and remediate skills before MAAP.**		

JCSD 8th Grade Math Year at a Glance 23-24 School Year

Term	Functions (F)	Number System (NS)	Expressions and Equations (EE)	Geometry (G)	Statistics and Probability (SP)
First Nine Weeks		8.NS.1 8.NS.2	8.EE.1 8.EE.2 8.EE.3 8.EE.4	8.G.6 8.G.7 8.G.8	
Second Nine Weeks	8.F.1 8.F.2 8.F.3 8.F.4 8.F.5		8.EE.5 8.EE.6 8.EE.7 8.EE.8		
Third Nine Weeks				8.G.1 8.G.2 8.G.3 8.G.4 8.G.5 8.G.9	
Fourth Nine Weeks	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	Spiral Review of All Standards	8.SP.1 8.SP.2 8.SP.3 8.SP.4

2287

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD Algebra I Pacing Guide 2023 - 2024

DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
Term 1			
7	**N-RN.3** Explain why the sum or product of two rational numbers is rational; the sum of a rational number and an irrational number is irrational; and the product of a nonzero rational number and an irrational number is irrational. **N-Q.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. **N-Q.2** Define appropriate quantities for the purpose of descriptive modeling. **N-Q.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **A-SSE.1** Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and Coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret P(1+r)n as the product of P and a factor not depending on P.* **A-CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.		

2288

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law, V = IR, to highlight resistance, R*. **A-REI.1** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **A-REI.2** Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		
12	**A-CED.2** Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. **A-REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). **F-BF.1** Write a function that describes a relationship between two quantities. a. Determine an explicit expression or steps for calculation from a context. **F-BF.3** Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate		

2289

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DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. **F-IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). **F-IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. **F-IF.3** Recognize that sequences are functions whose domain is a subset of the integers. **F-IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. **F-IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. **F-IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **F-IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		

2290

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DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima. **F-IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. **F-LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. **F-LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). **F-LE.5** Interpret the parameters in a linear or exponential function in terms of a context.		
7	**S-ID.1** Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots). **S-ID.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.		

2291

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DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). **S-ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. **S-ID.6** Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. **a**. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. **b**. Informally assess the fit of a function by plotting and analyzing residuals. **c**. Fit a linear function for a scatter plot that suggests a linear association. **S-ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. **S-ID.8** Compute (using technology) and interpret the correlation coefficient of a linear fit. **S-ID.9** Distinguish between correlation and causation.		
6	**A-REI.5** Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system. **A-REI.6** Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables**.**		

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

2292

DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, quadratic, absolute value, and exponential functions.* **A-REI.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. **A-CED.2** (continued) **A-CED.3** (continued)		
8	**A-SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as [1.151/12] 12t §12t to reveal the approximate equivalent monthly interest rate if the annual rate is 15% **F-IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root and piecewise-defined functions, including absolute value functions. **A-CED.1** (continued) **A-CED.2** (continued) **A-REI.10** (continued) **A-REI.11** (continued) **F-IF.2** (continued)		

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	F-IF.4 (continued) **F-IF.5** (continued) **F-IF.6** (continued) **F-IF.9** (continued) **F-BF.1a**(continued) **F-BF.3** (continued) **F-LE.1a-c**(continued) **F-LE.2**(continued) **F-LE.5**(continued)		
5	**Review all Standards and Assess**		
Term 2			
7	**A-APR.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. **A-SSE.2** Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2 thus recognizing it as a difference of squares that can be factored as (x2 – y2) (x2 + y2). **A-SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. **A-SSE.1a-b** (continued)		

2294

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
9	**A-SSE.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines **A-APR.3** Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial (limit to 1st- and 2nd degree polynomials). **A-REI.4** Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2 = q that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions. **F-IF.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima. **F-IF.8** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.		

2295

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DAYS	Target Standards (MCCCRS)	Resources	Supplemental Resources:
	A-SSE.1a-b (continued) **A-SSE.2** (continued) **A-SSE.3b** (continued) **A-APR.1** (continued) **A-CED.1** (continued) **A-CED.2** (continued) **A-REI.10** (continued) **A-REI.11** (continued) **F-IF.2**(continued) **F-IF.4**(continued) **F-IF.5**(continued) **F-IF.7b**(continued) **F-IF.9**(continued) **F-BF.1**(continued) **F-BF.3**(continued)		
5	**Review all Standards** **Mastery Connect Predictive Assessment - Benchmark #1 (to be used for Algebra semester)** **Exam**		

2296

* Refer to Scope and Sequence Document for Writing, Language, and Speaking/Listening to be taught in addition to standards already listed in the pacing guide.

JCSD Algebra I Year at a Glance 2023-2024 School Year

Term	Number and Quantity (NQ)	Algebra (A)	Functions (F)	Statistics and Probability (SP)
First Nine Weeks	N.RN.3 N-Q.1 N-Q.2 N-Q.3	A.SSE.1a-b A.SSE.3c A.CED.1 A.CED.2 A.CED.3 A.CED.4 A.REI.1 A.REI.3 A.REI.5 A.REI.6 A.REI.10 A.REI.11 A.REI.12	F.IF.1 F.IF.2 F.IF.3 F.IF.4 F.IF.5 F.IF.6 F.IF.7a-b F.IF.9 F.BF.1a F.BF.3 F.LE.1a-c F.LE.2 F.LE.5	S.ID.1 S.ID.2 S.ID.3 S.ID.5 S.ID.6a-c S.ID.7 S.ID.8 S.ID.9
Second Nine Weeks		A.SSE.1a-b A.SSE.2 A.SSE.3a-b A.APR.1 A.APR.3 A.CED.1 A.CED.2 A.REI.4a-b A.REI.10 A.REI.11	F.IF.2 F.IF.4 F.IF.5 F.IF.7a-b F.IF.8a F.IF.9 F.BF.1a F.BF.3	

***Once instructed, all standards should be spiraled throughout the semester in both assessment and instruction (small group and whole group).**

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
Term 1			
Review of the Number System			
Number System Properties	7	6.NS.7 Understand ordering and absolute value of rational numbers. 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. 8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. N-RN.3 Explain why:	Rational Irrational Exponent Integer Expressions Absolute Value Coefficients Square root Cube root Addition Property of Equality Distributive Property Division Property of Equality Inverse Operation Isolate Multiplication Property of Equality Subtraction Property of Equality

2298

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		● the sum or product of two rational numbers is rational; ● the sum of a rational number and an irrational number is irrational; ● the product of a nonzero rational number and an irrational number is irrational.	
Equations and Inequalities			
Algebraic Expressions	7	1.Interpret key features of an expression (i.e., terms, factors, and coefficients). ● A-SSE.1a- Identify the different parts of the expression and explain their meaning within the context of a problem. 2.Create expressions that can be modeled by a real-world context. 3 Use the structure of an expression to identify ways to rewrite it. ● A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2) (x2 + y2). 4.Simplify and evaluate numerical and algebraic expressions. ● 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Algebraic Equation Algebraic Expression Base Coefficient Constant Exponent Factor Term Variable Distributive Property Greatest Common Factor GCF Equivalent Expressions Inverse Like Terms Simplest Form
Linear Equations	10	5.Compare and contrast an expression and an equation and give examples of each. 6.Given an equation, solve for a specified variable of degree one (i.e. isolate a variable). ● 6.EE.7 Solve real-world and mathematical problems by writing	Algebraic Equation Algebraic Expression Coefficient Constant Variable Like Terms

2299

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers., ● 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. 7.Fluently solve and check multi-step equations and inequalities with an emphasis on the distributive property, variables on both sides, and rational coefficients. Explain each step when solving a multi step equation and inequality. Justify each step using the properties of real numbers. 8.Solve word problems leading to equations of the form px + q = r and p (x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. ● 7.EE.4a Solve word problems leading to equations of the form px + q = r and p (x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? 9 Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Solve inequalities of these forms fluently. ● 7.EE.4b Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want	Distributive Property Addition Property of Equality Division Property of Equality Inequalities Inverse Operation Isolate Multiplication Property of Equality Subtraction Property of Equality Combine Like Terms Number Line Solution Point Solution Set Infinite Linear Equations Solution(s) Closed Circle (With Respect to Graphing) Number Line Open Circle (With Respect to Graphing) Shading

2300

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		your pay to be at least $100. Write an inequality for the number of sales you need to make and describe the solutions. 10.Graph the solution point of an equation and the solution set of an inequality in one variable on a horizontal number line. For inequalities, be able to interpret and write the solution set in a variety of ways (e.g., set notation). 11.Justify when linear equations in one variable will yield one solution, infinitely many solutions, or no solution. ● 8.EE.7a Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	
Functions			
Introduction of Functions	8	12.Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Use function notation, where appropriate. ● F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). ● F-IF.2 Use function notation, evaluate functions for inputs in	Constraints Continuous Discrete Domain Element Function Function Notation Input Output Range Relation

2301

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		their domains, and interpret statements that use function notation in terms of a context. 13.Compare and contrast a function and a relation. Use appropriate strategies to assess whether a given situation represents a function or a relation (e.g., the vertical line test). 14.Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. ● F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	Set (Notation) Nonlinear Vertical Line Test
Statistics			
Measures of Central Tendency and Spread	4	40.Without technology, fluently calculate the measures of central tendency (mean, median, mode), measures of spread (range, interquartile range), and understand the impact of extreme values (outliers) on each of these values. ● 6.SP.5 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. , ● 8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. ● S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). *Justify which measure is*	Box-And-Whisker Plot Interquartile Range Mean Median Mode Outlier Range

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		appropriate to use when describing a data set or a real-world context.	

2303

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
Scatter Plots	4	41.Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. ● 8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 42.Know when it is and is not appropriate to use a linear model to make predictions about a data set beyond a given set of values. Explain extrapolation and interpolation and the impact both have on predicted values. 43.For scatter plots that suggest a linear association, informally fit a straight line, and predict the equation for the line of best fit. ● 8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 44.Justify the relationship between the correlation coefficient and the rate of change for the line of best fit. 45.Understand the difference between correlation and causation and identify real-world contexts that depict each of them. ● S-ID.9 Distinguish between correlation and causation.	Association Correlation Line of Best Fit Negative Correlation No Correlation Positive Correlation Scatter Plot Linear Extrapolation Linear Interpolation Slope Slope-Intercept Form of An Equation Y-Intercept Causation

2304

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
	5	Review and Assess	
Term 2			
Functions (continued)			
Linear Functions	8	15.Determine the rate of change of a linear function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Use the rate of change to determine if two lines are parallel, perpendicular, or neither. 16.Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. ● 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. 17.Create and graph the equation of a linear function given the rate of change and y-intercept. Compare and contrast up to three linear functions written in various forms (i.e., point-slope, slope-intercept, standard form). 18 Given two points, a graph, a table of values, a mapping, or a real-world context determine the linear function that models this	Coordinate Plane Coordinates Degree Dilation Domain Factor Function Horizontal Initial Value Interval Linear Function Mapping Negative Slope No (Zero) Slope Ordered Pairs Parabola Parent Function Point-Slope Form of a Linear Function Positive Slope Proportional Relationships Quadratic Function Range

2305

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		information. Fluently convert between the point-slope, slope-intercept, and standard form of a line. 19 Create and identify the parent function for linear and quadratic functions in the Coordinate Plane. 20.Compare the properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. (Limited to linear and quadratic functions only.) ● 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. 21.Describe the following characteristics of linear and quadratic parent functions by inspection: domain/range, increasing/decreasing intervals, intercepts, symmetry, and asymptotic behavior. Identify each characteristic in set notation or words, where appropriate. ● Algebra III, standard 8 Determine characteristics of graphs of parent functions (domain/range, increasing/decreasing intervals, intercepts, symmetry, end behavior, and asymptotic behavior). 26.Perform simple translations on linear functions given in a variety of forms (e.g., two points, a graph, a table of values, a mapping, slope-intercept form, or standard form). Explain the impact on the parent function when the slope is greater than one or less than one and the effect of increasing/decreasing the y-intercept.	Rate of Change Reflection Rise Rotation Run Slope Slope-Intercept Form of a Linear Function Standard Form of a Linear Function Symmetry Transformation Translation Undefined Slope Vertex Vertical X-Intercept Y-Intercept Zeros of The Function

2306

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		35.Use the zeros of a polynomial to construct a rough graph of the function. ● A-APR.3 Identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial.	
Linear Inequalities in Two Variables	2	23.With accuracy, graph the solutions to a linear inequality in two variables as a half-plane, and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes on the same Coordinate Plane. ● A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. Construct graphs of linear inequalities and systems of linear inequalities without technology. Use appropriate strategies to verify points that may or may not belong to the solution set.	Boundary Line of a Linear Inequality Coordinate Plane Half-Plane Intersection Linear Inequality Slope Slope-Intercept Form of a Linear Inequality System of Inequalities Y-Intercept
Systems of Linear Functions in Two Variables	10	22.Graph a system of two functions, f(x) and g(x), on the same Coordinate Plane by hand for simple cases, and with technology for complicated cases. Explain the relationship between the point(s) of intersection and the solution to the system. Determine the solution(s) using technology, a table of values, substitution, or successive approximations. (Limited to linear and quadratic functions only.) ● 8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. ● A-REI.6 Solve systems of linear equations exactly and	Linear Function Parallel Perpendicular Rate of Change Reciprocal Slope Coordinate Plane Functions Quadratic Functions Solution Systems of Linear Functions

2307

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ● A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. 24.Identify real-world contexts that can be modeled by a system of inequalities in two variables. (Limited to three inequalities.) 25.Identify when systems of equations and inequalities have constraints. ● A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Closed Boundary Half-Plane Intersection Linear Inequality Open Boundary Slope Slope-Intercept Form of a Linear Inequality System of Inequalities Y-Intercept Constraints Systems of Equations Systems of Inequalities
Quadratic Equations	5	28.Identify and graph real-world contexts that can be modeled by a quadratic equation. 29.Solve quadratic equations in standard form by factoring, graphing, tables, and the Quadratic Formula. Know when the Quadratic Formula might yield complex solutions and the location of the solutions in relationship to the x-axis. Know suitable alternatives for the terminology “solution of a quadratic” and when each is appropriate to use.	Axis of Symmetry Maximum Value Minimum Value Parabola Quadratic Equations Vertex Coefficient Completing the Square Constant Discriminant Factoring

2308

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
			Quadratic Formula Standard Form of a Quadratic Equation Square Root Property Zero Product Property
Quadratic Functions	**5**	27.Given the graph of function in the form f(x) + k, kf(x), f(kx), or f(x + k) , where k belongs to the set of integers, identify the domain/range, increasing/decreasing intervals, intercepts, symmetry, and asymptotic behavior, where appropriate. ● F-BF.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Identify each characteristic in set notation or as an inequality, where appropriate. (Limited to linear and quadratic functions only.) 30.Understand the relationship between the constants of a quadratic equation and the attributes of the graph. Recognize the relationship between the value of the discriminant and the type and number of solutions (i.e., predict the characteristics of a graph given the equation).	Asymptote Domain Range Intervals Intercepts Line of Symmetry Constant Discriminant Quadratic Formula X-Intercepts
Polynomials			

2309

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
Extending Expressions to Polynomials	7	31.Describe and identify a polynomial of degree one, two, three and four by examining a polynomial expression or a graph. 32 Add and subtract polynomials using appropriate strategies (e.g. by using Algebra Tiles). 33 Factor polynomials using the greatest common factor and factor quadratics that have only rational zeros. 34 Justify why some polynomials are prime over the rational number system. 35 Use the zeros of a polynomial to construct a rough graph of the function. ● A-APR.3 Identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial.	Binomial Degree of A Monomial Degree of A Polynomial Monomial Polynomial Trinomial Associative Property Commutative Property Difference of Two Squares Factoring Factoring by Grouping Prime Polynomial Degree Factor Greatest Common Factor GCF Parabola Quadratic Functions Vertex X-Intercepts Zeros of The Function
Geometry			
Solving Equations in Geometry	3	36.Explain and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. ● 8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Diagonal Hypotenuse Irrational Number Leg Pythagorean Theorem Pythagorean Triple

2310

JCSD Foundations of Algebra Pacing Guide 2023-2024

Unit	Days	Target Standards (MCCCRS)	Vocabulary
		37.Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. ● 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. 38.Fluently use formulas and/or appropriate measuring tools to find length and angle measures, perimeter, area, volume, and surface area of polygons, circles, spheres, cones, cylinders, pyramids, and composite or irregular figures. Use them to solve real-world and mathematical problems. ● 8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. 39.Solve real-world and mathematical problems involving two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. ● 7.G.6 Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Right Angle Right Triangle Square Root Square (Exponent) Theorem Cone Cylinder Diameter Height Pi Prism Radius Volume Area Base Perimeter Prism Rectangular Prism Triangular Prism
		Review and Assess	

2311

JCSD Foundations of Algebra I Year at a Glance 2023 - 2024 School Year

Term	Equations and Inequalities	Functions	Polynomials	Geometry	Statistics
First Nine Weeks	Review of the Number System				
	1 2 3 4 5 6 7 8 9 10 11	12 13 14			40 41 42 43 44 45
Second Nine Weeks		15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	31 32 33 34 35	36 37 38 39	

2312

***Once instructed, all standards should be spiraled throughout the semester in both assessment and instruction (small group and whole group).**

JCSD 6th Grade Science Year at a Glance 23-24 School Year

Term	Life Science	Physical Science	Earth and Space Science
First Nine Weeks		P.6.6.1 P.6.6.2 P.6.6.3 P.6.6.4 P.6.6.5 P.6.6.6 P.6.6.7	
Second Nine Weeks			E.6.8.1 E.6.8.2 E.6.8.3 E.6.8.4 E.6.8.5 E.6.8.6 E.6.8.7
Third Nine Weeks	L.6.1.1 L.6.1.2 L.6.1.3 L.6.1.4 L.6.1.5 L.6.1.6 L.6.3.1 L.6.3.2		
Fourth Nine Weeks	L.6.3.3 L.6.3.4 L.6.3.5 L.6.4.1 L.6.4.2 L.6.4.3 L.6.4.4 L.6.4.5		

2313

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Physical Science - Motions, Forces, and Energy **Conceptual Understanding:** Newton's Laws describe forces and motion affecting substances in various environments and situations. Motion is determined by the amount of force applied. Focusing on magnetic, frictional, and gravitational forces will provide an understanding of the relationship between distance and contact forces. **P.6.6** Students will demonstrate an understanding of Newton's laws of motion using real world models and examples.			
0-1	**P.6.6.5** Conduct investigations to predict and explain the motion of an object according to its position, direction, speed, and acceleration.	Stemscopes Kesler Science	Acceleration Distance Drag Electrical Force Friction Gravitational Force Investigate Lift Magnetic Force Magnetic Attraction Net Force Speed Thrust Energy Potential Energy Kinetic Energy Thermal Energy Mechanical Energy
2	**P.6.6.6** Investigate forces (gravity, friction, drag, lift, thrust) acting on objects (e.g., airplane, bicycle helmets). Use data to explain the differences between the forces in various environments.	Stemscopes Kesler Science	
3	**P.6.6.4** Compare and contrast magnetic, electric, frictional, and gravitational forces.	Stemscopes	

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
		Kesler Science	
4	**P.6.6.7** Determine the relationships between the concepts of potential, kinetic, and thermal energy.	Stemscopes Kesler Science	
5	**P.6.6.2** Use mathematical computation and diagrams to calculate the sum of forces acting on various objects	Stemscopes Kesler Science	Balance Forces Collide/Collision Force Friction Inertia Motion Newton's Law of Action-Reaction Newton's Law of Force & Acceleration Newton's Law of Inertia Reaction Unbalanced Forces
6	**P.6.6.3** Investigate and communicate ways to manipulate applied/frictional forces to improve movement of objects on various surfaces (e.g., athletic shoes, wheels on cars).	Stemscopes Kesler Science	
7	**P.6.6.1** Use an engineering design process to create or improve safety devices (e.g., seat belts, car seats, helmets) by applying	Stemscopes	

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	Newton's Laws of motion. Use an engineering design process to define the problem, design, construct, evaluate, and improve the safety device.*	Kesler Science	
8	**Review**		
9	**Assess**		

Earth and Space Science - Earth and the Universe

Conceptual Understanding: The hierarchical organization of the universe is the result of complex structure and function. Current theories suggest that time began with a period of extremely rapid expansion. Presently, Earth's solar system consists of the Sun and other objects that are held in orbit by the Sun's gravitational force. The interactions of the Earth, the Moon, and the Sun have effects that can be observed on Earth. Various technologies have aided in our understanding of Earth's place in the universe.

E.6.8 Students will demonstrate an understanding of Earth's place in the universe and the interactions of the solar system (sun, planets, their moons, comets,

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
and asteroids) using evidence from multiple scientific resources to explain how these objects are held in orbit around the Sun because of its gravitational pull.			
10	**E.6.8.1** Obtain, evaluate, and summarize past and present theories and evidence to explain the formation and composition of the universe.	Stemscopes Kesler Science	Asteroids Comet Galaxy Gravitational Pull Gravity Moon Orbit Planet Relative Position Solar System Star Sun Universe
11	**E.6.8.2** Use graphical displays or models to explain the hierarchical structure (stars, galaxies, galactic clusters) of the universe.	Stemscopes Kesler Science	
12	**E.6.8.3** Evaluate modern techniques used to explore our solar system's position in the universe.	Stemscopes Kesler Science	Asteroid Belt Celestial Objects Inner Planet Meteor Orbital Path Outer Planet
13	**E.6.8.4** Obtain and evaluate information to model and compare the characteristics and movements of objects in the solar system (including planets, moons, asteroids, comets, and meteors).	Stemscopes Kesler Science	
14	**E.6.8.5** Construct explanations for how gravity affects the motion of objects in the solar system and tides on Earth.	Stemscopes Kesler Science	

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
15	**E.6.8.6** Design models representing motions within the Sun-Earth-Moon system to explain phenomena observed from the Earth's surface (positions of celestial bodies, day and year, moon phases, solar and lunar eclipses, and tides).	Stemscopes Kesler Science	High Tide Low Tide Lunar Cycle Lunar Eclipse Neap Tides Solar Eclipse Spring Tides Tides
16	**E.6.8.7** Analyze and interpret data from the surface features of the Sun (e.g., photosphere, corona, sunspots, prominences, and solar flares) to predict how these features may affect Earth.	Stemscopes Kesler Science	
17	**Review**		
18	**Assess**		

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Life Science - Hierarchical Organization **Conceptual Understanding:** Living things are distinguished from nonliving things by several characteristics. All living things are comprised of one (unicellular) or more (multicellular) cells, which are the smallest units of life. Cells carry out life functions and undergo cell division using specialized structures that allow them to acquire energy and water, grow, reproduce, dispose of waste, and survive. Multicellular organisms are organized in a hierarchy of increasing complexity with related, specialized structures and functions. **L.6.1** Students will demonstrate an understanding that living things range from simple to complex organisms, are organized hierarchically, and function as whole living systems.			
19 (7 DAYS)	**L.6.1.1** Use arguments supported by evidence in order to distinguish between living and non-living things, including viruses and bacteria. **L.6.1.2** Obtain and communicate evidence to support the cell theory.	Stemscopes Kesler Science	Bacteria Cell Membrane Cell Wall Chloroplast Endoplasmic Reticulum Eukaryote Golgi Bodies Mitochondria Prokaryote Ribosomes Vacuole Viruses
20	**L.6.1.3** Develop and use models to explain how specific cellular components (cell wall, cell membrane, nucleus, chloroplast, vacuole, and mitochondria) function together to support the life of prokaryotic and eukaryotic organisms to include plants, animals, fungi, protists, and bacteria (not to include biochemical function of cells or cell part).	Stemscopes Kesler Science	
21	**L.6.1.4** Compare and contrast different cells in order to classify them as a protist, fungus, plant, or animal.	Stemscopes Kesler Science	Protist Fungus Unicellular Multi-Cellular

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
22	**L.6.1.5** Provide evidence that organisms are unicellular or multicellular.	Stemscopes Kesler Science	Organism Tissue Organ System
23	**L.6.1.6** Develop and use models to show relationships among the increasing complexity of multicellular organisms (cells, issues, organs, organ systems, organisms) and how they serve the needs of the organism.	Stemscopes Kesler Science	
Life Science - Ecology and Interdependence **Conceptual Understanding:** All organisms depend on biotic and abiotic factors for survival. When any environmental factor changes, a corresponding change in diversity and population of organisms will also occur. The environment and the organism in which it lives are therefore interdependent. **L.6.3** Students will demonstrate an understanding of the relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment.			
24	**L.6.3.1** Use scientific reasoning to explain differences between biotic and abiotic factors that demonstrate what living organisms need to survive.	Stemscopes Kesler Science	Abiotic Biome Biosphere Biotic Community Deforestation Diversity Ecosystem Limiting Factor *Long-Term Environmental Change* Population *Short-Term Environmental Change* Species
25	**L.6.3.2** Develop and use models to describe the levels of	Stemscopes	

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	organization within ecosystems (species, populations, communities, ecosystems, and biomes).	Kesler Science	
26	**Review**		
27	**Assess**		
Continue L.6.3			
28	**L.6.3.3** Analyze cause and effect relationships to explore how	Stemscopes	Autotroph

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	changes in the physical environment (limiting factors, natural disasters) can lead to population changes within an ecosystem.	Kesler Science	Commensalism Competition Decomposer Energy Pyramid Heterotroph Limiting Factors Mutualism Mutually Beneficial Parasitism Predation Tertiary Consumer Trophic Level
29	**L.6.3.4** Investigate organism interactions in a competitive or mutually beneficial relationship (predation, competition, cooperation, or symbiotic relationships).	Stemscopes Kesler Science	
30	**L.6.3.5** Develop and use food chains, webs, and pyramids to analyze how energy is transferred through an ecosystem from producers (autotrophs) to consumers (heterotrophs, including humans) to decomposers.	Stemscopes Kesler Science	

Life Science - Adaptation and Diversity

Conceptual Understanding: Because living organisms are so diverse, scientists have created a system by which living things are organized into groups according to their characteristics (physical and/or genomic) for identification and research purposes. The kingdoms are very diverse but also have quite a bit in common. Organisms exhibit structural and behavioral characteristics such as adaptations, patterns of growth and development, and life cycles that increase their chances of reproduction and survival in a changing environment.

L.6.4 Students will demonstrate an understanding of classification tools and models such as dichotomous keys to classify representative organisms based on

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
the characteristics of the kingdoms: Archaebacteria, Eubacteria, Protists, Fungi, Plants, and Animals.			
31	**L.6.4.1** Compare and contrast modern classification techniques (e.g., analyzing genetic material) to the historical practices used by scientists such as Aristotle and Carolus Linnaeus. **L.6.4.2** Use classification methods to explore the diversity of organisms in kingdoms (animals, plants, fungi, protists, bacteria). Support claims that organisms have shared structural and behavioral characteristics.	Stemscopes Kesler Science	Adaptation Archaebacteria Dichotomous Key Diversity Eubacteria Kingdom Animalia Kingdom Archaea Kingdom Bacteria Kingdom Fungi Kingdom Plantae Kingdom Protista Kingdom System Kingdoms Stimuli Taxonomy
32	**L.6.4.3** Analyze and interpret data from observations to describe how fungi obtain energy and respond to stimuli (e.g., bread mold, rotting plant material).	Stemscopes Kesler Science	
33	**L.6.4.4** Conduct investigations using a microscope or multimedia source to compare the characteristics of protists (euglena, paramecium, amoeba) and the methods they use to obtain energy and move through their environment (e.g., pond water).	Stemscopes Kesler Science	Archaebacteria Bacteria Domain Eukarya Eubacteria Euglena Fungi Kingdom System Kingdoms Multicellular Organism Paramecium Protist
34	**L.6.4.5** Engage in scientific arguments to support claims that bacteria (Archaebacteria and Eubacteria) and viruses can be both helpful and harmful to other organisms and the environment.	Stemscopes Kesler Science	

JCSD 6th Grade Science Pacing Guide 23-24 School Year

Structure and Function

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
			Taxonomy Unicellular Organism
35	**Review**		
36	**Assess**		

*See the Instructional Planning Guide for Science K-12 and Science Engineering Practices (grade band reference).

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Physical Science - Organization of Matter and Chemical Interactions **Conceptual Understanding:** Matter and its interactions can be distinguished by investigating physical properties (e.g., mass, density, solubility) using chemical processes and experimentation. Changes to substances can either be physical or chemical. **P.7.5A** Students will demonstrate an understanding of the physical and chemical properties of matter.			
0-1	**P.7.5A.1** Collect and evaluate qualitative data to describe substances using physical properties (state, boiling/melting point, density, heat/electrical conductivity, color, and magnetic properties).	Stemscopes Kesler	Boiling Point Chemical Change Chemical Property Conductivity Density Matter Melting Point Physical Change Physical Property Solubility Substance
2	**P.7.5A.2** Analyze and interpret qualitative data to describe substances using chemical properties (the ability to burn or rust).	Stemscopes Kesler	
3	**P.7.5A.3** Compare and contrast chemical and physical properties (e.g., combustion, oxidation, pH, solubility, reaction with water).	Stemscopes Kesler	
Conceptual Understanding: Atoms are the basic building blocks of ordinary elements. Compounds are substances composed of two or more elements. Chemical formulas can be used to describe compounds. The periodic table orders elements horizontally by the number of protons in the atom's nucleus and			

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
places those with similar chemical properties in columns. The element position on the periodic table can also be used to predict the type of bonding that most commonly occurs between the elements. **P.7.5C** Students will demonstrate an understanding of the proper use of the periodic table to predict and identify elemental properties and how elements interact.			
4	**P.7.5C.1** Develop and use models that explain the structure of an atom. **P.7.5C.2** Use informational text to sequence the major discoveries leading to the current atomic model.	Stemscopes Kesler	Atom Bohr Model Electron Cloud Electrons Neutrons Nuclear Atomic Model Nucleus Orbitals Planetary Atomic Model Plum Pudding Atomic Model Protons Solid Sphere Atomic Model
5	**P.7.5C.3** Collect, organize, and interpret data from investigations to identify and analyze the relationships between the physical and chemical properties of elements, atoms, molecules, compounds, solutions, and mixtures.	Stemscopes Kesler	
Conceptual Understanding: Matter is made of atoms and/or molecules that are in constant motion. The movement of the atoms and molecules depends on the amount of energy in the system at the time. The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. **P.7.5B** Students will demonstrate an understanding about the effects of temperature and pressure on physical state, molecular motion, and molecular interactions.			
6	**P.7.5B.1** Make predictions about the effect of temperature and pressure on the relative motion of atoms and molecules (speed,	Stemscopes	Condensation Density

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	expansion, and condensation) relative to recent breakthroughs in polymer and materials science (e.g. self-healing protective films, silicone computer processors, pervious/porous concrete).	Kesler	Expansion Gas Liquid Pressure Solid Speed States of Matter Temperature Volume
7	**P.7.5B.2** Use evidence from multiple scientific investigations to communicate the relationships between pressure, volume, density, and temperature of a gas.	Stemscopes Kesler	
8	**P.7.5B.3** Ask questions to explain how density of matter (observable in various objects) is affected by a change in heat and/or pressure.	Stemscopes Kesler	
9	**Review & Assess**		
P.7.5C (continued)			
10	**P.7.5C.4** Predict the properties and interactions of elements using	Stemscopes	Atomic Number

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	the periodic table (metals, non-metals, reactivity, and conductors).	Kesler	Groups Metals Non-Metals Period Periodic Property Periodic Table Reactivity
11	**P.7.5C.5** Describe concepts used to construct chemical formulas (e.g. CH4, H20) to determine the number of atoms in a chemical formula.	Stemscopes Kesler	Chemical Bond Metallic Bond Ionic Bond Covalent Bond Metal Non-Metal Valence Electrons Ions (Cation, Anion)
12	**P.7.5C.6** Using the periodic table, make predictions to explain how bonds (ionic and covalent) form between groups of elements (e.g., oxygen gas, ozone, water, table salt, and methane).	Stemscopes Kesler	
Conceptual Understanding: Changes to substances can either be physical or chemical. Many substances react chemically with other substances to form new substances with different properties. Substances (such as metals or acids) are identified according to their physical or chemical properties. Some chemical reactions release energy and others store energy. **P.7.5D** Students will demonstrate an understanding of chemical formulas and common chemical substances to predict the types of reactions and possible outcomes of the reactions.			
13	**P.7.5D.1** Analyze evidence from scientific investigations to predict	Stemscopes	Acid

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	likely outcomes of chemical reactions.	Kesler	Base Combustion Decomposition Double Replacement Neutralization Oxidation Precipitate Products Reactants Single Replacement Synthesis Reaction Yield
14	**P.7.5D.2** Design and conduct scientific investigations to support evidence that chemical reactions (e.g., cooking, combustion, rusting, decomposition, photosynthesis, and cellular respiration) have occurred.	Stemscopes Kesler	
15	**P.7.5D.3** Collect, organize, and interpret data using various tools (e.g., litmus paper, pH paper, cabbage juice) regarding neutralization of acids and bases using common substances.	Stemscopes Kesler	
16	**P.7.5D.4** Build a model to explain that chemical reactions can store (formation of bonds) or release energy (breaking of bonds).	Stemscopes Kesler	
17	**Review**		

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
18	**Assess**		
Conceptual Understanding: In a chemical process, the atoms that make up original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. The total number of each type of atom is conserved, and the mass does not change. As these chemical combinations take place, substances react in various ways, yet matter is always conserved in a reaction. **P.7.5E** Students will demonstrate an understanding of the law of conservation of mass.			
19 (7 DAYS)	**P.7.5E.1** Conduct simple scientific investigations to show that total mass is not altered during a chemical reaction in a closed system. Compare results of investigations to Antoine-Laurent Lavoisier's discovery of the law of conservation of mass.	Stemscopes Kesler	Coefficient Law of Conservation of Mass Law of Conservation of Matter Product Reactant Yield
20	**P.7.5E.2** Analyze data from investigations to explain why the total mass of the product in an open system appears to be less than the mass of reactants.	Stemscopes Kesler	
21	**P.7.5E.3** Compare and contrast balanced and unbalanced chemical	Stemscopes	

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	equations to demonstrate the number of atoms does not change in the reaction.	Kesler	
Life Science - Ecology and Interdependence **Conceptual Understanding:** The emphasis is on predicting consistent patterns of interactions among different cycling systems in terms of the relationships between organisms and abiotic components within ecosystems. Rearrangement of food molecules through chemical processes in cellular respiration and photosynthesis is an important part of energy cycling in all life systems. Preservation of biodiversity and consideration of human impacts are themes in maintaining ecosystem services. **L.7.3** Students will demonstrate an understanding of the importance that matter cycles between living and nonliving parts of the ecosystem to sustain life on Earth.			
22	**L.7.3.1** Analyze diagrams to provide evidence of the importance of the cycling of water, oxygen, carbon, and nitrogen through ecosystems to organisms.	Stemscopes Kesler	Atmosphere Biodiversity Biosphere Carbon Cycle Carbon Dioxide Carbon Dioxide - Oxygen Cycle Cellular Respiration Cycle of Matter Geosphere Lithosphere Nitrogen Cycle Water Cycle
23	**L.7.3.4** Explain how disruptions in cycles (e.g., water, oxygen, carbon, and nitrogen) affect biodiversity and ecosystem services (e.g., water, food, and medications) which are needed to sustain human life on Earth.	Stemscopes Kesler	

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
24	**L.7.3.2** Analyze and interpret data to explain how the processes of photosynthesis, and cellular respiration (aerobic and anaerobic) work together to meet the needs of plants and animals.	Stemscopes Kesler	Aerobic Anaerobic Carbohydrates Cellular Respiration Lipids Metabolism Photosynthesis Proteins
25	**L.7.3.3** Use models to describe how food molecules (carbohydrates, lipids, proteins) are processed through chemical reactions using oxygen (aerobic) to form new molecules.	Stemscopes Kesler	
26	**L.7.3.5** Design solutions for sustaining the health of ecosystems to maintain biodiversity and the resources needed by humans for survival (e.g., water purification, nutrient recycling, prevention of soil erosion, and prevention or management of invasive species).*	Stemscopes Kesler	Biodiversity Ecosystems Sustainability Recycle Prevention Natural Resources
27	**Review & Assess**		

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Earth and Space Science - Earth's Systems and Cycles **Conceptual Understanding:** Complex patterns in the movement of air and water in the atmosphere are major determinants of local weather. Global movements of water and its changes in form are propelled by sunlight and gravity. Variations in temperature drive a global pattern of interconnected currents. Interactions between sunlight, oceans, atmosphere, ice, landforms, and living things vary with latitude, altitude, and local and regional geography. Weather is difficult to predict; however, large-scale patterns and trends in global climate, such as the gradual increase in average temperature, are more easily observed and predicted. **E.7.9A** Students will demonstrate an understanding of how complex changes in the movement and patterns of air and water molecules caused by the sun, winds, landforms, ocean temperatures, and currents in the atmosphere are major determinants of local and global weather patterns.			
28	**E.7.9A.2** Analyze evidence to explain the weather conditions that result from the relationship between the movement of water and air masses. **E.7.9A.3** Interpret atmospheric data from satellites, radar, and weather maps to predict weather patterns and conditions.	Stemscopes Kesler	Air Mass (Low /High Pressure) Barometer Condensation Determinants Dew Point Evaporation Exosphere Front (Warm, Cold) Frontal Boundary Global Wind System Jet Stream Ozone Layer Precipitation Stratosphere Topography Troposphere Weather System
29	**E.7.9A.6** Research and use models to explain what type of weather (thunderstorms, hurricanes, and tornadoes) results from the movement and interactions of air masses, high and low pressure systems, and frontal boundaries. **E.7.9A.7** Interpret topographic maps to predict how local and regional geography affect weather patterns and make them difficult to predict.	Stemscopes Kesler	

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
30	**E.7.9A.1** Analyze and interpret weather patterns from various regions to differentiate between weather and climate.	Stemscopes Kesler	Air Mass (Low /High Pressure) Barometer Condensation Determinants Dew Point Evaporation Exosphere Front (Warm, Cold) Frontal Boundary Global Wind System Jet Stream Ozone Layer Precipitation Stratosphere Topography Troposphere Weather System
31	**E.7.9A.4** Construct an explanation for how climate is determined in an area using global and surface features (e.g. latitude, elevation, shape of the land, distance from water, global winds and ocean currents). **E.7.9A.5** Analyze models to explain the cause and effect relationship between solar energy and convection and the resulting weather patterns and climate conditions.	Stemscopes Kesler	
Conceptual Understanding: Climate changes are defined as significant and persistent changes in an area's average or extreme weather conditions. Changes can occur if any of Earth's systems change (e.g., composition of the atmosphere, reflectivity of Earth's surface). The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. Greenhouse gases in the atmosphere absorb and retain the energy radiated from land and ocean surfaces, thereby regulating Earth's average surface temperature and keeping it habitable. Excess greenhouse gasses could cause a detrimental impact on climate over time. **E.7.9B** Students will demonstrate an understanding of the relationship between natural phenomena, human activity, and global climate change.			
32	**E.7.9B.1** Read and evaluate scientific or technical information	Stemscopes	Climate

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	assessing the evidence and bias of each source to explain the causes and effects of climate change. **E.7.9B.2** Interpret data about the relationship between the release of carbon dioxide from burning fossil fuels into the atmosphere and the presence of greenhouse gasses. **E.7.9B.3** Engage in scientific argument based on current evidence to determine whether climate change happens naturally or is being accelerated through the influence of man.	Kesler	Exosphere Global Climate Greenhouse Effect Mesosphere Ozone Layer Stratosphere Thermosphere Troposphere
Conceptual Understanding: The tilt of Earth's spin axis with respect to the plane of its orbit around the sun is important for a habitable Earth. The Earth's spin axis is tilted 23.5 degrees. Earth's axis points in the same direction in space no matter where Earth is in relation to the sun. The seasons are a result of this tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. **E.7.9C** Students will demonstrate an understanding that the seasons are the direct result of the Earth's tilt and the intensity of sunlight on the Earth's hemispheres.			
33	**E.7.9C.1** Construct models and diagrams to illustrate how the tilt of Earth's axis results in differences in intensity of sunlight on the Earth's hemispheres throughout the course of one full revolution around the Sun.	Stemscopes Kesler	Axis Axis Points (Poles) Equator Equinox Hemisphere Orbit Revolution Rotation Season Tilt
34	**E.7.9C.2** Investigate how variations of sunlight intensity experienced by each hemisphere (to include the equator and poles) create the four seasons.		

JCSD 7th Grade Science Pacing Guide 23-24 School Year

Systems and Cycles

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
35	**Review**		
36	**Assess**		

*See the Instructional Planning Guide for Science K-12 and Science Engineering Practices (grade band reference).

JCSD 7th Grade Science Year at a Glance 23-24 School Year

Term	Life Science	Physical Science	Earth and Space Science
First Nine Weeks		P.7.5A.1 P.7.5A.2 P.7.5A.3 P.7.5B.1 P.7.5B.2 P.7.5B.3 P.7.5C.1 P.7.5C.2 P.7.5C.3	
Second Nine Weeks		P.7.5C.4 P.7.5C.5 P.7.5C.6 P.7.5D.1 P.7.5D.2 P.7.5D.3 P.7.5D.4	
Third Nine Weeks	L.7.3.1 L.7.3.2 L.7.3.3 L.7.3.4 L.7.3.5	P.7.5E.1 P.7.5E.2 P.7.5E.3	
Fourth Nine Weeks			E.7.9A.1 E.7.9A.2 E.7.9A.3 E.7.9A.4 E.7.9A.5 E.7.9A.6 E.7.9A.7 E.7.9B.1 E.7.9B.2 E.7.9B.3 E.7.9C.1 E.7.9C.2

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Life Science - Reproduction and Heredity **Conceptual Understanding:** Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. The process of passing genetic information to offspring is inheritance. During sexual reproduction, genetic information is passed to offspring resulting in similarities and differences between parental organisms and their offspring. There are advantages and disadvantages of the two types of reproduction. **L.8.2A** Students will demonstrate an understanding of how sexual reproduction results in offspring with genetic variation while asexual reproduction results in offspring with identical genetic information.			
0-1	**L.8.2A.1** Obtain and communicate information about the relationship of genes, chromosomes, and DNA, and construct explanations comparing their relationship to inherited characteristics.	Stemscopes Kesler	Asexual Reproduction Binary Fission Budding Chromosome Fungi Mitosis Offspring Sexual Reproduction Vegetative Propagation
2	**L.8.2A.2** Create a diagram of mitosis and explain its role in asexual reproduction, which results in offspring with identical genetic information.	Stemscopes Kesler	
3	**L.8.2A.3** Construct explanations of how genetic information is transferred during meiosis. **L.8.2A.4** Engage in discussion using models and evidence to explain that sexual reproduction produces offspring that have a new combination of genetic information different from either parent.	Stemscopes Kesler	Alleles Chromosome Dominant Genetic Variation Meiosis Offspring Recessive Sexual Reproduction

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
4	**L.8.2A.5** Compare and contrast advantages and disadvantages of asexual and sexual reproduction.	Stemscopes Kesler	
Conceptual Understanding: Inheritance is the key process causing similarities between parental organisms and their offspring. Organisms that reproduce sexually transfer genetic information (DNA) to their offspring. This transfer of genetic information through inheritance leads to greater similarity among individuals within a population than between populations. Genetic changes can accumulate through natural selection or mutation that can lead to the evolution of species. Humans can manipulate genetic information using technology. **L.8.2B** Students will demonstrate an understanding of the differences in inherited and acquired characteristics and how environmental factors (natural selection) and the use of technologies (selective breeding, genetic engineering) influence the transfer of genetic information.			
5	**L.8.2B.2** Use various scientific resources to research and support the historical findings of Gregor Mendel to explain the basic principles of heredity.	Stemscopes Kesler	Allele Dominant Trait Genotype Heredity Heterozygous Homozygous Phenotype Punnett Square Recessive Trait
6	**L.8.2B.3** Use mathematical and computational thinking to analyze data and make predictions about the outcome of specific genetic crosses (monohybrid Punnett Squares) involving simple dominant/recessive traits.	Stemscopes Kesler	
7	**L.8.2B.1** Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms.	Stemscopes Kesler	Artificial Selection Evolution Favorable Trait Genes Genetic Engineering Genotype

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
8	**L.8.2B.4** Debate the ethics of artificial selection (selective breeding, genetic engineering) and the societal impacts of humans changing the inheritance of desired traits in organisms.	Stemscopes Kesler	Inherited Characteristics Natural Selection Pedigree Phenotype Selective Breeding Trait Variation
9	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark #1)**	Stemscopes Kesler	
Conceptual Understanding: Genes are located on the chromosomes of cells, with each chromosome pair containing two variations of each distinct gene. Each distinct gene chiefly controls the production of a specific protein, which in turn affects the traits of the individual. Changes (mutations) in genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. **L.8.2C** Students will demonstrate an understanding that chromosomes contain many distinct genes and that each gene holds the instructions for the production of a specific protein, which in turn affects the traits of an individual.			
10	**L.8.2C.1** Communicate through diagrams that chromosomes contain many distinct genes and that each gene holds the instructions for the production of specific proteins, which in turn affects the traits of the individual (not to include transcription or translation).	Stemscopes Kesler	Proteins Mutation Chromosome Gene Gene Pool Protein Evolutionary History Variation
11	**L.8.2C.2** Construct scientific arguments from evidence to support claims about the potentially harmful, beneficial, or neutral effects of genetic mutations on organisms.	Stemscopes Kesler	

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Adaptation and Diversity **Conceptual Understanding:** The scientific theory of evolution underlies the study of biology and provides an explanation for both the diversity of life on Earth and similarities of all organisms at the chemical, cellular, and molecular level. Multiple forms of scientific evidence support the theory of evolution. Adaptations are physical or behavioral changes that are inherited and enhance the ability of an organism to survive and reproduce in a particular environment. **L.8.4A** Students will demonstrate an understanding of the process of natural selection, in which variations in a population increase some individuals' likelihood of surviving and reproducing in a changing environment.			
12	**L.8.4A.1** Use various scientific resources to analyze the historical findings of Charles Darwin to explain basic principles of natural selection. **L.8.4A.2** Investigate to construct explanations about natural selection that connect growth, survival, and reproduction to genetic factors, environmental factors, food intake, and interactions with other organisms.	Stemscopes Kesler	Natural Selection Population Variation Favorable Traits Theory of Evolution
Conceptual Understanding: Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. The traits of organisms that survive a change in the environment are inherited by offspring and become more common in the population. The traits of organisms that cannot survive a change in the environment are not passed to offspring and become less common. In separated populations, the changes can be large enough that the populations evolve to become separate species. Extinction occurs when the environment changes and the adaptive characteristics of a species, including its behaviors, are insufficient to allow its survival. **L.8.4B** Students will demonstrate an understanding of how similarities and differences among living and extinct species provide evidence that changes have occurred in organisms over time and that similarity of characteristics provides evidence of common ancestry.			
13	**L.8.4B.1** Analyze and interpret data (e.g. pictures, graphs) to explain	Stemscopes	Adaptation

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	how natural selection may lead to increases and decreases of specific traits in populations over time. **L.8.4B.2** Construct written and verbal explanations to describe how genetic variations of traits in a population increase some organisms' probability of surviving and reproducing in a specific environment.	Kesler	Analogous Structures Common Ancestry Embryological Structures Generation Generic Variation Homologous Structures Natural Selection Population Speciation
14	**L.8.4B.3** Obtain and evaluate scientific information to explain that separated populations, that remain separated, can evolve through mutations to become a new species (speciation). **L.8.4B.4** Analyze displays of pictorial data to compare and contrast embryological and homologous/analogous structures across multiple species to identify evolutionary relationships.	Stemscopes Kesler	
Earth and Space Science: Earth's Structure and History **Conceptual Understanding:** Fossils are preserved remains or traces of organisms that lived in the past. Thousands of layers of sedimentary rock not only provide evidence of the history of Earth itself but also of changes in organisms whose fossil remains have been found in those layers. The collection of fossils and their placement in chronological order (e.g., through the location of rock layers or through radioactive dating) is collectively known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. **E.8.7** Students will demonstrate an understanding of geological evidence to analyze patterns in Earth's major events, processes, and evolution in history.			
15	**E.8.7.1** Use scientific evidence to create a timeline of Earth's history that depicts relative dates from index fossil records and layers of rock (strata). **E.8.7.2** Create a model of the processes involved in the rock cycle and relate it to the fossil record.	Stemscopes Kesler	Absolute Geological Dating Cambrian Period Cenozoic Era Cretaceous Period Geological Time Scale Holocene Igneous Rock Index Fossil

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
16	**E.8.7.3** Construct and analyze scientific arguments to support claims that most fossil evidence is an indication of the diversity of life that was present on Earth and that relationships exist between past and current life forms. **E.8.7.4** Use research and evidence to document how evolution has been shaped both gradually and through mass extinction by Earth's varying geological conditions (e.g., climate change, meteor impacts, and volcanic eruptions).	Stemscopes Kesler	Metamorphic Rock Molten Rock Paleozoic Era Quaternary Period Rock Stratum Tertiary Period
17	**Review**		
18	**Assess** **Mastery Connect Predictive Assessment (Benchmark #2)**		

Earth's Systems and Cycles

Conceptual Understanding: Earth systems and cycles are characterized by cause and effect relationships. All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Landforms and water distribution result from constructive and destructive processes. Physical and chemical interactions among rocks, sediments, water, air, and organisms produce soil. Water's movements—both on the land and underground—cause weathering and erosion. Plate tectonics is the unifying theory that explains the past and current crustal movements at the surface. This theory provides a framework for understanding geological history. Mapping land and water patterns based on investigations of rocks and fossils can help forecast the proximity and probability of future events.

E.8.9A Students will demonstrate an understanding that physical processes and major geological events (e.g., plate movement, volcanic activity, mountain building, weathering, erosion) are powered by the Sun and the Earth's internal heat and have occurred over millions of years.

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
19 (7 DAYS)	**E.8.9A.1** Investigate and explain how the flow of Earth's internal energy drives the cycling of matter through convection currents between Earth's surface and the deep interior causing plate movements. **E.8.9A.2** Explore and debate theories of plate tectonics to form conclusions about past and current movements of rocks at Earth's surface throughout history.	Stemscopes Kesler	Asthenosphere Convergent Boundary Divergent Boundary Geoscience Process Lithosphere Mid-Ocean Ridge Plate Boundary Plate Tectonics Topography Transform Boundary
20	**E.8.9A.3** Map land and water patterns from various time periods and use rocks and fossils to report evidence of how Earth's plates have moved great distances, collided, and spread apart. **E.8.9A.4** Research and assess the credibility of scientific ideas to debate and discuss how Earth's constructive and destructive processes have changed Earth's surface at varying time and spatial scales.	Stemscopes Kesler	
21	**E.8.9A.5** Use models that demonstrate convergent and divergent plate movements that are responsible for most landforms and the distribution of most rocks and minerals within Earth's crust.	Stemscopes Kesler	Weathering Erosion Minerals Surface Water Ground Water Topography Lithosphere
22	**E.8.9A.6** Design and conduct investigations to evaluate the chemical	Stemscopes	

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	and physical processes involved in the formation of soils. **E.8.9A.7** Explain the interconnected relationship between surface water and groundwater.	Kesler	Asthenosphere
Conceptual Understanding: Natural processes can cause sudden or gradual changes to Earth's systems. Some may adversely affect humans such as volcanic eruptions or earthquakes. Mapping the history of natural hazards in a region, combined with an understanding of related geological forces can help forecast the locations and likelihoods of future events. **E.8.9B** Students will demonstrate an understanding of natural hazards (volcanic eruptions, severe weather, earthquakes) and construct explanations for why some hazards are predictable and others are not.			
23	**E.8.9B.1** Research and map various types of natural hazards to determine their impact on society. **E.8.9B.2** Compare and contrast technologies that predict natural hazards to identify which types of technologies are most effective.	Stemscopes Kesler	Atmosphere Earthquake Geological Event Geosphere Hazardous Weather Hydrosphere Large-Scale System Interactions Natural Hazard Volcanic Eruption
24	**E.8.9B.3** Using an engineering design process, create mechanisms to improve community resilience, which safeguard against natural hazards (e.g., building restrictions in flood or tidal zones, regional watershed management, Firewise construction).	Stemscopes Kesler	
Earth and Space Science - Earth's Resources **Conceptual Understanding:** Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources, both renewable and nonrenewable. Human activities have significantly altered the biosphere, sometimes damaging, or destroying natural habitats that could cause extinction or			

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
the threat of extinction of many species. Past and present geological events have distributed resources unevenly around the planet; therefore, there has been an increase in, and continued need for, technology to harness available resources and develop alternatives. **E.8.10** Students will demonstrate an understanding that a decrease in natural resources is directly related to the increase in human population on Earth and must be conserved.			
25	**E.8.10.1** Read and evaluate scientific information about advancements in renewable and nonrenewable resources. Propose and defend ways to decrease national and global dependence on nonrenewable resources. **E.8.10.2** Create and defend a proposal for reducing the environmental effects humans have on Earth (e.g., population increases, consumer demands, chemical pollution, deforestation, and change in average annual temperature).	Stemscopes Kesler	Conservation Environment Human Activity Natural Resources Nonrenewable Organic Material Pollution Recycling Renewable Waste
26	**E.8.10.3** Using scientific data, debate the societal advantages and disadvantages of technological advancements in renewable energy sources. **E.8.10.4** Using an engineering design process, develop a system to capture and distribute thermal energy that makes renewable energy more readily available and reduces human impact on the environment (e.g., building solar water heaters, conserving home energy).	Stemscopes Kesler	
27	**Review and Assess** **Mastery Connect Predictive Assessment (Benchmark 3-Comprehensive)**		

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Physical Science - Motions, Forces, and Energy **Conceptual Understanding:** Waves have energy that is transferred when they interact with various types of matter. A repeating pattern of motion allows the transfer of energy from place to place without overall displacement of matter. All types of waves have some features in common. When waves interact, they affect each other resulting in changes to the resonance. Many modern technologies are based on waves and their interactions with matter. **P.8.6** Students will demonstrate an understanding of the properties, behaviors, and application of waves.			
28	***USE BENCHMARK DATA TO DETERMINE THE ORDER AND PRIORITY OF THE STANDARDS FOR WEEKS 28-31. **P.8.6.1** Collect, organize, and interpret data about the characteristics of sound and light waves to construct explanations about the relationship between matter and energy. **P.8.6.2** Investigate research-based mechanisms for capturing and converting wave energy (frequency, amplitude, wavelength, and speed) into electrical energy. **P.8.6.3** Conduct simple investigations about the performance of waves to describe their behavior (e.g., refraction, reflection, transmission, and absorption) as they interact with various materials (e.g., lenses, mirrors, and prisms).	Stemscopes Kesler	Absorption Amplitude Crest Frequency Reflection Refraction Speed Transmission Trough Wavelength
29	**P.8.6.4** Use scientific processes to plan and conduct controlled	Stemscopes	Digitized Signals

JCSD 8th Grade Science Pacing Guide 23-24 School Year

Cause and Effect

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	investigations to conclude sound is a wave phenomenon that is characterized by amplitude and frequency. **P.8.6.5** Conduct scientific investigations that describe the behavior of sound when resonance changes (e.g., waves in a stretched string and design of musical instruments).	Kesler	Infrared Waves Light Waves Loudness Microwaves Radio Waves Sound Wave Spectrum Wave Speed
30	**P.8.6.6** Obtain and evaluate scientific information to explain the relationship between seeing color and the transmission, absorption, or reflection of light waves by various materials.	Stemscopes Kesler	
31	**P.8.6.7** Research the historical significance of wave technology to explain how digitized tools have evolved to encode and transmit information (e.g., telegraph, cell phones, and wireless computer networks). **P.8.6.8** Compare and contrast the behavior of sound and light waves to determine which types of waves need a medium for transmission.	Stemscopes Kesler	
32-36	**Review for state testing**		

*See the Instructional Planning Guide for Science K-12 and Science Engineering Practices (grade band reference).

JCSD 8th Grade Science Year at a Glance 23-24 School Year

Term	Life Science	Physical Science	Earth and Space Science
First Nine Weeks	L.8.2A.1 L.8.2A.2 L.8.2A.3 L.8.2A.4 L.8.2A.5 L.8.2B.1 L.8.2B.2 L.8.2B.3 L.8.2B.4		
Second Nine Weeks	L.8.2C.1 L.8.2C.2 L.8.4A.1 L.8.4A.2 L.8.4B.1 L.8.4B.2 L.8.4B.3 L.8.4B.4		E.8.7.1 E.8.7.2 E.8.7.3 E.8.7.4
Third Nine Weeks			E.8.9A.1 E.8.9A.2 E.8.9A.3 E.8.9A.4 E.8.9A.5 E.8.9A.6 E.8.9A.7 E.8.9B.1 E.8.9B.2 E.8.9B.3 E.8.10.1 E.8.10.2 E.8.10.3 E.8.10.4
Fourth Nine Weeks		P.8.6.1 P.8.6.2 P.8.6.3 P.8.6.4 P.8.6.5 P.8.6.6 P.8.6.7 P.8.6.8	

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Cells as a System **Conceptual Understanding:** Biologists have determined that organisms share unique characteristics that differentiate them from non-living things. Organisms range from very simple to extremely complex. **BIO.1A Students will demonstrate an understanding of the characteristics of life and biological organization.**			
1-2 **Beginning of Course & Intro to Biology**	**BIO.1A.1** Develop criteria to differentiate between living and non-living things. **BIO.1A.2** Describe the tenets of cell theory and the contributions of Schwann, Hooke, Schleiden, and Virchow. **BIO.1A.3** Using specific examples, explain how cells can be organized into complex tissues, organs, and organ systems in multicellular organisms. **BIO.1A.4** Use evidence from the current scientific literature to support whether a virus is living or non-living.	• Candle Demonstration (Living or Nonliving)	Cell Organelle Cell Theory Eukaryote Homeostasis Law Prokaryote Scientific Claim Virus Bacteria
Cells as a System **Conceptual Understanding:** Organisms are composed of four primary macromolecules: carbohydrates, lipids, proteins, and nucleic acids. Metabolism is the sum of all chemical reactions between molecules within cells. Cells continuously utilize materials obtained from the environment and the breakdown of other macromolecules to synthesize their own large macromolecules for cellular structures and functions. These metabolic reactions require enzymes for catalysis. **BIO.1B Students will analyze the structure and function of the macromolecules that make up cells.**			
3		• Enzyme Reactivity Lab	Carbohydrate Enzyme

2350

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Organic Molecules	**BIO.1B.1** Develop and use models to compare and contrast the structure and function of carbohydrates, lipids, proteins, and nucleic acids (DNA and RNA) in organisms. **BIO.1B.2** Design and conduct an experiment to determine how enzymes react given various environmental conditions (i.e., pH, temperature, and concentration). Analyze, interpret, graph, and present data to explain how those changing conditions affect the enzyme activity and the rate of the reactions that take place in biological organisms.		Fatty Acids Lipid Monomer Nucleic Acid Polymer Protein
Cells as a System **Conceptual Understanding:** Cells are the basic units of all organisms, both prokaryotes and eukaryotes. Prokaryotic and eukaryotic cells differ in key structural features, but both can perform all functions necessary for life. **BIO.1C Students will relate the diversity of organelles to a variety of specialized cellular functions.**			
4	**BIO.1C.1** Develop and use models to explore how specialized structures within cells (e.g., nucleus,		Cell Membrane Cell Wall

2351

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Cells	cytoskeleton, endoplasmic reticulum, ribosomes, Golgi apparatus, lysosomes, mitochondria, chloroplast, centrosomes, and vacuoles) interact to carry out the functions necessary for organism survival. **BIO.1C.2** Investigate to compare and contrast prokaryotic cells and eukaryotic cells, and plant, animal, and fungal cells. **BIO.1C.3** Contrast the structure of viruses with that of cells and explain why viruses must use living cells to reproduce. **BIO.1A.1** (continued) **BIO.1A.2** (continued) **BIO.1A.3** (continued) **BIO.1A.4**(continued)		Mitochondria Chloroplast Nucleus Organelle Ribosome Vacuole Golgi Body Lysosome Endoplasmic Reticulum
Cells as a System **Conceptual Understanding:** The structure of the cell membrane allows it to be a selectively permeable barrier and maintain homeostasis. Substances that enter or exit the cell must do so via the cell membrane. This transport across the membrane may occur through a variety of mechanisms, including simple diffusion, facilitated diffusion, osmosis, and active transport. **BIO.1D Students will describe the structure of the cell membrane and analyze how the structure is related to its primary function of regulating transport in and out of cells to maintain homeostasis.**			
5 **Cell Membrane and Transport**	**BIO.1D.1** Plan and conduct investigations to prove that the cell membrane is semi-permeable, allowing it to maintain homeostasis with its environment through active and passive transport processes. **BIO.1D.2** Develop and use models to explain how the cell deals with imbalances of solute concentration across the	• Egg Osmosis Lab	Active Transport Diffusion Homeostasis Metabolism Osmosis Passive Transport Semi-Permeable

2352

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	cell membrane (i.e., hypertonic, hypotonic, and isotonic conditions, sodium/potassium pump).		(selectively permeable)
Energy Transfer **Conceptual Understanding:** Organisms require energy to perform life functions. Cells are transformers of energy, continuously utilizing a complex sequence of reactions in which energy is transferred from one form to another, for example, from light energy to chemical energy to kinetic energy. Emphasis is on illustration the inputs and outputs of matter and the transfer and transformation of energy in photosynthesis and cellular respiration. Assessment is limited to identification of the phases (i.e., glycolysis, citric acid cycle, and electron transport chain) in cellular respiration as well as light and light-independent reactions of photosynthesis and does not include specific biochemical reactions within the phases. **BIO.2 Students will explain that cells transform energy through the processes of photosynthesis and cellular respiration to drive cellular functions.**			
6 **Cellular Energy**	**BIO.2.1** Use models to demonstrate that ATP and ADP are cycled within a cell as a means to transfer energy. **BIO.2.2** Develop models of the major reactants and products of photosynthesis to demonstrate the transformation of light energy into stored chemical energy in cells. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored **BIO.2.3** Develop models of the major reactants and products of cellular respiration (aerobic and anaerobic) to demonstrate the transformation of the chemical energy stored in food to the available energy of ATP. Emphasize the chemical processes in which bonds are broken and energy is released, and new bonds are formed and energy is stored. **BIO.2.4** Conduct scientific investigations or computer simulations to compare aerobic and anaerobic cellular respiration in plants and animals, using real-world examples.	• Yeast Cell Respiration Lab	Adenosine Triphosphate Aerobic Cellular Respiration Anaerobic Cellular Respiration Cellular Respiration Electron Transport Chain Glucose Glycolysis Krebs Cycle Light-Dependent Reactions Light-Independent Reactions (Calvin Cycle) Photosynthesis Reactant

2353

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	BIO.2.5 **Enrichment:** Investigate variables (e.g., nutrient availability, temperature) that affect anaerobic respiration and current real-world applications of fermentation. **BIO.2.6** **Enrichment:** Use an engineering design process to manipulate factors involved in fermentation to optimize energy production.		
Cells as a System **Conceptual Understanding:** Cells grow and reproduce through a regulated cell cycle. Within multicellular organisms, cells repeatedly divide for repair, replacement, and growth,. Likewise, an embryo begins as a single cell that reproduces to form a complex, multicellular organism through the processes of cell division and differentiation. **BIO.1E Students will develop and use models to explain the role of the cell cycle during growth, development, and maintenance in multicellular organisms.**			
7 **Cell Cycle**	**BIO.1E.1** Construct models to explain how the processes of cell division and cell differentiation produce and maintain complex multicellular organisms **BIO.1E.2** Identify and describe the changes that occur in a cell during replication. Explore problems that might occur if the cell does not progress through the cycle correctly (cancer). **BIO.1E.3** Relate the processes of cellular reproduction to asexual reproduction in simple organisms (i.e., budding, vegetative propagation, regeneration, binary fission). Explain why the DNA of the daughter cells is the same as the parent cell. **BIO.1E.4** **Enrichment:** Use an engineering design process to investigate the role of stem cells in regeneration and		Anaphase Binary Fission Cancer Cell Cycle Cytokinesis DNA Replication Interphase Metaphase Mitosis Prophase Somatic Cell Stem Cell Telophase

2354

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	asexual reproduction, then develop applications of stem cell research to solve human medical conditions.		
Reproduction and Heredity **Conceptual Understanding:** Somatic cells contain homologous pairs of chromosomes, one member of each pair obtained from each parent, that form a diploid set of chromosomes in each cell. These chromosomes are similar in genetic information but may contain different alleles of these genes. For sexual reproduction, an offspring must inherit a haploid set from each parent. Haploid gametes are formed by meiosis, a specialized cell division in which the chromosome number is reduced by half. During meiosis, members of a homologous pair may exchange information and then are randomly sorted into gametes resulting in genetic variation in sex cells. **BIO.3A Students will develop and use models to explain the role of meiosis in the production of haploid gametes required for sexual reproduction.**			
8 **Protein Synthesis**	**BIO.3A.1** Model sex cell formation (meiosis) and combination (fertilization) to demonstrate the maintenance of chromosome number through each generation in sexually reproducing populations. Explain why the DNA of the daughter cells is different from the DNA of the parent cell. **BIO.3A.2** Compare and contrast mitosis and meiosis in terms of reproduction. **BIO.3A.3** Investigate chromosomal abnormalities (e.g., Down syndrome, Turner's syndrome, and Klinefelter syndrome) that might arise from errors in meiosis (nondisjunction) and how these abnormalities are identified (karyotypes).		Allele Cell Cycle Chromosome Crossing Over Diploid Gametes Genetic Modification Haploid Meiosis Mutation Spore Trait
Reproduction and Heredity **Conceptual Understanding:** Gene expression results in the production of proteins and thus determines the phenotypes of the organism. Changes in the DNA occur throughout an organism's life. Mutations are a source of genetic variation that may have a positive, negative, or no effect on the organism.			

2355

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
BIO.3C Students will construct an explanation based on evidence to describe how the structure and nucleotide base sequence of DNA determines the structure of proteins or RNA that carry out essential functions of life.			
(continued)	**BIO.3C.1** Develop and use models to explain the relationship between DNA, genes, and chromosomes in coding the instructions for the traits transferred from parent to offspring **BIO.3C.2** Evaluate the mechanisms of transcription and translation in protein synthesis. **BIO.3C.3** Use models to predict how various changes in the nucleotide sequence (e.g., point mutations, deletions, and additions) will affect the resulting protein product and the subsequently inherited trait. **BIO.3C.4** Research and identify how DNA technology benefits society. Engage in scientific argument from evidence over the ethical issues surrounding the use of DNA technology. **BIO.3C.5** Enrichment: Investigate current biotechnological applications in the study of the genome (e.g., transcriptome, proteome, individualized sequencing, and individualized gene therapy).		Adenine Chromosome Codon Cytosine Double Helix Frameshift Mutation Gene Genetic Disorder Guanine Histone Messenger RNA (mRNA) Mutagen Nitrogen Base Nucleic Acid Nucleotide Peptide Bond Phosphate Point Mutation Ribosomal RNA Thymine Transcription Transfer RNA (tRNA) Translation Uracil
9	**Review and Assess**		Cumulative Review
Reproduction and Heredity			

2356

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
Conceptual Understanding: Offspring inherit DNA from their parents. The genes contained in the DNA (genotype) determine the traits expressed in the offspring;s phenotype. Alleles of a gene may demonstrate various patterns of inheritance. These patterns of inheritance may be followed through multiple generations within families. **BIO.3B Students will analyze and interpret data collected from probability calculations to explain the variation of expressed traits within a population.**			
10 **Genetics**	**BIO.3B.1** Demonstrate Mendel's law of dominance and segregation using mathematics to predict phenotypic and genotypic ratios by constructing Punnett squares with both homozygous and heterozygous allele pairs. **BIO.3B.2** Illustrate Mendel's law of independent assortment using Punnett squares and/or the product rule of probability to analyze monohybrid crosses. **BIO.3B.3** Investigate traits that follow non-Mendelian inheritance patterns (e.g., incomplete dominance, codominance, multiple alleles in human blood types, and sex-linkage). **BIO.3B.4** Analyze and interpret data (e.g., pedigrees, family, and population studies) regarding Mendelian and complex genetic traits (e.g., sickle-cell anemia, cystic fibrosis, muscular dystrophy, color-blindness, and hemophilia) to determine patterns of inheritance and disease risk.		Allele Codominance Crossing Over Dihybrid Cross Diploid Genetic Modification Genotype Haploid Heterozygous Homozygous Incomplete Dominance Inheritance Monohybrid Cross Phenotype Polygenic Recessive Sex-linked Trait
Adaptations and Evolution **Conceptual Understanding:** Evolution is a key unifying principle in biology. Differentiating between organic and chemical evolution and the analysis of the gradual changes in populations over time, helps students understand common features and differences between species and thus the relatedness between species. There are several factors that affect how natural selection acts on populations within their environments leading to speciation, extinction, and the current diversity of life on earth.			

2357

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
BIO.4 Students will analyze and interpret evidence to explain the unity and diversity of life.			
11 **Evolution**	**BIO.4.1** Use models to differentiate between organic and chemical evolution, illustrating the steps leading to aerobic heterotrophs and photosynthetic autotrophs. **BIO.4.2** Evaluate empirical evidence of common ancestry and biological evolution, including comparative anatomy (e.g., homologous structures and embryological similarities), fossil record, molecular/biochemical similarities (e.g., gene and protein homology), and biogeographic distribution. **BIO.4.3** Construct cladograms/phylogenetic trees to illustrate relatedness between species. **BIO.4.4** Design models and use simulations to investigate the interaction between changing environments and genetic variations in natural selection leading to adaptations in populations and differential success of populations **BIO.4.5** Use Darwin's Theory to explain how genetic variation, competition, overproduction, and unequal reproductive success acts as driving forces of natural selection and evolution. **BIO.4.6** Construct explanations for the mechanisms of speciation (e.g., geographic and reproductive isolation). **BIO.4.7** Enrichment: Construct explanations for how various disease agents bacteria, viruses, chemicals) can influence natural selection.		Anatomical Homologies Ancestry Biogeography Developmental Homologies Evolution Fossil Record Gradualism Homology (homologies) Molecular Homologies Punctuated Equilibrium Speciation Stasis Adaptation Biodiversity Biological Fitness Charles Darwin Genetic Variation Limiting Factor Natural Selection Overpopulation Population Reproductive Success Subspecies

2358

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
12	**Review and Assess All Biology Standards**	• Benchmark 2	
Interdependence of Organisms and Their Environments **Conceptual Understanding:** Complex interactions within an ecosystem affect the numbers and types of organisms that survive. Fluctuations in conditions can affect the ecosystem's function, resources, and habitat availability. Ecosystems are subject to carrying capacities and can only support a limited number of organisms and populations. Factors that can affect the carrying capacities of populations are both biotic and abiotic. **BIO.5 Students will investigate and evaluate the interdependence of living organisms and their environment.**			
13 - 14 **Cycling of Matter**	**BIO.5.1** Illustrate levels of ecological hierarchy, including organism, population, community, ecosystem, biome, and biosphere. **BIO.5.2** Analyze models of the cycling of matter (e.g., carbon, nitrogen, phosphorus, and water) between abiotic and biotic factors in an ecosystem and evaluate the ability of these cycles to maintain the health and sustainability of the ecosystem. **BIO.5.3** Analyze and interpret quantitative data to construct an explanation for the effects of greenhouse gasses on the carbon dioxide cycle and global climate		Atmosphere Biogeochemical Cycles Biosphere Carbon Cycle Carrying Capacity Climate Community (communities) Denitrification Ecosystem Geosphere Global Warming Greenhouse Gas Niche Nitrification Nitrogen Cycle Nitrogen Fixation Nutrient Cycle Stimuli Water Cycle
15 **Flows of Energy & Relationships**	**BIO.5.4** Develop and use models to describe the flow of energy and amount of biomass through food chains, food webs, and food pyramids. **BIO.5.5** Evaluate symbiotic relationships (e.g., mutualism, parasitism, and commensalism) and other co-evolutionary		Food Chain Food Web Trophic Level Ecological Pyramid Primary Consumer Secondary Consumer Tertiary Consumer Quaternary Consumer Decomposer

2359

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
	(e.g., predator-prey, cooperation, competition, and mimicry) relationships within specific environments.		Autotrophic Heterotroph Producer Consumer Predator Prey Parasitism Parasite Host
16 **Ecology and Inter-dependence**	**BIO.5.6** Analyze and interpret population data, both density-dependent and density-independent, to define limiting factors. Use graphical representations (growth curves) to illustrate the carrying capacity within ecosystems **BIO.5.7** Investigate and evaluate factors involved in primary and secondary ecological succession using local, real-world examples. **BIO.5.8** Enrichment: Use an engineering design process to create a solution that addresses changing ecological conditions (e.g., climate change, invasive species, loss of biodiversity, human population growth, habitat destruction, biomagnification, or natural phenomena). **BIO.5.9**Enrichment: Use an engineering design process to investigate and model current technological uses of biomimicry to address solutions to real-world problems.		Biodiversity Carrying Capacity Climax Community Community (communities) Ecosystem Emigration Habitat Destruction Homeostasis Immigration Invasive Species Limiting Factor Natural Disaster Niche Pioneer Species Population Primary Succession Salinity Secondary Succession Succession
17	**Review and Assess All Biology Standards**		
18	**MAAP Assessment**		

2360

JCSD Biology I Pacing Guide 23-24 School Year

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary

2361

Biology I Year at a Glance 2023-2024 School Year

Term	Cells as a System	Energy Transfer	Reproduction and Heredity	Adaptations and Evolution	Interdependence of Organisms and Their Environments
First Nine Weeks	BIO.1A.1 BIO.1A.2 BIO.1A.3 BIO.1A.4 BIO.1B.1 BIO.1B.2 BIO.1C.1 BIO.1C.2 BIO.1C.3 BIO.1D.1 BIO.1D.2 BIO.1E.1 BIO.1E.2 BIO.1E.3 BIO.1E.4	BIO.2.1 BIO.2.2 BIO.2.3 BIO.2.4 BIO.2.5 BIO.2.6	BIO.3A.1 BIO.3A.2 BIO.3A.3 BIO.3C.1 BIO.3C.2 BIO.3C.3 BIO.3C.4 BIO.3C.5		
Second Nine Weeks			BIO.3B.1 BIO.3B.2 BIO.3B.3 BIO.3B.4	BIO.4.1 BIO.4.2 BIO.4.3 BIO.4.4 BIO.4.5 BIO.4.6 BIO.4.7	BIO.5.1 BIO.5.2 BIO.5.3 BIO.5.4 BIO.5.5 BIO.5.6 BIO.5.7 BIO.5.8 BIO.5.9

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD Foundations of Biology Pacing Guide 2023 - 2024

Week	Target Standards (MCCCRS)	Resources/Supplemental	Vocabulary
History of Biology and Impacts on Society **Conceptual Understanding:** The history of science is a compilation of the works of many people. To understand science and its applications, the history of scientific experiments and developments must be understood. The needs of society have been the driving force behind numerous advances in science and technology. Advances in science and technology have forever and changed, and will continue to change, society. **FB.1 Students will relate the importance of significant historical biological experiments and their impact of these on research, development, and society.**			
1	**FB.1.1** Identify and communicate the contributions of famous scientists and their experiments that formed fundamental scientific principles (e.g., Robert Hooke, Schleiden/ Schwann/Virchow, Griffith, Avery/MacLeod/McCarty, Hershey/Chase, Rosalind Franklin, Gregor Mendel, Watson/Crick, Pasteur, and Charles Darwin). **FB.1.2** Trace and model the historical development of scientific ideas and theories (e.g., creation of the microscope, discovery of cells/cell theory, discovery of DNA/RNA, double helical shape of DNA, evolution/natural selection, endosymbiosis) through the development of a timeline. **FB.1.3** Research, analyze, explain, and communicate how scientific enterprise relates to society and classic inventions (e.g., microscope, blood typing, gel electrophoresis equipment, DNA sequencing technology). **FB.1.4 Enrichment:** Research, analyze, explain, and communicate the influence of society, including cultural components, on the direction and progress of science and technology (e.g., medical treatments, emerging viruses, antibiotic resistance, vaccinations, and re-emerging diseases, alternative energy development, and/or biomimicry.		Alfred Hershey Biology Cell Theory Central Dogma Charles Darwin Deoxyribonucleic Acid Disease Evolution Francis Crick Gregor Mendel James Watson Louis Pasteur Vaccine Martha Chase Natural Selection Organisms Robert Hooke Rosalind Franklin Spontaneous Generation

JCSD Foundations of Biology Pacing Guide 2023 - 2024

The Chemistry of Life

Conceptual Understanding: Living and nonliving things are composed of elements. Elements have the unique ability to form compounds and molecules based on their atomic structures. Water has unique properties that allow it to form solutions with a variety of compounds. Living organisms are composed of biological molecules that interact with water and through chemical reactions, help to maintain homeostasis.

FB.2 Students will demonstrate an understanding of the structure and interactions of matter and how the organization of matter supports living organisms.

2	**FB.2.1** Develop and use simple atomic models to describe the components of elements (e.g., relative position, charges of protons, neutrons, and electrons). **FB.2.2** Obtain and use information about elements (e.g., chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table. **FB.2.3** Relate chemical reactivity to an element's position on the periodic table. Use this information to determine what type of bond will form between elements (ionic, covalent, hydrogen). **FB.2.4** Analyze and interpret data to classify common solutions as acids, bases, or neutral. Communicate the importance of pH in living systems.		Anion Atom Atomic Mass Atomic Number Cation Compound Covalent Bond Electron Element Family (Group) Hydrogen Bond Ionic Bond Neutron Period Proton
3	**FB.2.5** Investigate how the properties of water (e.g., cohesion, adhesion, heat capacity, solvent properties) contribute to the maintenance of living cells and organisms. **FB.2.6** Explain the role of the major biomolecules (carbohydrates, proteins -including enzymes, lipids, and nucleic acids) to the survival of living organisms. **FB.2.7 Enrichment:** Explore the structure of biomolecules using molecular models. Relate the structure of biomolecules to their function in living things (discuss types bonding, importance of the		Adhesion Cohesion Hydrogen Bond Carbohydrate Lipid Protein Nucleic Acid Amino Acid Enzyme Specific Heat Solvent

JCSD Foundations of Biology Pacing Guide 2023 - 2024

	strength and weakness of the bond in function, energy in bonds, enzyme function).		
Organization and Energy in Living Systems **Conceptual Understanding:** : Cells are the basic unit of any living organism. All organisms are composed of one (unicellular) or many cells (multicellular). Living things use their cells to acquire energy from their environment to grow and reproduce, and then they respond and adapt to that environment for survival. **FB.3 Students will demonstrate an understanding of how the structure of living organisms supports the essential functions of life.**			
4	**FB.3.1** Compare and contrast prokaryotic/eukaryotic and plant/animal/bacteria cells. **FB.3.2** Use models to investigate and explain structures within living cells that support life (e.g., cytoplasm, cell membrane, cell wall, nucleus, mitochondria, chloroplasts, lysosomes, Golgi, vacuoles, ER, ribosomes, chromosomes, centrioles, cytoskeleton, nucleolus, nuclear membrane).		Animal Cell/PlantCell Bacteria Cellular Organelle (define all) Lysosome Prokaryote Nucleus Nucleolus Chloroplast Vacuole Mitochondria Eukaryote Centriole Ribosome Endoplasmic Reticulum Golgi Body (Apparatus)
5	**FB.3.3** Compare and contrast active and passive cellular transport. Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions.		Active Transport Hypertonic Hypotonic Isotonic Passive Transport

JCSD Foundations of Biology Pacing Guide 2023 - 2024

6	**FB.3.4** Analyze the relationship between photosynthesis and cellular respiration and explain that relationship in terms of the need for all living things to acquire energy from their environment. **FB 3.5** Use models to explain how ADP and ATP cycle to store and release chemical energy using inorganic phosphate.		Photosynthesis Cellular Respiration Facilitated Diffusion Diffusion Osmosis
7	**FB.3.6** Compare and contrast the processes and results of mitosis and meiosis. **FB.3.7 Enrichment:** Research and orally communicate the possible outcomes of a failure of mitosis (cancer) or meiosis (nondisjunction).		Mitosis Meiosis
Molecular Basis of Heredity **Conceptual Understanding:** One strand of DNA creates a chromosome. Chromosomes have genes, which are simply segments of DNA. The information stored in DNA (in genes on chromosomes) determines the unique characteristics of an individual. DNA is the blueprint for RNA through transcription, which in turn, allows for the creation of a protein through translation. Modern technologies allow humans to manipulate DNA, RNA, and proteins to solve human dilemmas. Using technology to manipulate genetic information is controversial. **FB.4 Students will demonstrate an understanding of how genetic information is transferred from parent to offspring.**			
8	**FB.4.1** Compare and contrast the basic structure and function of nucleic acids (e.g., DNA, RNA). **FB.4.2** Obtain and communicate information illustrating the relationships among DNA, genes, chromosomes, and proteins to the basis of life.		Chromosome Gene
9	**Review of Standards & Assess**		

JCSD Foundations of Biology Pacing Guide 2023 - 2024

10-11	**FB.4.3** Use models (e.g., Punnett squares) and mathematical reasoning to describe and predict patterns of inheritance of single genetic traits from parents to offspring (e.g., dominant, and recessive traits, incomplete dominance, codominance, multiple alleles, sex- linkage).		Allele Co-dominance Generation Genotype Incomplete Dominance Heterozygous Homozygous Phenotype Recessive Trait Sex-linked
12-13	**FB.4.4** Obtain and communicate information to describe how mutations may affect genetic expression and provide examples. **FB.4.5** Research and report genetic technologies that may improve the quality of life (e.g., genetic engineering, cloning, gene splicing, DNA testing). **FB.4.6 Enrichment:** Debate the pros and cons of using biotechnology to manipulate genetic information for human purpose (society).		Cloning Gene Modification Gene Splicing Genetic Engineering Genetic Modification Recombinant DNA
Biological Evolution **Conceptual Understanding:** The geologic time scale interpreted from rock strata and fossil evidence provides a way to organize major historical events in Earth's history. Rock strata can document the existence, diversity, extinction, and changes in many life forms. Adaptation by natural selection acting over generations is one important process by which species gradually change to respond to environmental pressures. **FB.5 Students will demonstrate an understanding of Earth's fossil record and its indication of the diversity of life over time.**			
14	**FB.5.1** Investigate through research the contributions of scientists to the theory of evolution and evolutionary processes (e.g., Needham, Spallanzani, Redi, Pasteur, Lyell, Lamarck, Malthus, Wallace, Darwin). **FB.5.2** Analyze and interpret data to support claims that different types of fossils provide evidence of the diversity of life that has existed on Earth and of the relationships between past and existing		Analogous Structres Biogenesis Diversity Embryology Evolution Fossil Fossil Record Homologous Structures

JCSD Foundations of Biology Pacing Guide 2023 - 2024

	life on Earth. **FB.5.3** Obtain and communicate information to explain how DNA evidence and fossil records support Darwin's theory of evolution.		Speciation Species Spontaneous Generation Vestigial Structures
15	**FB.5.4** Investigate how biological adaptations and genetic variations of traits in a population enhance the probability of survival in an environment (natural selection). **FB.5.5 Enrichment:** Create and analyze models that illustrate the relatedness between all living things (cladograms/phylogenetic trees).		Adaptation Diversity Extinction Gene Pool Generation Natural Selection Population Selective Breeding Variation
Ecological Principles **Conceptual Understanding:** Ecosystems are dynamic in nature, full of complex interactions that affect the numbers and types of organisms that can survive. Biotic and abiotic factors affect ecosystems, allowing for them to sustain only a limited number of organisms and populations, known as a carrying capacity. There is a delicate balance that exists between the living and nonliving things in an ecosystem. Humans can interrupt this balance, causing both local and global environmental issues. **FB.6 Students will understand the interdependence of living organisms and their environment.**			
16	**FB 6.1** Compare and contrast biotic and abiotic factors. **FB 6.2** Use models to analyze the cycling of matter in an ecosystem (e.g., water, carbon dioxide/oxygen, nitrogen). **FB.6.3** Obtain, evaluate, and communicate information to explain relationships that exist between abiotic and biotic components of an ecosystem. Explain how changes in biotic and abiotic components affect the balance of an ecosystem over time. **FB 6.4** Develop and use models to discuss the climate, flora, and		Abiotic Factor Biotic Factor Biome Biomass Flora Biome Fauna Biome Aquatic Biome Ecosystem Interdependence

JCSD Foundations of Biology Pacing Guide 2023 - 2024

	fauna of the terrestrial and aquatic biomes of the world.		
17	**FB 6.5** Use models to analyze the flow of energy through food chains, webs, and pyramids. **FB 6.6** Engage in scientific argument from evidence to distinguish organisms that exist in symbiotic (mutualism, parasitism, commensalism) or co-evolutionary (predator-prey, cooperation, competition, and mimicry) relationships within ecosystems. **FB 6.7 Enrichment:** Design solutions to reduce the impact of human activity on the ecosystem.		Autotroph Biomass Commensalism Competition Consumers Energy Food Chain Heterotroph Mimicry Mutualism Predator Producer
18	**Review and Assess** **Exam**		

JCSD Year at a Glance Foundations of Biology 2023 - 2024 School Year

Term	History of Biology and Impacts on Society	The Chemistry of Life	Organization and Energy in Living Systems	Molecular Basis of Heredity	Biological Evolution	Ecological Principles
First Nine Weeks	FB.1.1 FB.1.2 FB.1.3 FB.1.4	FB.2.1 FB.2.2 FB.2.3 FB.2.4 FB.2.5 FB.2.6 FB.2.7	FB.3.1 FB.3.2 FB.3.3 FB.3.4 FB.3.5 FB.3.6 FB.3.7	FB.4.1 FB.4.2		
Second Nine Weeks				FB.4.3 FB.4.4 FB.4.5 FB.4.6	FB.5.1 FB.5.2 FB.5.3 FB.5.4 FB.5.5	FB.6.1 FB.6.2 FB.6.3 FB.6.4 FB.6.5 FB.6.6 FB.6.7

***Once instructed, all standards should be spiraled throughout the year in both assessment and instruction (small group and whole group).**

JCSD Adopted Textbooks

Grade Level(s)	Subject	Company	Textbook	Adopted Year Range
9-12	Algebra I	Pearson	Envision Mississippi Algebra I	2019-2020
9-12	Geometry	Pearson	Envision Mississippi Geometry	2019-2020
9-12	Algebra II	Pearson	Envision Mississippi Algebra II	2019-2020
9-12	Algebra III	Pearson	Algebra and Trigonometry	2019-2020
9-12	SREB Math	Pearson	Intermediate Algebra 7E or Applied Mathematics for College and Career Readiness Student Edition	2019-2020
9-12	Advanced Mathematics Plus	Pearson	Pre-Calculus: Graphical, Numerical, Algebraic, 10E or Pre-Calculus: Enhanced with Graphing Utilities, 7E	2019-2020
9-12	Calculus	Pearson	Calculus: Graphical, Numerical, Algebraic, 5E	2019-2020
9-12	AP Calculus	Pearson	Calculus: AP Edition, 2E	2019-2020
9-12	AP Statistics	Pearson	Stats: Modeling the world, AP Edition	2019-2020
9-12	AP Art History	Cengage	Gardner's Art Through the Ages	2019-2020
9-12	AP Comparative Government and Politics	Cengage	An Introduction to Comparative Politics	2019-2020
9-12	AP European History	Cengage	Western Civilization Since 1300	2019-2020
9-12	AP Human Geography	Pearson	Rubenstein, The Cultural Landscape, and Introduction to Human Geography, 12th Edition, ©2017 AP Edition	2019-2020
9-12	AP Macro/Microeconomics	Pearson	Bade/Parkin, Foundations of Economics 8E ©2018 AP Edition	2019-2020
9-12	AP Psychology	Pearson	Ciccarelli, Psychology, AP® Edition 4	2019-2020
9-12	AP United States Government and Politics	Pearson	Edwards, Government in America 17E 2016 Presidential Election Edition ©2018 AP Edition	2019-2020
9-12	AP United States History	Pearson	Fraser, By the People: A History of the United States 2nd Edition, AP® Edition	2019-2020
9-12	AP World History	Pearson	Stearns, World Civilization 7E Revised ©2017 AP Edition	2019-2020
K-5	Mathematics	Curriculum Associates	Ready Math	This is not a state adopted title.
6-8	Mathematics	Curriculum Associates	Ready Math	This is not a state adopted title.
6-8	Mathematics	Pearson	EnVision Math	2018-2019
6-8	Social Studies, 6th Grade	Houghton Mifflin Harcourt	HMH Social Studies World Geography	2018-2019
6-8	Social Studies, 7th Grade	Houghton Mifflin Harcourt	HMH Social Studies Ancient Civilizations	2018-2019
6-8	Social Studies, 8th Grade	Houghton Mifflin Harcourt	HMH Social Studies United States History: Beginning to 1877	2018-2019

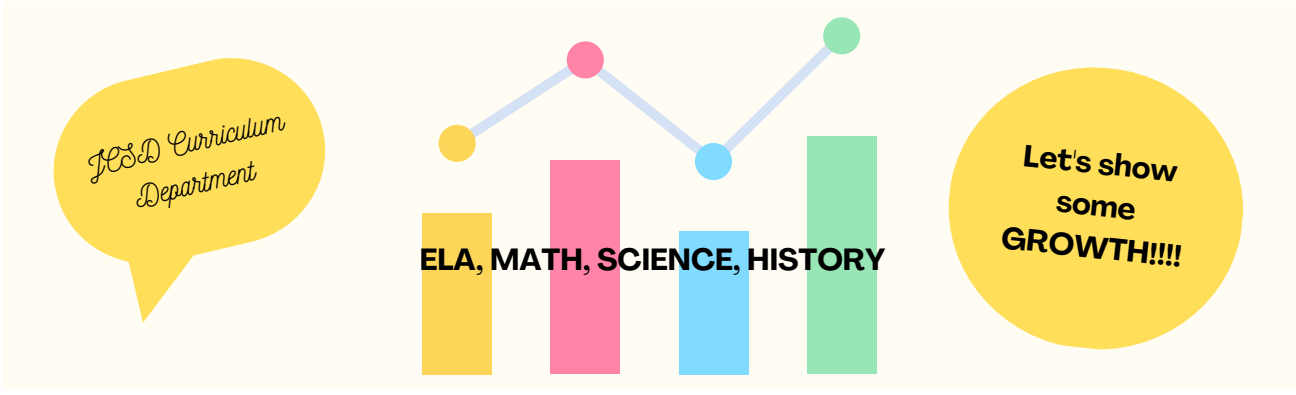
9-12	Economics	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt Social Studies Economics	2018-2019
9-12	Government	Pearson Education, Inc.	MaGruder's American Government	2018-2019
9-12	Psychology	Houghton Mifflin Harcourt	HMH Social Studies Psychology	2018-2019
9-12	Sociology	Houghton Mifflin Harcourt	HMH Social Studies Sociology	2018-2019
9-12	US History	Pearson Education, Inc.	United States History Reconstruction to the Present	2018-2019
9-12	World History	Pearson Education, Inc.	World History Modern Era	2018-2019
9-12	Human Anatomy & Physiology	McGraw-Hill School Education, LLC	Shier, Holes' Essentials of Anatomy & Physiology 2018, 1E	2017-2018
9-12	Oceanography	Pearson Education, Inc.	Essentials of Oceanography, 12th Edition (HS Binding)	2017-2018
K-5	Science, K-5	Accelerate Learning, Inc.	STEMscopes Mississippi (Online Student & Teacher) Grades K-5	2017-2018
6-8	Science, 6-8	Accelerate Learning, Inc.	STEMscopes Mississippi (Online Student & Teacher) Grades 6-8	2017-2018
9-12	Biology I	Accelerate Learning, Inc.	STEMscopes Mississippi (Online Student and Teacher) Biology	2017-2018
9-12	Foundations of Biology	Pearson Education, Inc.	Pearson Foundations Biology	2017-2018
9-12	Chemistry	McGraw-Hill School Education, LLC	Glencoe Chemistry: Matter and Change	2017-2018
9-12	Earth and Space Science	McGraw-Hill School Education, LLC	Glencoe Earth Science: GEU	2017-2018
9-12	Environmental Science	Cengage Learning, Inc.	Environmental Science: Sustaining Your World, 1E (C2017), Student Edition + Mindtap	2017-2018
9-12	Physical Science	McGraw-Hill School Education, LLC	Glencoe Physical Science, Complete Student Bundle	2017-2018
9-12	Physics	Houghton Mifflin Harcourt Publishing Company (HMH)	HMH Physics	2017-2018
9-12	Spanish	Pearson Education, Inc., publishing as Prentice Hall	*Autentico* Student Edition Plus Digital Course Series	2016-2017
K-5	ELA (Writing)	Zaner-Bloser	Strategies for Writers	2013-2014
6-8	ELA (Writing)	Pearson (Prentice-Hall)	Writing Coach	2013-2014
9-12	ELA (Writing)	Pearson (Prentice-Hall)	Writing Coach	2013-2014
K-8	Spelling	Zaner-Bloser	Spelling Connections 2012	2013-2014

K-3	Handwriting	Zaner-Bloser	Handwriting 2012, Print (Manuscript/Cursive in grade 2)	2013-2014
9-12	Mathematics, Calculus A.B., Advanced Placement	Houghton Mifflin Harcourt	Larson, Calculus of a Single Variable, Tenth Edition (High School AP version) Grades 9-12	2013-2014
9-12	Mathematics, Statistics, Advanced Placement	Pearson (Prentice-Hall)	Stats Modeling the World, Grades 9-12	2013-2014
9-12	Social Studies, 9-12, MS Studies	Clairmont Press, Inc.	A Place Called Mississippi	2012-2013
9-12	Social Studies, 9-12, World Geography	Pearson (Prentice-Hall)	World Geography: Building a Global Perspective	2012-2013
9-12	Social Studies, 9-12, Law Related Education	McGraw-Hill School Education	Street Law: A Course in Practical Law	2012-2013
K-5	Reading, K-5	Pearson (Scott Foresman)	Reading Street Common Core (Officially Adopted during the previous Reading Adoption. We voted not to change.)	2011-2012
6-8	Literature, 6-8	Pearson (Prentice Hall)	Prentice Hall Literature, Common Core	2011-2012
9-12	Literature, 9-12	Holt McDougal (Houghton Mifflin Harcourt)	Holt McDougal Literature, Common Core	2011-2012
9-12	English Literature & Composition, 9-12, Advanced Placement	Holt McDougal (Houghton Mifflin Harcourt)	Literature: Reading, Reacting, Writing	2011-2012

JCSD Assessment Plan

2023-2024

Dates	Grades K-8: 08/07/2023-09/01/2023
iReady Diagnostic 1	All students in grades K-8 will participate in diagnostic testing for math and ELA during the testing window.
Dates	Grades 3-5: 09/25/2023-09/28/2023 Grades 6-8: 09/27/2023-09/28/2023 High School: See attached
Benchmark 1- **Mastery Connect Predictive Assessment**	All students in grades 3-8 will participate in Benchmark 1 for math, ELA, and science (5th & 8th). Grades 6-8 will use the suggested grade provided by Mastery Connect as an exam grade. Benchmark items will cover standards from Term 1 on the JCSD pacing guide.
Dates	Grades 3-5: 12/11/2023-12/15/2023 Grades 6-8: 12/04/2023-12/15/2023 High School: See attached
Benchmark 2- **Mastery Connect Predictive Assessment**	All students in grades 3-8 will participate in Benchmark 2 for math, ELA, and science (5th & 8th). Grades 6-8 will use the suggested grade provided by Mastery Connect as an exam grade. Benchmark items will cover standards from Term 2 on the JCSD pacing guide.
Dates	Grades K-2: 11/27/2023-12/15/2023 Grades 3-8: 01/08/2024-01/19/2024
iReady Diagnostic 2	All students in grades K-8 will participate in diagnostic testing for math and ELA during the testing window.
Dates	Grades 3-5: 03/11/2024-03/14/2024 Grades 6-8: 03/12/2024-03/14/2024 High School: See attached
Benchmark 3- **Mastery Connect Predictive Assessment**	All students in grades 3-8 will participate in comprehensive benchmarks for math, ELA, and science (5th & 8th). In grades 6-8, the suggested grade provided by Mastery Connect will be used for an exam grade. A mock testing schedule is expected.
Dates	Grades K-2: 04/29/2024-05/10/2024 Grades 3-8: 03/18/2024-05/10/2024
iReady Diagnostic 3	Required for all K-5 as well as grades 6-8 SPED, Tier II, and Tier III



Course/Semester	1st Benchmark	2nd Benchmark	3rd Benchmark
Foundations to Algebra (Pre-test Algebra I)	Dec 1 - 16, 2023		
Algebra I / Semester	Sept 11 - 22, 2023	Oct 30 - Nov 10, 2023	
Algebra / Semester 2	Feb 26 - Mar 8, 2024	Apr 15 - 26, 2024	
Foundations to Biology (Pre-test Biology I)	Dec 1 - 16, 2023		
Biology / Semester 1	Sept 11 - 22, 2023	Oct 30 - Nov 10, 2023	
Biology / Semester 2	Feb 26 - Mar 8, 2024	Apr 15 - 26, 2024	
English II / Semester 1	Sept 11 - 22, 2023	Oct 30 - Nov 10, 2023	
English II / Semester 2	Feb 19 - Mar 1, 2024	Apr 15 - 26, 2024	
US History / Semester 1	Sept 11 - 22, 2023	Oct 30 - Nov 10, 2023	
US History / Semester 2	Feb 26 - Mar 8, 2024	Apr 15 - 26, 2024	
US History / Yearlong	Nov 6 -17, 2023	Jan 29 - Feb 9, 2024	Apr 8 - 19, 2024

JCSD Curriculum Technology Resources 2023-2024

Contact edtech@jcsd.ms if you have trouble with software.

Accessible Through	Icon	Resource	Grade Level(s)	Purpose
Clever https://clever.com/in/jcsdms		Canvas	K-12	Learning Management System; provides a mechanism for housing and otherwise managing curriculum
		ChalkTalk	11	ACT prep in College & Career Readiness courses
		Choosing the Best	Middle & High Schools	Abstinence/Sex-Ed Program
		DiscoveryEd	K-12	Online resources including videos, lessons, assessments; embedded inside of Canvas
		Edgenuity	8-12	Online courses; new users are added at the school by program admin
		Edmentum	9-12 (Interventions Only)	Adaptive intervention solution—diagnostic and benchmark assessments; new users are added at the school level by program admin
		Explore Learning: Gizmos & Reflex	Gizmos: 3-12 Science & Math Reflex: K-5 Math	Gizmos: Math & Science online simulations that help students make sense of math and science concepts through inquiry and exploration Reflex: Math supplemental online instructional tool
		Flocabulary	K-12	Online vocabulary building program
		Imagine Language & Literacy	ELL (Interventions Only)	Adaptive Intervention Solution–diagnostic assessments; new users are added at the school level by program admin
		Imagine Math/Bluebird	K-12 (Interventions Only)	Adaptive Intervention Solution–diagnostic assessments; new users are added at the school level by program admin
		i-Ready, Ready & Ready Math Classroom	K-8	Blended learning program containing instructional books for students and teachers in reading and math; formative assessment tool with built-in online instruction; blended learning for math
		Kesler Science	4-8 (Science only)	Supplemental science program
		Lexia Learning Systems	K-8 (Interventions Only)	Online intervention for reading and language Orton-Guillingham; new users are added at the school level by program admin
		MackinVIA	6-12	Online eBook subscription
		MajorClarity	7-12	Provides academic advising for all learners
		Mastery Connect	3-12	Online testing tool used to create assessments, which are formatted like the MAAP assessment; benchmark and ACT prep assessments are included; integrated into Canvas courses
		Nearpod	K-12	Interactive instructional presentation tool

JCSD Curriculum Technology Resources 2023-2024

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Clever https://clever.com/in/jcsdms		Paper	3-12	Unlimited, 24/7, personalized online tutoring
		Problem Attic	K-12	Online platform with assessment items for all subjects
		Progress Learning	6-12	Online instructional software for ACT, science, reading, and math
		Renaissance Learning–Accelerated Reader	K-5	Reading comprehension building program with assessments; accessible through Renaissance App in Clever
		Renaissance Learning–myON	K-5	Online eBook subscription; accessible through Renaissance App in Clever
		SchoolStatus/TeachBoost	K-12 employees	Data dashboard, teacher evaluation with TeachBoost, and parent communication program; must put in username and password the first time logging in through Clever
		STEMScopes	3-8 & Biology	Comprehensive science curriculum which includes online, print, and hands-on kits
		Plagiarism Check	6-12 (ELA only)	Reveals content matches in student writing; helps students take ownership of their work and practice proper citation; helps teachers increase efficiency in grading writing assignments; integrated into Canvas courses
Google Dashboard workspace.google.com/dashboard		Help Desk	All Employees	Work request platform for Edtech, technology and maintenance requests
		Bark	K-12 Principals, Assistant Principals, & Counselors	Online safety solution that helps keep students safe online and in real life by monitoring school-issued accounts for potential dangers and mental health concerns
		Canvas	K-12	Learning Management System; provides a mechanism for housing and otherwise managing curriculum
		Google Apps for Education	K-12	Productivity apps for classrooms; Gmail, Drive, Docs, Slides, Sheets, Calendar
Other Resources		i-Ready–High School Subscription	K-12 (Placement Assessment & Intervention Only)	Formative assessment tool for reading and math with build-in online instruction
		KUTA Math	6-12 (Math only)	Math assessment and worksheet generator
		SAVVAS enVision Math	6-8 (Math Only)	Supplemental math program; will be integrated into Canvas courses

EAST CENTRAL LOWER ELEMENTARY

Jackson County School District

Test Security Plan 2023 - 2024

Section I

Assurances

We assure that East Central Lower Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards. We understand that there is one Security Plan governing the school district and also a Security Plan for each school. The District Test Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.

Ashley Dooley School Principal	Signature	9-21-23 Date
Deanna Collins School Test Coordinator	Signature	9-21-23 Date
Tanya Sonnier District Test Coordinator	Signature	9-21-23 Date

Section II

A. **Name of Tests**

- Kindergarten Readiness Assessment, ELPT- LAS LINKS, LAS LINKS Screener, MAAP-A

B. **Training**

The following documentation will be collected for each training session:

- A dated, detailed agenda of the training
- A copy of handouts and other materials used in the training
- Documentation that participants were informed of consequences of testing violations
- Signatures of all who attend the training

C. **Studying Test Administrator Manuals**

- Testing manuals that are considered secure documents will be locked in a secure area. The test administrator will be allowed to review these manuals in the presence of the School Test Coordinator (STC) prior to testing. Secure manuals will not be removed from that room. Kindergarten Readiness Assessment manuals are available for test administrators (TA) without security measures being needed.

D. Handling Materials

1. Procedure for distributing materials to each test administrator:

- Testing tickets for online tests will be printed by the STC with another trained person present on the day of testing or the day prior and locked up with the secure testing materials until time for test administration. The STC and another trained person will distribute testing materials to the individual testing room. The distribution of secure test materials will be completed in pairs with at least one of the team being certified.

2. Outline the procedure to distribute materials to students and to account for materials before students leave the testing area.

- All test materials will be retrieved/picked up from the district office. The STC and another personnel member will transport East Central Lower test material back to campus after verifying all materials with the DTC and Mrs. Shelly Barnett (or another designee). Additionally, The STC and another personnel member from East Central Lower will return all test materials to the district office upon completion of the assessment.
- Before entering the testing room, the hall monitor will check the wrists of each student to ensure no students are wearing smart watches and make sure no students have cell phones in their pockets.
- Students will not enter the testing area until they are asked to do so. The students will be lined up in alphabetical order by last name and will be called into the testing room one at a time to be placed in their proper seat according to the seating chart.
- The TA and proctor will distribute student testing tickets according to the seating chart. The seating chart will list a numbered computer along with a student name. The test administrator and proctor will enter the students MSIS number, Date of Birth, and access code. Then the students will verify that their name is correct on the screen before beginning the test.
- The TA will take up tickets in order according to the seating chart prior to any students leaving the testing area.
- Homebound students will be tested by trained district personnel and proctors. The location for testing will be determined based upon the individual circumstances of the homebound student(s). Any testing materials for these students will be checked out from and returned to the secure storage room in the office area. The test materials will be in the presence of two trained employees, one of which will be certified, at all times during the transport of materials and during the administration of the assessment.
- Once a student has successfully completed and submitted his or her test, the student will close the computer and sit quietly until all other students have finished their tests. The TA and Proctor will collect testing tickets from students and then ask students to line up at the door one row at a time. Students will exit the testing room and return to their classroom while the TA and Proctor stay inside the testing room with the secure testing material.

3. Procedure for returning materials to the school test administrator.

- Teams of two trained staff members, one of which must be certified, will collect and count secure testing materials from each testing room. These materials will be returned to the secure testing storage area when testing is completed for that day. The LAS LINKS materials will be locked in the secure storage area after each testing session is completed each day of the LAS LINKS.

4. Describe the security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEPs.

- All Braille/large print test materials will be reviewed by the test administrator in the secure test storage area. Transferring of large print answers will be completed by the TA and proctor under the supervision of the STC.

5. List all individuals who have access to the secure storage area.

- Brandilyn Langley, the STC, is the only person who has a key to the secure testing storage area and will be accompanied by another properly trained employee when entering the secure storage area.

6. List of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F. See Section IV, 5a).

- There will be a list of trained staff members in the testing binder who will be assisting with testing.

Section III

1. Access to secure storage areas for test materials (Review Appendix F).

When testing materials for any of the above-mentioned tests are delivered or printed at the school, the STC and an individual who has been properly trained in test security will immediately transfer all testing materials to the school's secure storage area. The school secure storage area for Kindergarten Readiness Assessment, and ELPT- LAS LINKS is located in the office area. There will be a sign stating "Authorized Personnel Only" posted on the door. When entry to this storage area is necessary, the STC and another properly trained employee will enter together. A sign-in sheet will be posted on the outside of the door. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement and a Statement of Assurance.

Additional Procedures. In this section, describe in detail the procedures by which your staff will address the following areas:

2. **Student emergencies (bathroom, sudden illness).**

Properly trained staff members will actively monitor students in the computer labs during Kindergarten Readiness Assessment and ELPT-LAS LINKS testing to maintain security and to assist during emergencies within the testing room. Any test administrator who has an emergency will signal for the hall monitor. The hall monitor will move to the testing door to assist with the emergency. In case a student has to leave the testing room at any time during testing, the test administrator will have another properly trained person supervise the student. The student's test will be paused or stopped and the student will be logged back in when they return to the testing area. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate. The escort will remain with the student until they are able to return to the testing room. It is recommended that no more than one student at a time be allowed to use the restroom. Students will be supervised at all times between the testing room and the restroom.

In the event a test administrator or proctor becomes ill, another properly trained person will step into the testing room to relieve this person making sure there is always at least one certified person in each room.

3. **Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.**

For online testing, if an emergency occurs before the start of a unit, follow the protocol outlined below:

Proceed with testing only if the unit can be completed that day. If the unit cannot be completed, schedule the unit during make-up testing. Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.

For online testing, if an emergency occurs during the unit, follow the protocol outlined below:

If leaving the test environment, lock the door or take necessary steps to ensure the security of the test materials if time permits. Upon returning to the testing room, prepare students for the continuation of the unit. Students may need to be resumed in the MDE website for Kindergarten Readiness Assessment. Document the situation, noting the event, date, and time, students affected, and other specific details regarding the situation.

4. **Plan that prohibits against the possession and/or use of any electronic communication device, including, cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.**

The Jackson County School District has a policy which prohibits student use or display of cell phones on school campus. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed. Students will also be informed that possession of a cell phone or electronic communication device during testing will result in the student's test being invalidated and disciplinary action taken. For the Post Kindergarten Readiness Assessment test, students will sign the Student Notification of Prohibition of Electronic Communication Devices During Statewide Tests Form prior to the administration of state tests. No test administrators or proctors will not have cell phones or smart watches in the testing room during test administration.

Consequences for possession and/or use of an electronic device:

- For staff: Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.
- For students: Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

The STC will contact the DTC and complete appropriate paperwork on that same day.

5. **Procedure for ensuring that no calculators used by students during a state assessment administration have any stored formulas, applications and/or programs.**

There is no calculator usage on the Kindergarten Readiness Assessment or ELPT-LAS LINKS.

6. **Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing rooms have been covered or removed.**

The STC and/or school administrator will check each room/computer lab utilized in test administration to ensure that all content relevant materials have been covered or removed prior to testing.

7. **Procedure for district monitoring of test administrators, proctors, students, and others involved in the testing process.**

Trained staff will actively monitor hallways and classrooms to ensure TA and proctors are actively monitoring students.

8. Procedures for multiple test administrations.
Students from various testing sessions will not be combined.

9. Procedure for online testing, and include procedures to address when disruptions occur (power outages, network problems, etc.)
The STC or one of her designees will contact the computer tech that is assigned to our school to assist with technical issues. All computer techs will be properly trained and will sign the security agreement. All test security guidelines will be followed.

10. Procedures used to prepare, verify, and maintain seating charts for students during assessments. To facilitate the testing process, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.

- The STC will take into consideration student needs and IEP directives, when making seating charts. The seating charts will be scanned and emailed to the DTC at the end of each testing window.

11. Guidelines for Testing Virtual Learners during the COVID-19 Pandemic

- Students must complete the Mississippi state-mandated assessments and East Central Lower Elementary will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
- Students will be subject to and held accountable for all federal and state assessments necessary for promotions and/or graduation. These will be administered onsite in accordance with the state testing calendar.

12. Procedures regarding medical monitoring devices using electronic devices with internet capacity during testing.

In regards to students requiring medical devices monitoring their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The ascribed document should outline the procedures and accommodations specifically for the student and for the device. (EX. A student requiring a cellular device for glucose monitoring may be accommodated by small group testing, preferential seating). Accommodations will be listed on the seating charts.

13. LAS Links Screener Procedures

- The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of EL students only.
- All potential ELs will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student.
- The screener/placement test will be administered by the school counselor and scored by the school counselor to determine English Language proficiency level.
- The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
- These results will be placed in the student's cumulative record for future review and possible monitoring.

14. Food and/or Drinks in the Testing Area

- There will be no food or drink allowed in the testing room for students. This includes things like chewing gum, chips, and candy as well as water. The only exception to this is if a student has a documented medical need for food/drink that is in his or her 504 or IEP.
- The TA and Proctor will be allowed to have a bottle of water in the room as long as it is away from testing materials.

EAST CENTRAL LOWER ELEMENTARY

Jackson County School District

Test Security Plan 2023 - 2024

Section I

Assurances

We assure that East Central Lower Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards. We understand that there is one Security Plan governing the school district and also a Security Plan for each school. The District Test Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.

Ashley Dooley School Principal	Signature	9-21-23 Date
Deanna Collins School Test Coordinator	Signature	9-21-23 Date
Tanya Sonnier District Test Coordinator	Signature	Date

Section II

A. **Name of Tests**

- Kindergarten Readiness Assessment, ELPT- LAS LINKS, LAS LINKS Screener, MAAP-A

B. **Training**

The following documentation will be collected for each training session:

- A dated, detailed agenda of the training
- A copy of handouts and other materials used in the training
- Documentation that participants were informed of consequences of testing violations
- Signatures of all who attend the training

C. **Studying Test Administrator Manuals**

- Testing manuals that are considered secure documents will be locked in a secure area. The test administrator will be allowed to review these manuals in the presence of the School Test Coordinator (STC) prior to testing. Secure manuals will not be removed from that room. Kindergarten Readiness Assessment manuals are available for test administrators (TA) without security measures being needed.

D. Handling Materials

1. Procedure for distributing materials to each test administrator:

- Testing tickets for online tests will be printed by the STC with another trained person present on the day of testing or the day prior and locked up with the secure testing materials until time for test administration. The STC and another trained person will distribute testing materials to the individual testing room. The distribution of secure test materials will be completed in pairs with at least one of the team being certified.

2. Outline the procedure to distribute materials to students and to account for materials before students leave the testing area.

- All test materials will be retrieved/picked up from the district office. The STC and another personnel member will transport East Central Lower test material back to campus after verifying all materials with the DTC and Mrs. Shelly Barnett (or another designee). Additionally, The STC and another personnel member from East Central Lower will return all test materials to the district office upon completion of the assessment.
- Before entering the testing room, the hall monitor will check the wrists of each student to ensure no students are wearing smart watches and make sure no students have cell phones in their pockets.
- Students will not enter the testing area until they are asked to do so. The students will be lined up in alphabetical order by last name and will be called into the testing room one at a time to be placed in their proper seat according to the seating chart.
- The TA and proctor will distribute student testing tickets according to the seating chart. The seating chart will list a numbered computer along with a student name. The test administrator and proctor will enter the students MSIS number, Date of Birth, and access code. Then the students will verify that their name is correct on the screen before beginning the test.
- The TA will take up tickets in order according to the seating chart prior to any students leaving the testing area.
- Homebound students will be tested by trained district personnel and proctors. The location for testing will be determined based upon the individual circumstances of the homebound student(s). Any testing materials for these students will be checked out from and returned to the secure storage room in the office area. The test materials will be in the presence of two trained employees, one of which will be certified, at all times during the transport of materials and during the administration of the assessment.
- Once a student has successfully completed and submitted his or her test, the student will close the computer and sit quietly until all other students have finished their tests. The TA and Proctor will collect testing tickets from students and then ask students to line up at the door one row at a time. Students will exit the testing room and return to their classroom while the TA and Proctor stay inside the testing room with the secure testing material.

3. Procedure for returning materials to the school test administrator.

- Teams of two trained staff members, one of which must be certified, will collect and count secure testing materials from each testing room. These materials will be returned to the secure testing storage area when testing is completed for that day. The LAS LINKS materials will be locked in the secure storage area after each testing session is completed each day of the LAS LINKS.

4. Describe the security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEPs.

- All Braille/large print test materials will be reviewed by the test administrator in the secure test storage area. Transferring of large print answers will be completed by the TA and proctor under the supervision of the STC.

5. List all individuals who have access to the secure storage area.

- Brandilyn Langley, the STC, is the only person who has a key to the secure testing storage area and will be accompanied by another properly trained employee when entering the secure storage area.

6. List of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F. See Section IV, 5a).

- There will be a list of trained staff members in the testing binder who will be assisting with testing.

Section III

1. Access to secure storage areas for test materials (Review Appendix F).

When testing materials for any of the above-mentioned tests are delivered or printed at the school, the STC and an individual who has been properly trained in test security will immediately transfer all testing materials to the school's secure storage area. The school secure storage area for Kindergarten Readiness Assessment, and ELPT- LAS LINKS is located in the office area. There will be a sign stating "Authorized Personnel Only" posted on the door. When entry to this storage area is necessary, the STC and another properly trained employee will enter together. A sign-in sheet will be posted on the outside of the door. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement and a Statement of Assurance.

Additional Procedures. In this section, describe in detail the procedures by which your staff will address the following areas:

2. **Student emergencies (bathroom, sudden illness).**

Properly trained staff members will actively monitor students in the computer labs during Kindergarten Readiness Assessment and ELPT-LAS LINKS testing to maintain security and to assist during emergencies within the testing room. Any test administrator who has an emergency will signal for the hall monitor. The hall monitor will move to the testing door to assist with the emergency. In case a student has to leave the testing room at any time during testing, the test administrator will have another properly trained person supervise the student. The student's test will be paused or stopped and the student will be logged back in when they return to the testing area. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate. The escort will remain with the student until they are able to return to the testing room. It is recommended that no more than one student at a time be allowed to use the restroom. Students will be supervised at all times between the testing room and the restroom.

In the event a test administrator or proctor becomes ill, another properly trained person will step into the testing room to relieve this person making sure there is always at least one certified person in each room.

3. **Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.**

For online testing, if an emergency occurs before the start of a unit, follow the protocol outlined below:

Proceed with testing only if the unit can be completed that day. If the unit cannot be completed, schedule the unit during make-up testing. Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.

For online testing, if an emergency occurs during the unit, follow the protocol outlined below:

If leaving the test environment, lock the door or take necessary steps to ensure the security of the test materials if time permits. Upon returning to the testing room, prepare students for the continuation of the unit. Students may need to be resumed in the MDE website for Kindergarten Readiness Assessment. Document the situation, noting the event, date, and time, students affected, and other specific details regarding the situation.

4. **Plan that prohibits against the possession and/or use of any electronic communication device, including, cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.**

The Jackson County School District has a policy which prohibits student use or display of cell phones on school campus. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed. Students will also be informed that possession of a cell phone or electronic communication device during testing will result in the student's test being invalidated and disciplinary action taken. For the Post Kindergarten Readiness Assessment test, students will sign the Student Notification of Prohibition of Electronic Communication Devices During Statewide Tests Form prior to the administration of state tests. No test administrators or proctors will not have cell phones or smart watches in the testing room during test administration.

Consequences for possession and/or use of an electronic device:

- For staff: Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.
- For students: Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

The STC will contact the DTC and complete appropriate paperwork on that same day.

5. **Procedure for ensuring that no calculators used by students during a state assessment administration have any stored formulas, applications and/or programs.**

There is no calculator usage on the Kindergarten Readiness Assessment or ELPT-LAS LINKS.

6. **Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing rooms have been covered or removed.**

The STC and/or school administrator will check each room/computer lab utilized in test administration to ensure that all content relevant materials have been covered or removed prior to testing.

7. **Procedure for district monitoring of test administrators, proctors, students, and others involved in the testing process.**

Trained staff will actively monitor hallways and classrooms to ensure TA and proctors are actively monitoring students.

8. Procedures for multiple test administrations.
Students from various testing sessions will not be combined.

9. Procedure for online testing, and include procedures to address when disruptions occur (power outages, network problems, etc.)
The STC or one of her designees will contact the computer tech that is assigned to our school to assist with technical issues. All computer techs will be properly trained and will sign the security agreement. All test security guidelines will be followed.

10. Procedures used to prepare, verify, and maintain seating charts for students during assessments. To facilitate the testing process, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.

- The STC will take into consideration student needs and IEP directives, when making seating charts. The seating charts will be scanned and emailed to the DTC at the end of each testing window.

11. Guidelines for Testing Virtual Learners during the COVID-19 Pandemic

- Students must complete the Mississippi state-mandated assessments and East Central Lower Elementary will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
- Students will be subject to and held accountable for all federal and state assessments necessary for promotions and/or graduation. These will be administered onsite in accordance with the state testing calendar.

12. Procedures regarding medical monitoring devices using electronic devices with internet capacity during testing.

In regards to students requiring medical devices monitoring their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The ascribed document should outline the procedures and accommodations specifically for the student and for the device. (EX. A student requiring a cellular device for glucose monitoring may be accommodated by small group testing, preferential seating). Accommodations will be listed on the seating charts.

13. LAS Links Screener Procedures

- The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of EL students only.
- All potential ELs will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student.
- The screener/placement test will be administered by the school counselor and scored by the school counselor to determine English Language proficiency level.
- The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
- These results will be placed in the student's cumulative record for future review and possible monitoring.

14. Food and/or Drinks in the Testing Area

- There will be no food or drink allowed in the testing room for students. This includes things like chewing gum, chips, and candy as well as water. The only exception to this is if a student has a documented medical need for food/drink that is in his or her 504 or IEP.
- The TA and Proctor will be allowed to have a bottle of water in the room as long as it is away from testing materials.

East Central Upper Elementary

Test Security Plan

Jackson County School District

Assurances

We assure that East Central Upper Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards. We understand that there is one Security Plan governing the school district and also a Security Plan for each school. The District Test Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.

Jackson County School District District	East Central Upper Elementary School	
Donna Knight School Principal	Donna Knight Signature	09/27/2023 Date
Mari Anne Jenne School Test Coordinator	Mari Anne Jenne Signature	9/27/2023 Date
Dr. Tonya Sonnier District Test Coordinator	Tonya Sonnier Signature	9-27-23 Date

Section II

A. Name of Tests: MAAP, MAAP-A, 3rd Grade Reading Alternate Assessment, ELPT, LAS Links Screener, and NAEP.

B. Training. The following documentation for each training session held will be attached:

- A dated, detailed agenda of the training
- A copy of handouts and other materials used in the training
- Documentation that participants were informed of consequences of testing violations
- Signatures of all in attendance for the training

C. Handling Materials.

Procedures used for receiving and securing materials from District Office. Include specific information about where materials will be delivered and stored and about who will have access to the secure storage areas.

When testing materials are available at the district office, the School Test Coordinator (STC), and a certified individual (who has been test security trained), will travel to the district office to inventory and sign for all secure materials under the supervision of the DTC and Marsha Miller, or another trained designee.

Secure test material will then travel from the district office to the East Central Upper Elementary School campus with the STC and trained certified staff member.

The materials will be promptly stored and locked in the secure testing storage closet. A sign will be posted on the door of the secure closet designating personnel authorized. Designated personnel will sign in/out upon entering/exiting the secure closet on the log attached to the door. This room will remain locked and only the STC and Assistant STC have access to the key. When materials are needed from the testing closet, two trained personnel (who are authorized to enter the area) will follow these procedures to enter and retrieve the necessary materials. Testing materials will remain with at least one certified, test trained individual and one test trained individual at all times.

When online Authorization Codes for individual students are printed and any other secure testing documents received, these will be locked securely in the test storage closet. The printing/organizing of codes or test documents will be completed by two trained personnel. One must be certified. At the completion of testing, student testing documents, scratch paper, testing codes, and student rosters with passwords will be collected. Test administrators will document this on a tracking form. These items will be locked away until time to shred these documents. All printed testing tickets and testing codes will be shredded. All scratch paper will be shredded. Students sitting next to each other in a computer lab will use cardboard dividers or other forms of security will be utilized to ensure computer screens cannot be viewed by any other student during testing.

Procedures for Test Administrator and Proctor to pick up and account for testing materials before testing.

- All secure test materials are accounted for before, during, and after testing.
- Two trained individuals (one certified) will disperse the materials to the test administrator and the proctor using a cart. The testing cart will NOT enter the testing building until the building is secure.
- Test administrator and proctor will check the testing roster, count test codes sheets, and seating chart. They will sign and complete the test transfer document sheet.
- When the test transfer document is complete, the designated dispersing individuals will sign indicating the testing material has been securely transferred to the test administrator and the proctor.
- The test administrator and proctor will remain together and return to their designated classroom.
- Test Administrator and Proctor will check the seating chart and place a signed copy of the seating chart on the door.
- Test Administrator and Proctor will place a red "Do Not Disturb" sign on the door.

Procedures to distribute materials to students and to account for materials before students leave the testing area.

- Material will be distributed to students by test administrator and proctor utilizing a seating chart.
- The seating chart will list the student name and a seat number.
- The student seat will be labeled with the number indicated on the seating chart.

- Teachers will place a copy of the seating chart on the door and keep a copy in the room for reference.

In the incident a student has accommodations that require the test to go beyond lunch, the test materials will be accounted for and returned to the secure testing closet by the STC and a certified trained individual. The student, Test Administrator, and Proctor will remain together and lunch will be delivered to them. The STC and a certified trained individual will return the test materials to the Test Administrator and Proctor who will inventory the test materials prior to resuming the test.

Procedures for returning materials to the school test coordinator and district test coordinator.

At the conclusion of testing, the STC, ATC, or other designated test security trained individual will inventory the testing roster, authorization codes, and seating chart and indicate by signature that all secure test materials have been accounted for prior to leaving the testing area. This must be completed before the students are allowed to leave the testing area.

Materials will remain with two trained individuals, one must be certified, until locked securely in the testing closet

Homebound students will be tested by trained district personnel and proctors. The location for testing will be determined based upon the individual circumstances of the homebound student(s). Any testing materials for these students will be checked out from and returned to the School Secure Storage Site. The test materials will be in the presence of two trained employees at all times during the transport of materials and during the administration of the assessment.

When all testing is complete, the STC and another trained staff member will organize and prepare all test materials for transport from the ECU campus back to the district office. Upon being accounted for, the STC and one other test trained certified individual will transport the secure test material back to the district office. Materials will then be inventoried by the DTC and Marsha Miller, or another designee. (All materials will be inventoried and verification forms completed for return to the District Secure Storage room). All secure materials will be returned according to the schedule published by the Office of Student Assessment. In the event that a secure testing document has been contaminated by bodily fluids or other health-related hazards, the district test coordinator will follow procedures for disposal as outlined during DTC training. All 'scratch paper' and online test codes will be kept secure on campus until appointed district shred day has been announced. On the specified date, shredding will occur at ECU by the STC and another certified, trained individual. A shred document will be completed and submitted to the DTC.

Describe the security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP's.

All Braille/large print test materials will be reviewed by the test administrator in the secure test storage area. Transferring of large print answers will be completed by the test administrator and proctor under the supervision of the school test coordinator or an administrator. Any accommodations made for students will be aligned with the Testing Accommodation manual.

Testing students with accommodations #78:

The student's response will be transcribed exactly as written on the answer document. Their computer will have the extra features disabled. The student will use note pad to type his response. The test will be administered with all persons, TA and proctor signing confidentiality agreements. The test administrator will do the transcription when the student is through. The proctor will also be in the room during the testing and transcription. Transcription means that any spelling errors must be transcribed as they exist; the person transcribing needs to be very award of this. All punctuation must be exactly as it is in the original. All directions specified by OSA and Questar will be adhered to.

List all individuals who have access to the secure storage area.

STC & ATC

List or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F. See Section IV. Sa).

This will be an attachment of all our trained staff members who will be assisting with testing. All test administrators will be licensed in compliance with Appendix F. Section IV, Sa. All test administrators, proctors, hall monitors, and relief personnel involved with test administration, will receive test security training.

Describe the procedure for ensuring that no calculators used by students during a state assessment **administration have** any **stored** formulas, **applications** and/or **programs.**

For grades 3-5, calculators are allowed for students with accommodations only. At the current time, no ECU students have this accommodation.

D. Additional Procedures. In this section, describe in detail the procedures by which your staff will address the following areas:

Access to secure storage areas for test materials (Review Appendix F).

When testing materials for any of the above-mentioned tests are delivered or printed at the school, the School Test Coordinator and an individual who has been appropriately trained in test security will immediately transfer all testing materials to the school secure storage area. The school secure storage area for all secure testing materials is located in the guidance office area. Only the STC or ATC may unlock the secure area to retrieve materials with an additional test security trained individual. When entry to this storage area is necessary, two test security trained individuals will enter together. A sign-in sheet will be posted on the outside of the door of the secure storage area. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement and a Statement of Assurance.

Student emergencies (bathroom, sudden illness§.

Test security trained staff members will be monitoring our computer labs and classrooms during testing to maintain security and to assist during emergencies within the testing room. Any test administrator

who has an emergency will signal for the hall monitor using a colored cone. The hall monitor will move to the testing door to assist with the emergency. In case a student has to leave the testing room at any time during testing, the test administrator will have the monitor supervise the student. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate. The escort will remain with the student until they are able to return to the testing room. No more than one student at a time be allowed to use the restroom. Students will be supervised at all times between the testing room and the restroom.

In the event a test administrator or proctor becomes ill, one of the hall monitors will step into the testing room to relieve this person. If the proctor becomes ill, the relief person does not have to be certified only trained on test security.

When administering more than one testing session in a day, students are permitted to go to lunch and the restroom before beginning another testing session. Before leaving the testing area, the STC will collect and account for all testing material and return them to the locked storage area.

Addition of statement regarding medical monitoring devices using electronic devices with internet capacity during testing:

In regards to students requiring medical devices monitoring their health, the appropriate documentation, such as an IEP, 504, or medical plan, will be kept in the testing audit binder. The ascribed document should outline the procedures and accommodations specifically for the student and for the device. (EX. A student requiring a cellular device for glucose monitoring may be accommodated by small group testing, preferential seating). Accommodations will be listed on the seating charts.

Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.

If an emergency occurs before the start of a unit, follow the protocol outlined below:

Proceed with testing only if the unit can be completed that day. If the unit cannot be completed, schedule the unit during make-up testing. Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.

If an emergency occurs during the unit, follow the protocol outlined below:

If possible, note the time of the disruption so that the remaining time for the unit can be calculated. If leaving the test environment, lock the door or take necessary steps to ensure the security of the test materials if time permits. Upon returning to the testing room, prepare students for the continuation of the unit. Test administrators must inform students how many minutes remain in the unit. Test administrators must write on the board the updated start time and stop time of the unit. Students may need to be resumed. Document the situation, noting the event, date, and time, students affected, and other specific details regarding the situation.

Prohibitions against the possession and/or use of any electronic communication device, including, cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.

The Jackson County School District prohibits student use of cell phones on any school campus. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed. Students will also be informed that possession of a cell phone or electronic communication device during testing will result in the student's test being invalidated and disciplinary action taken. Students will sign the Student Notification of Prohibition of Electronic Communication Devices during Statewide Tests Form prior to the administration of state tests. All test administrators and proctors will leave cell phones, watches, or fit bits in their vehicle or turn into the front office at morning arrival. Once testing is complete, administration will release these devices to staff. At the time of arrival and turning in of electronic items, staff will sign a document provided by STC stating that all devices are either in the car or have been turned in. The Notification of Prohibition of Electronic Communication Devices will be signed by the student and teacher before each session of test administration. The district office has provided us with a designated computer technician that can use a cellphone during testing to provide technology support.

If a student is observed with any prohibited materials, the student will be dismissed from the testing environment. Before dismissing the student, the test administrator must exit the student's test. The test may be invalidated later by the state education agency. The school test coordinator will complete a Testing Irregularity or Security Breach form.

Staff Violation Consequences:
Any staff member that violates state testing by bringing in an electronic device will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to 3 days. This includes both violations by the teacher for bringing in an electronic device as well as procedural violations in which a student is permitted (whether intentional or unintentional) to bring in an electronic device.

Students Violation Consequences:
Any student who violates testing by bringing in an electronic device will receive an office referral which may include up to 3 days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing rooms have been covered or removed.

The school test coordinator and/or school administrator will check each classroom/computer lab utilized in test administration to ensure that all content relevant materials have been removed prior to testing.

Plans for multiple test administrations and procedures to prevent students from discussing test items.

There will be morning and afternoon testing as needed to complete all testing during the allotted timeframe provided on the MOE testing calendar. The importance of test security will be discussed with students. Teachers will encourage students to not discuss the test.

Procedures for online testing to follow during disruptions, i.e., power outages, network problems.

If the network is down or too slow to conduct scheduled testing, the classes scheduled to test will be made up as soon as possible on a make-up day or later on the same day as scheduled, if time permits. Before changing the scheduled day of testing, the designated computer technician will be contacted to have them verify that the network is down. If a TA experiences any network problems during testing, they will place a colored cone outside their door for assistance. The computer technician will be contacted for support.

District monitoring of test administrators, proctors, students, and others involved in the testing process.

Each test administration site will be monitored a minimum of one-time during test administration by a district staff member.

Procedures used to prepare, verify, and maintain seating charts for students during assessments. To facilitate the testing process, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.

Test Administrators will create seating charts, taking into consideration student needs and IEP, 504 directives. Seating charts will be turned into the School Test Coordinator before testing begins. Each student's name and MSIS number must be on the seating chart. Seating charts will include the name of the school, date, test administration, printed names and signatures of the test administrator, proctor, and school test coordinator. Makeup testing will be provided for students who are absent during the regularly scheduled test administration.

Procedure for students who finish early.

Students who complete the test before time is completed may read a library book. Students will not be allowed to bring books related to the subject area being tested into the testing lab. If during extended time testing for special education students, the majority of students complete their test, the test administrator and proctor will account for all secure materials and allow students who have completed the test to exit the room. The students with extended time who have not completed the test, may continue to test.

Describe additional procedures for online testing.

Online Authorization Codes and Seal Codes:

Once the Online Authorization Codes and Seal Codes are downloaded and printed, these will be secured and locked in a secure area and accompanied by individuals, one of whom must be a certified individual. Authorization codes will be sent to the district office for shredding after all students have finished testing.

If students are sitting next to one another in a computer lab, cardboard dividers or other forms of security will be utilized to ensure computer screens cannot be viewed by any other person than the user of each computer.

All 'scratch paper' and online test codes will be kept secure on campus until appointed district shred day has been announced. On the specified date, shredding will occur at ECU by the STC and another certified, trained individual. A shred document will be completed and submitted to the OTC.

Testing Students with Read Aloud Accommodations for Online Testing.

Two trained individuals, one of whom must be certified, will be present for the administration of a Read Aloud Accommodation for an online test. No reading will occur from a test booklet. All reading will take place from the online version of the test.

Testing students with other special accommodations.

If special accommodations are requested for (i.e. accommodation 24 and/or 25) you must complete a Planning Template for Accommodation 24 and/or 25 for each student.

Additional Procedures for the Test Administrator and Proctor.

Both a test administrator and a proctor are present and actively monitoring students during the entire test administration. Actively monitoring means that test administrators and proctors are observing the conduct of students and others in the testing room to ensure that they are complying with all testing rules and not disturbing others in the testing room. Test administrators and proctors will follow all the guidelines of Appendix F. Test administrators and proctors will not view test content or student responses on computer screen or scratch paper. They will not stand directly behind or next to students. They will not make facial expressions at students during testing or tell student to, "keep trying" or "nice job" or provide any similar feedback. There will be no coaching or interference with a student's response on the test. There will be two people present from the time testing materials are distributed to the test administrator until all test materials have been returned to the STC. The seating chart must be used to seat students for the test. Absent students should be indicated on the seating chart. The seating chart must be signed and dated by the test administrator, proctor, and school test coordinator. Tests will be administered according to the standard procedures defined in the test administrator's manuals, related documents, and according to the schedule published by the Office of Student Assessment.

Testing Virtual Learners during the COVID-19 Pandemic

Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.

Students who are virtual learners and receive accommodations will receive the necessary accommodations. Each student who is a virtual learner will be scheduled to test within the testing window.

LAS Links Screener Procedures

The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of Els only. All potential Els will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results. These results will be placed in the student's cumulative record for future review and possible monitoring.

TEST SECURITY PLAN

EAST CENTRAL HIGH SCHOOL

JANUARY 2024 – DECEMBER 2024

Mississippi Statewide Assessment System

Office of Student Assessment

Mississippi Department of Education

Section III - SCHOOL PLAN

We assure that East Central High School will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4.

Jackson County School District

East Central High School

James Hughey, Principal

Signature _____ Date 9/27/23

Melinda Sharpton, School Test Coordinator (STC)

Signature _____ Date 9/27/23

Tanya Sonnier, District Test Coordinator (DTC)

Signature _____ Date 9-27-23

Name of Test(s): **ACT, ACT WorkKeys, MAAP, MAAP-A, ELPT: LASLinks**

B. Training:

The School Test Coordinator (STC) will conduct all school level training, in addition to any district level training school level personnel may have attended, for all test administrators, proctors, hall monitors and school personnel prior to the administration of each statewide assessment. The STC will maintain and have immediate access to the following documentation (paper or digital) for each training session held:

- A dated, detailed agenda of the training done in preparation for this test
- A copy of handouts and/or other materials used in training
- Documentation showing participants were informed of consequences of testing violations
- Signatures in blue ink of all who attended the training

Studying Test Administrator Manuals:

1. Describe when and where test administrators will study the manuals prior to testing?

Test administrator manuals are considered non-secure materials and test administrators will have access to those manuals for review prior to testing in print or digital format.

C. Handling Materials:

1. Procedure for receiving testing materials from District Test Coordinator.

Testing materials for any of the above-mentioned tests will be picked up at the District Secure Storage Area at the District Office 4700 Colonel Vickery Road, Vancleave, MS 39565 by the STC and another designated personnel member. The School Test Coordinator and an individual who has been appropriately trained in test security will view the DTC or designed personnel member counting all testing materials and then the STC will recount the testing materials for verification. The testing materials will then be transported back to the school and locked in the School Secure Storage Area. Only the individuals listed under the "access to storage" list in the Handling Documents section of the School Security Plan will have access to these materials during this time and two persons must always be present whenever test materials are being accessed. A sign-in sheet will be posted on the School Secure Storage Area to document persons having access to the secure test materials as well as the date and time of entry/exit. Any other persons needing access to the locking fireproof filing cabinet must be accompanied by one of the above listed persons. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement and a Statement of Assurance.

2. Procedure for printing and storing students' online Authorization Tickets

Authorization tickets for the MAAP State tests will be printed upon registration for each testing session. The STC and additional trained personnel member will be present while printing is completed. Authorization tickets are checked for accuracy, cut apart, sorted by subject test and subject test rooms and stored in the locked fireproof filing cabinet in the Secure Storage Area until the tickets are needed for student testing.

3. Procedure for distributing materials to each test administrator

Two trained personnel will be with testing materials at all times. The School Test Coordinator and other trained personnel will distribute testing materials to the individual classrooms after the take-in bell sounds. Student authorization tickets with username and password will be counted first by the STC or other trained personnel and then by the Test Administrator inside the testing room. Both STC

and TA will confirm the correct count by signing the designated signature form located on the seating chart inside the testing room.

4. Outline the procedure to distribute materials to students and to account for materials before students leave the testing area

Test Administrators and Proctors will distribute all materials as laid out by the Test Administrators' Manual (TAM), including an authorization ticket, to each student according to the seating chart. The Test Administrator or Proctor will collect all materials as required by the TAM, including the authorization ticket and any scratch paper, from each student as he/she finish their test. The TA will count the materials and hold students until the STC/other personnel come to the testing room to confirm and sign for testing materials. Students will be released when the count is confirmed.

5. Procedure for returning materials to the school test administrator.

The School Test Coordinator and other trained personnel will pick up the test materials from the individual testing rooms. The test materials will be counted by these persons who will verify by signature all materials have been received. The test materials will then be returned to the Secure Storage Area by the STC and other trained personnel.

6. Security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP'S, etc.

Scribing will be done under secure conditions with two people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers. Readers will sign a State Statement of Assurance at this meeting that they understand the guidelines for reading a test to students.

In the event a student has a dictation accommodation for an online assessment, the following procedures will be in place:

This scribe will sign a Staff Statement of Assurance Security Agreement before this process.

The student will not test with any other students.

A scribe will be the third person in the room. (TA, Proctor, Scribe)

The scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.

All other security measures will be maintained.

7. List of all individuals who have access to the secure storage area.

Melinda Sharpton, Lauren Guaggenti, Sherry Hart, Delicia Holloway-Lee, Kay Loris, Karen Dock, and Dennis McDuffie

8. List or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F. (See Section IV, 5a.).

See testing list in STC's notebook or Auditor's notebook.

D. Additional Procedures:

1. Access to secure storage areas for test materials (Review Appendix F).

Test materials will be kept in a locked storage room commonly known as the Vault with keys only available to Guidance Office personnel. The STC and Counselor will have the only two keys to the fireproof locking file cabinet in the vault room where testing materials will be secured. A sign stating "Authorized Personnel Only with the names listed will be posted on the door of the vault, as well as the file cabinet.

2. Student emergencies (bathroom, sudden illness).

Monitors will be placed in the hallways/walkways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor using a "Help Needed" sign. The hall monitor will move to the classroom door to assist with the emergency. In case a student has to leave the testing room at any time, the Test Administrator or Proctor will collect the student's authorization ticket and scratch paper and will document the student's name, the nature of the emergency and the time in/out of the classroom on a sheet provided them by the School Test Coordinator. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until they are able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent or guardian. In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person and will notify the School Test Coordinator or office. Test Administrators must be relieved by a Hall Monitor or other trained personnel holding a Mississippi Educator's License.

3. Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.

In accordance with Section §37-11-5 of the Mississippi State Code and the Emergency Crisis Plan, Jackson County School District adheres to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedures. In the event of a unique threat which requires the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the District to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. The STC will inform the DTC of the unique threat requiring the use of evacuation procedures. The TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. The TA will document the time stopped for any test considered a timed test. Once materials have been secured, students will be dismissed and will receive further instructions from hall monitors. TAs and proctors will lock and exit the classroom after all students have vacated the secured environment. TA and Proctor will monitor students during the evacuation time for isolation purposes and discussion of testing information. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed.

4. Prohibitions against the possession and/or use of any electronic communication device, including cell phones and personal activity tracker devices during the administration of scheduled statewide assessments.

The Jackson County School District has a policy which prohibits student possession of electronic devices during the administration of scheduled statewide assessments. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed including smart watches and/or electronic activity trackers. Students will leave their book bags and other personal articles in the hallway.

Test Security: Electronic Communication Device Protocol for Staff

Staff Protocol – The term "staff" will refer to certified and noncertified staff.

- Certified and noncertified staff will sign the Prohibition of Electronic Communication Devices during Statewide Tests form
- Teachers will leave their electronic communication devices in the office, in their boxes, or in their personal vehicles. (No purses or other personal belongings will be allowed in the testing rooms)

- A school administrator (Principal or Assistant Principal) will use a metal detector wand to scan the staff members in the testing rooms before the tests are delivered to the testing rooms.

Staff Consequences

- If a staff member is found with an electronic communication device before the tests are administered, the administrator will escort the staff member to take the device to the office, their box, or their vehicle, and he/she will be given a written reprimand that will be included in the employee's file.

- If a staff member is found with an unauthorized electronic device when the state tests are being administered, the STC will document the incident and notify the DTC. A recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes both violations by the teacher for bringing in an electronic device as well as procedural violations in which a student is permitted (whether intentional or unintentional) to bring in an electronic device. The test results for the entire classroom may be invalidated, pending investigation from the Mississippi Department of Education's Office of Student Assessment.

Test Security: Electronic Communication Device Protocol for Students

Student Protocol

- Students will sign the Prohibition of Electronic Communication Devices during Statewide Tests form.

- Students will leave their bookbags and other personal belongings in the hallway.

- A school administrator (Principal or Assistant Principal) will use a metal detector wand to scan the students in the testing rooms before the tests are administered.

Student Consequences

- If a student is found with an electronic communication device before the tests are administered, the administrator will escort the student to his/her bookbag to store the device, the student will receive an office referral for up to three days of in-school detention.

- If a student is found with an unauthorized electronic device when the state tests are being administered, the STC will document the incident and notify the DTC. The test results for that student will be invalidated, and the student will receive an office referral, which may include up to three days of out-of-school suspension. The test results for the entire

classroom may also be invalidated, pending investigation from the Mississippi Department of Education's Office of Student Assessment.

5. Describe the procedure used for ensuring students are using only allowable calculators.

All students will use a school calculator which has been cleared of all stored formulas, applications and/or programs by a math teacher or STC properly trained by district personnel on the proper way to clear a calculator. A back up person will also be designated in the case the appointed teacher or the STC is not available. Students will not be allowed to utilize personal calculators. Prior to the assessment date, the designee will clear all school calculators of stored formulas, applications and/or programs. The calculators will be placed into a box/container who will verify they have been cleared and the STC will place the box/container of calculators in the secure test storage area. On the day of the math assessment, the calculators will be delivered with the secure testing materials and will be subject to all procedures of handling secure testing materials.

6. Describe the procedure used to ensure that all content relevant materials in testing areas have been covered or removed.

Teachers will be notified to remove or cover content-related materials before the testing window. The School Test Coordinator and a School Administrator will check each classroom utilized during test administrator to ensure that all content relevant materials have been removed prior to the distribution of testing materials on assessment days.

7. Describe district monitoring of Test Administrators, Proctors, students and any others involved in the testing process.

Trained staff will walk the testing area halls to guarantee the TAs and Proctors are actively monitoring the students and the students are on task.

8. Describe the plan for multiple test administrations (i.e. morning/afternoon, dates).

In the instance of a multiple test administration, students testing in the afternoon session will eat lunch before any lunch waves start in the day and then move to their testing sites. Students in the morning session, will be dismissed back to class and continue the school day. In accordance with the MDE guidance memo, the Jackson County School District will end all state assessments 30 minutes prior to the end of the regular school day dismissal time.

9. Procedure for online testing and procedures that address disruptions, i.e., power outages, network problems, etc.

In the instance testing has already started, students will continue working on their test without stopping. This is the recommendation of the testing software provider. Students' answers will update to the provider's server once network access has been restored. If network access is not returned, the software provider will be contacted by the STC to determine the correct procedure to follow according to the individual issue. If a power outage occurs, expecting to last more than 10 minutes, Testing Administrators will give directions for students to log out of the test (not submit) gather testing materials and wait until power is restored. Once again, the software provider will be contacted to determine the right course of action for this issue. If power is restored, the TA will follow the directions in D4 to return testing materials to students for testing to resume.

10. Describe the procedure used to create the seating charts for students during statewide assessments (alphabetized, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc.)

The School Test Coordinator will assign students' seat assignments in alphabetical order within a testing room. Consideration will be given to moving students according to teacher recommendations, siblings and close relations. However, all IEP, 504, and/or ELL accommodations will be considered first in regards to student seating. Also, TA's and/or the STC may also be allowed to use their professional judgment regarding student seating if the need arises. Any changes made during the testing administration regarding student seating will be made on the seating chart.

11. Districts may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still working.

First time test takers in a timed test will not be dismissed early. First time test takers will not be dismissed in an untimed testing session unless most of the students are finished testing. If this occurs, all test materials will be collected and inventoried by the Test Administrator and Proctor and then by the School Test Coordinator and one other trained person. Students who have completed the test will be quietly dismissed with an appropriate supervisor and the students who need to continue testing will remain in the same room. Retesters will be dismissed as they finish testing only after their test materials have been collected by the TA.

12. Testing schedule for the current school year.

See last page

13. Conducting lunch, restroom and/or stretch breaks during or between tests.

Breaks are scheduled during testing according to the qualifying TAM. If a student needs a restroom break during assessment, they will be escorted to the restroom and back to the assessment room by the hall monitor.

On occasions students need to break for lunch the following procedures will be followed: All testing materials will be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator and at least one other trained person will secure the testing materials in the testing site. Depending on the number of students still testing, the students will either remain in the classroom and lunch will be brought to them or they will be taken to the cafeteria as a group to sit in a designated area before all regular school lunch waves are finished for the day. The Test Administrator and Proctor will remain with the students during lunch and will ensure no discussion of the test is allowed. After an approximate thirty-minute lunch and bathroom break, the students will be escorted back to the testing site and resume testing.

14. Describe the Shredding Policy in accordance with the District Test Security Policy.

A Certificate of Shredding Form will be used to document the district's commitment of shredding used scratch paper and authorization tickets. On a date specified by the DTC, all secure testing materials including scratch paper and authorization tickets will be shredded on-site. The Certificate of Shredding Form will be completed and a scanned copy will be emailed to the DTC.

15. Describe the considerations given when more than one online assessment is given in the same testing room.

When the School Test Coordinator schedules more than one online assessment in the same room (English, Biology, US History, and/or Algebra), students will be seated in a way that they are separated by subject and each subject will have a separate container of materials and separate seating chart. The test administrator and proctor will be informed regarding which students are taking which assessments and given the materials for each test.

16. If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must complete a Planning Template for Accommodation 24 and/or 25 for each student.

A template will be completed for each student and will be kept on file at the school for testing purposes. Timing guidelines will be followed as set out by the Mississippi Testing Accommodations Manual for the current school year.

17. Makeup Testing.

Students absent for any testing date will test when they return to school on a date determined by the STC in a makeup testing room or be added to another testing room with the same or similar directions and timing instructions. Students making up tests in a room may be testing different subjects and different accommodations. Students will be given accommodations as needed. Test administrators will have a separate seating chart and testing container for manuals, tickets, pencils and scratch paper for each test being given. Tickets will be counted separately and signatures will confirm count on each seating chart.

18. Consideration for Medical Monitoring Devices during testing

a. Medical monitoring refers to the monitoring of a medical device using an application monitored by a cellular device.

b. The student must have documentation of a medical condition requiring monitoring written in a school plan such as an IEP and or a 504.

c. Students will be allowed to have the monitoring device in the testing room with one additional personnel present in the testing room to keep watch over the medical device. The device must be silenced and away from other students testing in the room. In the case of an alert, the student will be removed from the room and his test paused noting the time of the stop. The student will be allowed to return to his/her test and complete the time left for testing.

d. The cellular device must have all long-range connectivity, such as cellular or Wi-Fi functions, turned OFF if it doesn't interfere with the monitoring.

e. The student will test in a small group or a regular testing session with an individual monitoring the device.

19. Consideration for Homebound and/or Incarcerated students during testing

a. Any student listed as Homebound status will be contacted before testing through ECHS counselors or Homebound teacher to make the student and guardians/parents aware of date and time of testing.

b. Parent/Guardian will bring students to school on the day of testing to participate in the state test within a small group or regular test session depending upon the status of whether there is an IEP or 504.

c. Parent/Guardian will be contacted when student has finished their testing for them to be picked up.

d. In the case where a homebound student is unable to come to school to test because of medical issues, the homebound teacher and a school proctor will be trained to go to the student's home to administer the state test. The test will be administered according to the state testing calendar beginning with the first day of the test opening to the end of the testing window.

e. In the case a student is incarcerated in the Youth Center, three trained personnel will go to the facility to administer the state test according to the state guidelines within the testing window.

f. In either the case of homebound status or incarceration, the IT department of the school district will be contacted to add the software to the computer and attempt to add an internet filter prohibiting the student from being able to go to any other web site other than the necessary testing web sites.

20. Guidelines for Testing Virtual Learners during the COVID-19 Pandemic

a. Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
b. Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.

E. ACT/ACT WorkKeys Testing Procedures

ACT/ACT WorkKeys Test Administration will occur at East Central High School. Our school will be set up as a Certified ACT administration Site. All rules and regulations pertaining to the ACT/ACT WorkKeys administration will be included in training. All ACT/ACT WorkKeys rules and regulations regarding the receipt, disbursement, administration, security, and return of test materials will be followed.

F. LAS Links Screener Procedures

a. The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of Els only.

b. All potential Els will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student

c. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.

d. The EL/Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.

e. These results will be placed in the student's cumulative record for future review and possible monitoring.

Jackson County School District
East Central High School
Testing Schedule – 2023-2024

TEST	TEST TAKERS	DATE(S)	BEGIN TIME
Term 1 Exams	ECHS Students	September 27 and 28	TBA
PSAT	Top 20% in 10th and 11th	TBA	8:00 a.m.
MS-CPAS	VoTech Students	TBA	TBA
District ACT	Junior Class	October 17	8:00 a.m.
District ACT	Accommodated	October 17-27	8:00 a.m.
ACT WorkKeys	ECHS Juniors Fall CCR Class	November 13-17	8:00 a.m.
MAAP	Alg, Bio, Eng, and US His	December 4-8	8:00 a.m.
MAAP	Makeups	December 4-15	8:00 a.m.
Term 2 Exams	ECHS Students	December 14 and 15	TBA
PreACT	PreACT 9th and 10th	March 26	8:00 a.m.
ACT	ACT 11th Grade	March 26	8:00 a.m.
ACT Accom	ACT Accommodated	March 26 – April 4	8:00
Term 3 Exams	ECHS Students	March 13 and 14	8:00 a.m.
LAS LINKS	LAS Links Test	TBA	8:00 a.m.
MS-CPAS	Vo-Tech Students	TBA	TBA
ACT WorkKeys	ECHS Juniors Spring CCR Class	TBA	8:00 a.m.
MAAP	Alg, Bio, Eng, and US His	May 1-6	8:00 a.m.
MAAP	Alg, Bio, Eng, and US His Makeups	May 1-17	8:00 a.m.
MAAP-A	MAAP-A Students	TBA	8:00 a.m.
AP	Psychology	May 9	12:00 p.m.
AP	US History	May 10	8:00 a.m.
AP	Calculus	May 13	8:00 a.m.
Term 4 Exams	ECHS Students	May 23 & 24	TBA

Dates and times subject to change
Melinda Sharpton, Testing Coordinator
07/31/23

Please refer to the ECHS testing calendar before planning any field trips or activities. There should be no activities planned for scheduled testing dates. If the schedule shows TBA, please refer to the MDE testing calendar for the testing window.

Jackson County School District
St. Martin East Elementary
Test Security Plan

We assure that St. Martin East Elementary (Jackson County School District) will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the ***Mississippi Public School Accountability Standards*** and Mississippi Code 37-16-4. The following signatures must be included in the Security Plan

Dr. Jillian Vallo Principal	Dr. Jillian Vallo Signature	9/25/23 Date
Patti Fleming School Test Coordinator	Patti Fleming Signature	9/25/23 Date
Dr. Taynya Sonnier District Test Coordinator	Dr. Taynya Sonnier Signature	9-25-23 Date

Name of Test(s) Kindergarten Readiness Assessment (KRA), Mississippi Academic Assessment Program (MAAP), English Language Proficiency Test (ELPT), Mississippi Academic Assessment Program-Alternate (MAAP-A)

Training

The School Test Coordinator (STC) will conduct a training session for all test administrators, proctors, hall monitors and school personnel prior to the administration of each statewide assessment. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature roll will be kept. The District and School Test Security Plan will also be discussed. A copy of all training materials will be given to each participant. A copy of the dated agenda, handouts, documentation of consequences of testing violations and any Power Points will be provided to the District Test Coordinator and kept on file in the School Test Coordinator's office. A copy of the materials should be uploaded into the district's SharePoint folder.

Handling Materials

1. **Describe the procedure for STC to receive materials from DTC.**
Test materials will be retrieved/picked up from the district office by the STC and at least one trained personnel member. The STC and trained personnel member will transport our school's materials back to our campus after verifying materials with the DTC and another designated member at the district office. Upon the completion of testing, the STC and trained personnel member will return all materials to the district office.

2. **Describe the procedure for distributing materials to each test administrator.**
The STC with an assistant will set up test materials on the testing cart each morning of testing. The Test Administrators (TA) will meet the STC and assistant in a designated room to count scratch paper, testing tickets, and all other testing materials. Once materials have been counted, Hall Monitors will escort TAs to testing rooms where the Proctors will be waiting with the class. Two trained people will be with the tests and testing tickets at all times. Testing tickets for online tests will be printed in advance. Testing tickets will be counted and signed for by each TA.

3. **Describe the procedure that test administrators will use to distribute materials to students and to account for materials before students leave the testing area.**
The TA and proctor will distribute all materials as laid out by the TAM, including an authorization ticket, to each student. The TA or proctor will collect all materials as required by the TAM, including the authorization ticket from each student, as he/she finishes the test. The TA will count the materials before submitting to STC.

4. **Describe the procedure for returning materials to the school test coordinator.**
The TA will be escorted by a hall monitor to the designated collection room. All authorization tickets, login codes, scratch paper, and testing materials will be counted. Two trained people (at least 1 certified) will deliver the materials to the testing storage cabinet. 2 trained people will be with the testing materials at all times. Authorization tickets and scratch paper will be shredded on the last day of the testing window.

5. **Describe the security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP'S, etc.**
Scribing will be done under secure conditions with two people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers. Readers will sign a Staff Statement of Assurance at this meeting that they understand the guidelines for reading a test to students.

In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place:

   a. *This scribe will sign a Staff Statement of Assurance Security Agreement before this process.*
   b. *The student will not test with any other students.*

c. *A scribe will be the third person in the room. (TA, Proctor, Scribe)*
d. *The scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.*
e. *All other security measures will be maintained.*

6. **List all individuals who have access to the secure storage area.**
Patti Fleming is the only person with a key to the testing file cabinet.

7. **Include a list or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. Please note that the test administrators must be licensed in compliance with Appendix F. (See Section IV, 5a.)**
See Attached list.

Additional Procedures

1. **Describe your policy on secure storage access – (Review Appendix F).**
Test Materials will be kept in a locked file cabinet. The STC will be the only person with a key to the cabinet. A sign stating: "Authorized Personnel Only" with the names listed will be posted on the cabinet.

2. **Describe the plan for student emergencies (bathroom, sudden illness).**
If a student emergency occurs, the TA or proctor will signal the hall monitor with the appropriate sign. The student will be exited from the system. Once the student returns, the student will be resumed. The student can then login to continue the test. Students will go in the restroom one at a time (one male, one female).

3. **Describe the plan for severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.**
In accordance with Section 37-11-5 of the Mississippi School Safety manual, ***Jackson County School District*** *adheres to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedures. In the event of a unique threat which requires the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the District to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from hall monitors. TAs and proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry, the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed.*

4. **Describe the plan that prohibits the possession and/or use of any electronic communication device, including but not limited to, cell phones and personal digital assistance devices, during the administration of scheduled statewide assessments.**
   Each student, Test Administrator, Hall Monitor, and Proctor will sign a statement ensuring that he/she understands that possession or use of electronic devices during active testing sessions are not allowed. Prior to the distribution of secure test materials, the STC, TA, Hall Monitors and Proctors will turn in all electronic devices to the office. Prior to the beginning of each test, the TA will remind the students that these devices are not allowed and will collect the electronic devices from the students and turned into the office. Once all test materials have been collected and returned to the STC, the proctor may return the devices to the students. If a student violates this policy, his/her testing materials will be retrieved by the TA, and the student will be escorted by a hall monitor to the principal's office for disciplinary action. The STC will document the incident and notify the DTC.

5. **Describe the procedure used for ensuring that students are using only allowable calculators.**
   Calculators are not allowable for grades Pre-K – 3.

6. **Describe the procedure used to ensure that all content relevant materials in testing areas have been covered or removed.**
   Teachers are notified before testing that content related materials should be removed or covered. Testing areas will be checked prior to testing to ensure that rooms are free from content related materials.

7. **Describe district monitoring of Test Administrators, Proctors, students and any others involved in the testing process.**
   Trained staff will walk the testing area halls, going from room to room to guarantee that the TAs and proctors are actively monitoring the students

8. **Describe the plan for multiple test administration (i.e. morning/afternoon) if applicable.**
   Test security will be maintained on days that assessments are administered multiple times. Students who have tested will not be placed with students who have not been tested. All personnel will have detailed lists of students who are testing and the times that they are testing. All personnel, including Test Administrators, Proctors, and Hall Monitors will assure that this procedure is followed.

9. **Describe the procedure for online testing, and include procedures to address when Disruptions occur (power outages, network problems, etc.)**
   Students will be verified according to procedures determined by MDE. A computer tech is assigned to our school during online testing to assist with technical issues. The computer tech will sign the security agreement that he/she has been trained. All test security guidelines will be followed. During Kindergarten/Pre-Kindergarten testing, assistants will be trained to help log in kindergarten students as permitted in the TAM.

10. **Describe the procedure used to create the seating charts for students during statewide assessments (alphabetized, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc.)**
Students will be pre-arranged by the homeroom teacher who will make a seating chart for the days of testing. All IEP, 504, and/or EL accommodations will be considered first in regard to student seating. Also, TA's and/or the STC may also be allowed to use their professional judgment regarding student seating if the need arises. Any changes made during testing regarding student seating will be made on the seating chart.

11. **On an untimed test, students who finish early may be allowed to read library books or other material not related to the content of the test. This is a district decision. What will students in your school be allowed to do?**
With the new time frame of 180 minutes for the MAAP assessment, the school will use flexibility to dismiss students for other activities if all students complete the test earlier than the proposed time as suggested by the Office of Student Assessment. If the testing group is a small group testing or make-up testing, students may be permitted to return to their class based on judgment of the STC.

12. **If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must complete a Planning Template for Accommodation 24 and or 25 for each student.**
A template will be completed for each student and will be submitted to MDE for approval and will be kept on file at the school.

13. **Guidelines for Testing Virtual Learners During the COVID-19 Pandemic**
    - *Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.*
    - *Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.*

14. **Medical Monitoring Devices Using Electronic Devices w/ Internet Capacity During Testing:**
In regards to students requiring medical devices monitoring their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The ascribed document should outline the procedures and accommodations specifically for the student and for the device. (EX. A student requiring a cellular device for glucose monitoring may be accommodated by small group testing, preferential seating). Accommodations will be listed on the seating charts.

Employee List
2023-2024
Testing Security Plan

Teacher	*Certified*	*Non-Certified*
Arguelles, Azlyn	X	
Asher, Tiffany	X	
Ates, Lori		X
Barrett, Brayden		X
Barske, Dawn		X
Benton, Crystal	X	
Bentz, Rachel	X	
Bourdon, Nicole		X
Campbell, Ashley	X	
Cartwright, Donna	X	
Clark Jennifer (Nurse)	X	
Clark Joe	X	
Collier, Rose Anna		X
Cummings, Lawana	X	
Davis Solomon, Morgan	X	
Eleuterius, Amanda		X
Ellzey, Bailey		X
Ellzey, Christie	X	
Ewing, Linda		X
Fantroy, Erin	X	
Fayard, Olivia	X	
Fleming, Patti (STC)	X	

Gehrke, Caitlin		X
Groue, Kelsey	X	
Guice, Ashley	X	
Hall, Bryana	X	
Hamburg, Katelyn (Speech)	X	
Hardy, Alyssa	X	
Hardy, Amanda		X
Harris, Rachel	X	
Hayes, Nikki		X
Hodgson, Rosemary	X	
Hoffman, Kristin	X	
Jones, Kealey	X	
Jones, Tiffany (Counselor)	X	
Kirkland, Lyn-Marie	X	
Ladnier, Alyssa	X	
Lowery, Stephanie		X
Lucky, Wendy		X
Lumpkin, Teres		X
Macfadden, Brandi		X
Magnuson, Dorinda	X	
McClendon, Melissa	X	
McCulloch, Anna	X	
McGuire, Alexis		X
McIlwain, Jacquie		X
Melvin, Christine		X

Meyer, Ivy	X	
Moctezuma, Edith	X	
Mora, Amber	X	
Moss, Skyiesha		X
Nguyen, Tran	X	
Noel, Katie (Assistant Principal)	X	
Oaks, Amanda		X
Parker, Sarah		X
Paske, Katherine		X
Peterson, Christin (Speech)	X	
Pigg, Keri	X	
Pullins, Thomasa		X
Ramsay, Gabrielle	X	
Reynolds, Karen		X
Richards, Michelle	X	
Rooker, Bonita		X
Rosetti, Amanda	X	
Ross, Kathy		X
Rustin, John	X	
Scruggs, Robert	X	
Serpas, Christy	X	
Seymour, Michael		X
Smith, Amy	X	
Smith, Regina	X	
Spratley, Jeanne	X	

Stiker, Arleen		X
Utman, Rachel		X
Valentine, Anna		X
Vallo, Jillian (Principal)	X	
Vicens-Velazquez, Vivecca	X	
Vierling, Hailey	X	
Waldrop, Deneen		X
Warrick, Avery	X	
Wescovich, Tammy	X	
Wescovich, Tiffany		X
Williams, Ashley	X	
Young, Kyla	X	

Section III – SCHOOL PLAN

We assure that St Martin North Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the ***Mississippi Public School Accountability Standards*** and Mississippi Cody 37-16-4. The following signatures must be included in the Security Plan.

Jackson County School District — St Martin North Elementary School

Shannon Melton School Principal	Shannon Melton Signature	9/22/23 Date
Misty Santa Cruz School Test Coordinator (STC)	Misty Santa Cruz Signature	9/22/23 Date
Tanya Sonnier District Test Coordinator (DTC)	Tanya Sonnier Signature	9-22-23 Date

Name of Test(s)

Kindergarten Readiness Assessment (KRA), Mississippi Academic Assessment Program (MAAP), English Language Proficiency Test (ELPT): Las Links, Mississippi Academic Assessment Program-Alternate (MAAP-A), Las Links Screener/Placement Test

Training

The School Test Coordinator (STC) will conduct a training session for all test administrators, proctors and hall monitors prior to the administration of statewide assessments. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature roll will be kept. The District and School Test Security Plan, will also be discussed. A copy of all training materials will be given to each participant. The STC will maintain and have immediate access to the following documentation (paper or digital) for each training session held:

- Dated, detailed agenda of the training done in preparation for this test
- Copy of hand-outs, slides, and/or other materials used in training
- Documentation that participants were informed of consequences of testing violations
- Signatures of all who attended the training

Handling Materials

1. **Describe the procedures for STC to receive and return materials from/to DTC.**
   All test materials will be retrieved/picked up from the district office by the STC and another personnel member. The secure materials will be transported to the school campus after verifying all materials with the DTC and Mrs. Shelly Barnett (or another designee).
   The STC and another personnel member from the school will return all materials to the district office upon completion of the assessment.

2. **Describe the procedure for distributing materials to each test administrator (TA).**
Two trained personnel will be with testing materials at all times. The STC and other trained personnel will distribute testing materials to the individual classrooms. Test materials will be counted and signed for by the Test Administrator assigned to the testing room.

3. **Online Authorization Codes**
Once the Online Authorization Codes for individual students are downloaded and printed, they will be secured and locked in a secure area and accompanied by two individuals, one of whom must be a certified individual. Authorization codes will be shredded once the test session is completed and all students have finished testing. Certificate Shredding will be signed and executed as a districtwide shred day.

4. **Describe the procedure that test administrators will use to distribute materials to students and to account for materials before students leave the testing area.**
Test Administrators and Proctors will distribute authorization tickets utilizing the seating chart. The seating chart will include student's name and MSIS number. Student authorization tickets will be distributed to the students, once the student is logged into the test the student will place the authorization ticket on an available area next to them. The authorization ticket will remain there until the student finishes testing for the day. Once the student is logged out of the test the test administrator or proctor will pick up the student authorization ticket. Test administrators will count the materials before the students are dismissed from the testing area.

5. **Describe the procedure for returning materials to the school test coordinator.**
At the conclusion of testing each day, the Test Administrator or Proctor will signal that testing is complete. Two trained people (at least one certified) will collect all testing materials from the Test Administrator and proctor in each testing room. The student authorization tickets will be counted by the two trained people and they will verify by signature that all materials have been received. Two trained people (at least one certified) will deliver the materials to the secure storage area.

6. **Describe security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP's, etc.**
Scribing will be done under secure conditions with two trained people present for paper/pencil testing. In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place:
    a. This scribe will sign a Statement of Assurance Security Agreement before this process.
    b. The student will not test with any other students.
    c. A scribe will be the third person in the room. (TA, Proctor, Scribe)
    d. The scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.

e. All other security measures will be maintained.

All Braille/large print test materials will be reviewed by the Test Administrator in the same area that is utilized for review of all other test materials. Transferring of large print answers will be done by the Test Administrator under the supervision of the STC and one other trained person. Test Administrators and Proctors administering the read aloud accommodation, when allowed under the Accommodation Manual, to students with IEP's, 504 Plans or Language Service Plans will sign a confidentiality statement which includes Requirement 8 of Appendix F prior to the administration of the assessment. Any portion of the student booklet, which contains material that is non-allowable for the read, aloud accommodation under the Accommodation Manual will be secured by paper label by the STC in the presence of one other trained individual prior to the distribution of test materials.

7. **List of all individuals who have access to the secure storage area.**
   Misty Santa Cruz, School Test Coordinator
   Crystina Moran, School Counselor

8. **Include a list or schedule of test administrators, proctors, hall monitors and relief personnel who will be involved in each test administration (Please note that the test administrators must be licensed in compliance with Appendix F. (see Section IV, 5a)).**

Certified Trained JCSD Employees	Test Administrator/Proctor/Hall Monitor
Non-Certified Trained JCSD Employees	Proctor/Hall Monitor

Studying Test Administrator Manuals

Test Administrator will be given a copy of the TAM when available from the testing vendor.

Additional Procedures

1. **Describe your policy on secure storage access (Review Appendix F).**
   Test Material will be kept in a locked storage area. The STC and School Counselor will have the only two keys to the area. A sign stating "Authorized Personnel Only" with the names listed will be posted on the door along with a dated sign-in/out log.

2. **Describe the plan for student emergencies (bathroom, sudden illness).**
   If a student emergency occurs, the Test Administrator or proctor will signal the hall monitor with the appropriate sign. Trained monitors will be placed in the hallway to maintain security and to assist during emergencies within the classrooms. The hall monitor will move to the classroom door to assist with the emergency. In case a student has to leave the testing area at any time during testing, the Test Administrator or Proctor will collect the student's testing materials, the student will either pause the test or log off of the test and will document the student's name, nature of the emergency and the time in/out of the classroom on a student emergency log provided to them by the STC. The student will be escorted to the restroom (only one male and one female will be allowed to go to the restroom at a time) or office, whichever is appropriate, and the escort will remain with the

student until they are able to return to the testing area or will escort the student to an office where he/she may wait until picked up by a parent or guardian. In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person and will notify the STC.

3. **Describe the plan regarding medical monitoring devices using electronic devices with internet capacity during testing.**
   In regards to students requiring medical devices monitoring their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The ascribed document should outline the procedures and accommodations specifically for the student and for the device. (EX. A student requiring a cellular device for glucose monitoring may be accommodated by small group testing, preferential seating). Accommodations will be listed on the seating charts.

4. **Describe the plan for severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.**
   In accordance with Section 37-11-5 of the Mississippi School Safety manual, Jackson County School District adhere to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedures. In the event of a unique threat which requires the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the District to ensure the health and safety of our students and staff. The STC will work with the Test Administrators to maintain the integrity of all secure test materials. In the event of a unique threat, the Test Administrators and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from hall monitors. Test Administrators and Proctors will secure and exit the classroom after all students have vacated the secure environment. After the threat of injury has subsided, the Test Administrator and Proctor shall be the first to enter the secured classroom. Upon re-entry the Test Administrator and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed.

5. **Describe the plan that prohibitions the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices, during the administration of scheduled statewide assessments.**
   Each student will sign a statement ensuring that he/she understands that these electronic devices are not allowed. Prior to the beginning of each test, the Test Administrator will remind the students that these devices are not allowed and will collect the electronic devices from the students. The electronic devices will be given to the principal outside the testing area. If a student violates this policy, his/her testing materials will be collected by the Test Administrator, and the student will be escorted by a hall monitor to the principal's office for disciplinary action. The STC will document the incident and notify the DTC. All Test Administrators and Proctors will also leave cell phones outside the testing area during test administration.

Students:
Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

Staff:
Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.

6. **Describe the procedure used for ensuring that students are using only allowable calculators.**
   Calculators are not allowable for grades Pre-K – 3.

7. **Describe the procedures used to ensure that all content relevant materials in testing areas have been covered or removed.**
   Teachers are notified before testing that all content related materials should be removed or covered. The STC and/or Administrator will check each classroom utilized in the test administration to ensure that all content relevant materials have been removed or covered prior to the distribution of testing materials on assessment days.

8. **Describe district monitoring of test administrators, proctors, students and any others involved in the testing process.**
   Trained staff will walk the testing area halls, going from room to room to guarantee that the Test Administrators and Proctors are actively monitoring the students, they will also make sure that students are on task. Each test administration site will be monitored a minimum of one time during each test administration by a district staff member.

9. **Describe the plan for multiple test administrations (i.e. morning/afternoon) if applicable.**
   Students from the morning session will not be combined with students in an afternoon session.

10. **Describe the procedure for online testing and include procedures that address when disruptions occur (i.e. power outages, network problems, etc.)**
    In the event that there is a power outage or network problems before beginning testing the following protocol will be followed: Proceed with testing only if the test can be completed that day, if the test cannot be completed, make-up testing will be scheduled.

In the event that there is a power outage or network problems that occurs during the test, the following protocol will be followed: The time of the power outage or time network difficulties develop so that the remaining time for the test can be calculated. Upon the power/network returning the students will be prepared for the continuation of the test, the TA will inform students how many minutes remain and the time on the will be updated. In both instances the situation will be documented, noting the event, date, and time, students affected, and any other specific details regarding the situation.

11. **Describe the procedures used to create the seating charts for students during statewide assessments. (Alphabetized, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc.)**
    Most students will be seated pre-arranged by the class's homeroom teacher. However, all IEP, 504 and/or Language Service Plan accommodations will be considered first in regards to student seating. Also, Test Administrator's and/or the STC may also be allowed to use their professional judgement regarding student seating if the need arises. Any changes made during testing regarding student seating will be made on the seating chart.

12. **On an untimed test, students who finish early may be allowed to read library books or other material not related to the content of the test. This is a district decision. What will students in your school be allowed to do?**
    When the students are finished testing and they have logged out they may read library books or other reading material not related to the content of the test.

13. **If special accommodations are requested, (i.e. accommodation 24 and or 25) you must complete a Planning Template for Accommodation 24 and/or 25 for each student.**
    A template will be completed for each student and will be submitted to MDE for approval and will be kept on file at the school.

14. **Include the testing schedule for the current school year. Districts may simply attach the state calendar:** https://www.mdek12.org/OSA
    See attached

Where applicable, describe the procedures used for:

1. **Conducting lunch, restroom and/or stretch breaks during or between tests.**
   Restroom Breaks: During a test, individual restroom breaks may be provided at the discretion of the Test Administrator. Students will be supervised at all times between the testing room and the restroom by a trained individual. Only one girl and one boy at a time will be allowed to take a restroom break.
   Stretch Breaks: At the discretion of the Test Administrator, a classroom may take one "stand-and-stretch" break for up to three minutes during testing, and the Test Administrator may adjust unit time accordingly.
   Lunch: Tests are scheduled before lunch begins and after lunch ends.

2. **Setting Reasonable Time Limits for SATP2 exams. In a MDE guidance memo dated November 19, 2010, Superintendents and DTCs were instructed that reasonable time limits are appropriate as long as students are provided a minimum of four (4) hours to complete a test. You can view the memo at: http://tiny.cc/satptime**
   In accordance with the MDE guidance memo, the Jackson County School District will end all state assessments 30 minutes prior to the end of the regular school day dismissal time.

3. **Students Reading and Test Administrators Sitting. In a MDE guidance memo dated April 22, 2011, Superintendents and DTCs were instructed that it is permissible for: students to read a book or magazine after a test and teachers to occasionally sit during test administrations within certain reasonable parameters. You can view the entire memo at: http://tiny.cc/standandread**

4. **Guidelines for Testing Virtual Learners during the COVID-19 Pandemic**
   Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
   Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite on accordance with the state testing calendar.

5. **Procedures for LAS Links Screener**
   a. The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of Els only.
   b. All potential Els will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student
   c. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.
   d. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
   e. These results will be placed in the student's cumulative record for future review and possible monitoring.

Addendums

St. Martin Middle School
Test Security Plan
Jackson County School District
2023-2024

Section I
Assurances

*We assure that **St. Martin Middle School** will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards, 2012, and Mississippi Code 37 – 16-4. We understand that there is one Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.*

Jackson County School District **District**	St. Martin Middle School **School**
Leslie Beam **School Test Coordinator**	Leslie Beam 9/29/23 **Signature** **Date**
Wendell E. Ellis **School Principal**	Wendell Ellis 09/29/23 **Signature** **Date**
Dr. Tanya Sonnier **District Test Coordinator**	Tanya Sonnier 9-29-23 **Signature** **Date**

Section II

A. Name of Test(s): ELPT: LAS LINKS & THE LAS LINKS SCREENER/ PLACEMENT TESTS, MAAP-A, MAAP (SCI & 3-8), NAEP

B. Training:

The School Test Coordinator will conduct a training session at each school for all test administrators, proctors, hall monitors and school personnel prior to the administration of statewide assessments. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature roll will be kept. The District and School Test Security Plan, will also be discussed. A copy of all training materials will be given to each participant. When requested, a copy of the dated agenda, handouts, documentation of consequences of testing violations and any Power Points will be provided to the District Test Coordinator. All documents will be kept on file in the School Test Coordinator's testing binder.

C. Studying Test Administrator Manuals:

1. When and where will test administrators be allowed to study the manual prior to testing?

Test Administrators will be allowed to review manuals once they are uploaded on the Questar Website. Test Administrators will also be allowed to review manuals in the *Conference Room or Library* in the presence of the School Test Coordinator or an Administrator several days prior to testing.

D. Handling Materials

1. Describe the procedure for distributing materials to each test administrator

Two trained personnel will be with testing materials at all times.

After all electronic devices have been collected from the testing rooms, the School Test Coordinator and other trained personnel will distribute testing materials to the individual classrooms. Testing Items will be counted and signed for by the Test Administrator at the classroom door. Once testing is complete the STC and other trained personnel will collect testing materials in individual classrooms. The STC and other trained staff will verify all secure testing material has been returned and sign off that it has been verified. Once collected all secure testing material will be returned to the testing closet.

2. Describe the procedure that test administrators will use to distribute materials to students and to account for materials before students leave the testing area

The TA and proctor will distribute all materials as laid out by the TAM, including an authorization ticket, to each student. The TA or proctor will ask the student their date of birth to verify they are receiving the correct test ticket. The TA or proctor will collect all materials as required by the TAM, including the authorization ticket from each student, as he/she finishes the test. The TA will count the materials before the students are dismissed from the testing area.

Homebound, Alternative, and any School 500 students will be tested by trained school personnel and proctors on the St. Martin Middle School campus. The location for this testing will be determined based upon the individual circumstances of the student(s). Any testing materials for these students will be checked out from and returned to the secure testing closet. The test materials will be in the presence of two trained employees (at least one certified) at all times during the transport of materials and during the administration of the assessments.

3. Describe the procedure for returning materials to the school test coordinator

Two trained personnel (at least one certified) will collect all testing materials from the TA and proctor in each testing room. Two trained personnel (at least one certified) will deliver the materials to the testing storage room and shred the authorization tickets when allowed. Two trained people will be with the testing materials at all times. Authorization tickets will be shredded once testing has concluded.

4. Describe the security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP'S, etc.

Scribing will be done under secure conditions with two people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers. Readers will sign a Staff Statement of Assurance at this meeting that they understand the guidelines for reading a test to students.

In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place:

a. This scribe will sign a Staff Statement of Assurance Security Agreement before this process.
b. The student will not test with any other students.
c. A scribe will be the third person in the room (TA, Proctor, Scribe)
d. The scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.
e. All other security measures will be maintained.

5. Storage and Access to Secure Test Materials

Leslie Beam (School Test Coordinator) and Brittany Walker (Assistant Principal) will have access to the secure storage closet.

6. Include a list or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. Please note that the test administrators must be licensed in compliance with Appendix F. (See Section IV, 5a.)

See Attached list.

E. Additional Procedures

1. Describe your policy on secure storage access to secure storage areas for test materials (Review Appendix F)

The School Test Coordinator and another trained personnel member will drive to the district office to pick up testing materials, all material will be inventoried immediately. Upon return to school will immediately transfer all testing materials to the School Secure Storage Area. The return of the testing materials to the district office after testing is complete will also be done by the School Test Coordinator and another trained personnel member. The School Secure Storage Area for all tests will be located in the 8th grade hall storage closet. Only the individuals listed under #5 of Handling Documents of the School Security Plan will have access to these materials during this time and two trained people must always be present whenever test materials are onsite. A sign-in sheet will be posted on the outside of the door of the School Secure Storage Area documenting people entering/exiting the room as well as the date and time of entry/exit. Any other person needing access to the storage room must be accompanied by one of the above listed people. All personnel at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement and Statement of Assurance.

2. Plan for student emergencies (bathroom, sudden illness)

Monitors will be placed in the hallways/walkways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor using a "Help Needed" sign. The hall monitor will move to the classroom door to assist with the emergency. In case a student has to leave the testing situation at any time during testing, the Test Administrator or Proctor will collect the student's testing materials and will document the student's name, the nature of the emergency and the time in/out of the classroom on a sheet provided to them by the School Test Coordinator. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until they are able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent or guardian. In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person and will notify the School Test Coordinator or office. Test Administrators must be relieved by a Hall Monitor that holds a Mississippi Educator's License.

3. Describe the plan for severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility

In accordance with Section 37-11-5 of the Mississippi School Safety manual, **Jackson County School District**, adhere to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedures. In the event of a unique threat which requires the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the District to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from hall monitors. TAs and proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed.
A trained Jackson County School District computer technician will be assigned to St. Martin Middle School during testing to assist with technical issues. In the event of a power outage the STC will contact customer support to document the number of students and classes impacted. If needed, the TA and proctor will quarantine and label student devices with the students' names and MSIS number. If power can't be restored and testing must resume at another time, the STC will submit an Irregularity form to the DTC for documentation purposes. If power is restored the TA will instruct students to log back in to their tests.

4. Describe the plan that prohibits the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices, during the administration of scheduled statewide assessments

Prior to the beginning of each test, the TA will remind the students that electronic devices are not allowed in the testing area. The TA will collect all electronic devices from the students and place them, along with the TA and proctor's in the bucket provided by the STC. Students, Test Administrators and Proctors will sign the *t Notification of Prohibition of Electronic Communication Devices during Statewide Tests* Form prior to administration of all state tests. The electronic devices will be collected by the hall monitors before testing and placed in the AP's office. Test material will then be distributed to classrooms. Once testing has concluded and all

test materials have been collected and returned to the STC, the proctor or TA will return all electronic devices. If a student violates this policy, his/her testing materials will be retrieved by the TA, and the student will be escorted by a hall monitor to the principal's office for disciplinary action. The STC will document the incident and notify the DTC.

Staff:

Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.

Students:

Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

5. Describe the procedure used for ensuring that students are using only allowable calculators

Students in high school can receive a graphing calculator. Graphing calculators used for Alg. I-SATP2 (First time test takers in 2011-2012 or after) and/or MAAP must be cleared before students are allowed to use them. In the event any student has a handheld calculator, the following will be in place:

a. Each high school and middle school principal will appoint a math teacher to make sure that every calculator used in a state assessment is completely cleared.
b. Each math teacher that serves in this role will be properly trained by district personnel on the proper way to clear a calculator. A back up person will also be trained in case of an emergency where the appointed person is not available.
c. Each calculator that is used in any state assessment will be cleared prior to use on the state assessment.
d. Each calculator will be locked up in the secure testing room immediately after being cleared and will only be used or leave the secure room for state assessments until the end of testing within the window.
e. TAs and Proctors will make sure students do not load programs, applications, or formulas back on the calculators (which require a second calculator & connector)
f. Calculators will be cleared again after each time of use before next use.

g. The principal, staff member who was responsible for actually clearing the calculators and the STC will sign a statement of assurance declaring that every calculator to be used in the state assessment was properly cleared and checked to be sure it was cleared.
h. Each STC will keep the signed statement of assurance regarding calculators in their Audit Folder. This folder is available for review by District or State personnel.

Students are NOT allowed to bring a personal calculator to use for any state assessment. Every student will be provided a school calculator to use if using a calculator.

6. Describe the procedure used to ensure that all content relevant materials in testing areas have been covered or removed

Teachers are notified before testing that content related materials should be removed or covered. Testing areas will be checked by the School Test Coordinator and/or a school administrator prior to testing to ensure that rooms are free from content related materials.

7. Describe district monitoring of Test Administrators, Proctors, students and any others involved in the testing process

Trained staff will walk the testing area halls, going from room to room to guarantee that the TAs and proctors are actively monitoring the students, they will also make sure that students are on task.

8. Describe the plan for multiple test administration (i.e. morning/afternoon) if applicable.

Students from the morning session will not be combined with students in an afternoon session.

9. Describe the procedure for online testing, and include procedures to address when Disruptions occur (power outages, network problems, etc.)

Students will be verified according to procedures determined by MDE.
A computer tech is assigned to our school during online testing to assist with technical issues. The computer tech will sign the security agreement that he/she has been trained. All test security guidelines will be followed.

10. **Describe the procedure used to create the seating charts for students during statewide assessments (alphabetized, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc.)**

    Most students will be seated in alphabetical order. However, all IEP, 504, and/or ELL accommodations will be considered first in regards to student seating. Also, TA's and/or the STC may also be allowed to use their professional judgment regarding student seating if the need arises. Any changes made during testing regarding student seating will be made on the seating chart.

11. **On an untimed test, students who finish early may be allowed to read library books or other material not related to the content of the test. This is a district decision. What will students in your school be allowed to do?**

    Students are allowed to bring one book not related to the subject area content to read after they finish testing. This book will placed at the front of the room with a post-it note with the student's name. Once the student has finished testing, and the TA or proctor has collected the testing materials, he/she may read. All other possessions are placed at the front, back of the room, hallway or another room and will be returned upon exit.

12. **If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must complete a Planning Template for Accommodation 24 and or 25 for each student**

    A template will be completed for each student and will be submitted to MDE for approval and will be kept on file at the school.

13. **Outline the procedure to ship scratch paper used during test administrations with secure test materials as outlined in the Test Administrators Manuals**

    Scratch paper will be shredded at St. Martin Middle School upon completion.

14. **Procedures for online testing:**

    Test administration procedures for state testing will be followed for all online testing which includes, but may not be limited to: Use of at least one (1) certified and one (1) other test trained individual (for every 25 testers) in the testing room at all times, use of dividers between computers, no electronic devices, and as much space as

possible between testing computers. Other precautions may be employed depending upon specific testing room scenarios. Once the Authorization Codes for individual students are downloaded and printed, they will be secured and locked in a secure area and accompanied by two individuals, one of whom must be a certified individual. Authorization Codes will be shredded once the test session is completed and all students have finished testing. Certificate of Shredding will be signed and executed.

15. Include the testing schedule for the current school year. Districts may simply attach the state calendar

This year's testing schedule is attached

16. At the conclusion of testing, the coding of student information and a review of answer documents for completeness of student administrative data is correct and to ensure there are no stray marks is completed. Indicate the individual(s) responsible for completing these tasks; when will it be done and where it will be done in order to ensure proper test protocols are followed and that test materials are not compromised

Student data is coded prior to testing by the School Test Coordinator and at least one other trained person or by two trained persons under the supervision of the School Test Coordinator or an administrator. Student test booklets are reviewed by the same personnel after testing in order to ensure that all data is accurate and complete and contains no stray marks or highlighter. The School Test Coordinator, the Principal and the Local Survey Chairperson must certify the coded information as correct.

17. Guidelines for Testing Virtual Learners during the COVID-19 Pandemic

- Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
- Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.

18. Medical Monitoring Devices using Electronic Devices with Internet Capacity:

In regards to students requiring medical devices to monitor their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The ascribes document should outline the procedures and accommodations specifically for the student and for the device. (i.e. A student requiring a cellular

device for glucose monitoring may be accommodated by small group testing, preferential seating) Accommodations will be listed on the seating charts.
• Any student using a cellular device application for medical monitoring will not have the device in his/her possession during state testing/or security reasons. However, the device will be in the hallway or testing room in close proximity to the student.
• For test administrations, the student will be tested following one of these guidelines: A student requiring medical monitoring may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device, or A student requiring medical monitoring may test individually with a test administrator and a proctor with the proctor monitoring the device in this situation. All individuals involved will be trained and sign a confidentiality form before testing.
•The student(s) will be seated near the device so that the readings and/or contact with the medical monitor can be maintained.
•The student(s) will sit in a place to avoid drawing attention to the cellular device, due to other student's concerns that cellular devices are now allowable in the testing area.

F. If Applicable, describe the procedures used for:

1. **Conducting lunch, restroom and/or stretch breaks during or between tests:**

There are no scheduled breaks during testing. If a student needs a restroom break during assessment, they will be escorted to the restroom and back to the assessment room by the hall monitor. Only one student at a time will be allowed to take a restroom break. On occasions that students need to break for lunch: The procedure will be to collect and secure all test materials and store them in the secure testing closet. Runners designated by the School Test Coordinator will take orders and cafeteria lunches will be brought to the testing room. Students and assessment personnel will eat in the room. Students will not talk during this time. Students testing will not have any contact with the rest of the student body during this time. When lunch is finished lunch materials will be disposed of, secured test materials will be distributed, and testing will resume.

G. New Procedures since last OSA template update:

1. Setting Reasonable Time Limits for SATP2 exams. In a MDE guidance memo dated November 19, 2010, Superintendents and DTCs were instructed that reasonable time limits are appropriate as long as students are provided with a minimum of four (4) hours to complete a test. You can view the memo at: http://tiny.cc/satptime.

In accordance with the MDE guidance memo, the Jackson County School District will end all state assessments 30 minutes prior to the end of the regular school day dismissal time.

2. Students Reading and Test Administrators sitting: In an MDE guidance memo dated April 22, 2011, Superintendents and DTCs were instructed that it is permissible for: Students to read a book or magazine after a test and teachers to occasionally sit during test administrations within certain reasonable parameters. You can view the entire memo at: http://tiny.cc/standardread.

H. LAS Links Screener Procedures:

1. The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of ELs only.
2. All potential ELs will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student
3. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.
4. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
5. These results will be placed in the student's cumulative record for future review and possible monitoring.

I. Accommodation Verification:

Prior to starting any tests in accommodated rooms, the TA will verify that all students' accommodations are listed on the seating chart. The STC will provide the TA with a copy of the students testing accommodations and the TA and Proctor will verify that each students' correct accommodations are on their testing screen or they are provided all their accommodated testing material. The TA and proctor will sign off verifying that all accommodations were provided during their testing session.

J. Testing Procedures:

- All student bookbags, purses, and lunchboxes will be left in the hallway outside of their testing room. Administration will strongly encourage students to leave any unnecessary bags at home during testing.
- Students will stay in the testing room until all students have completed testing. The students will be instructed to sit quietly or put their head down. At the discretion of administration, completed testing rooms may be allowed to exit through the back-classroom door as to not disturb the other classes that are testing.
- No food or drinks will be allowed in the testing room, unless listed as an accommodation on the student's 504 or IEP.
- Hall monitors will not be allowed to sit or eat and must be actively monitor the halls.
- TA's and proctors must check that the student properly submitted their test.

2023-2024 Statewide Testing Calendar

Test Name	Details	Testing Window			Testing Population	
		Start Date	Finish Date	Maximum Duration in Minutes	Grade Levels	Retesters
Kindergarten Readiness Assessment (KRA)	Pretest	7/20/2023	9/22/2023	41	PK-K	No
	Posttest	4/01/2024	5/10/2024	41	PK-K	Yes
3rd Grade MS Academic Assessment Program ELA	Initial	4/8/2024	4/19/2024	180	3	Yes
3rd Grade Reading Alternative Assessment	1st Retest	5/6/2024	5/10/2024	180	3	Yes
3rd Grade Reading Alternative Assessment	2nd Retest	6/17/2024	6/28/2024	180	3	Yes
MS Academic Assessment Program for Biology and U.S. History	Fall EOC - 4x4	11/27/2023	12/15/2023	180	9-12	Yes
MS Academic Assessment Program for English II & Algebra I		11/27/2023	12/15/2023	180-255*	English II, Algebra I	Yes
MS Academic Assessment Program for ELA & Math	Spring	4/08/2024	5/17/2024	180-255*	3-8, English II, Algebra I	Yes
MS Academic Assessment Program for Grade 5 and Grade 8 Science		4/08/2024	5/17/2024	180	5 & 8	No
MS Academic Assessment Program for Biology and U.S. History		4/08/2024	5/17/2024	180	9-12	Yes
Special Populations						
MS Academic Assessment Program - Alternate	Fall Retest/4x4 block	11/27/2023	12/8/2023	Untimed	EOC High School	Yes
	ELA & Math	3/11/2024	5/3/2024	Untimed	SCD 3-12	Yes
	Science	3/11/2024	5/3/2024	Untimed	5, 8, HS	Yes
English Language Proficiency Test	English Learners	3/1/2024	4/12/2024	Untimed	K - 12	No
ACT **Please refer to the ACT Schedule of Events for specific online and accommodations testing days.** *https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/national/participate.html*	Test Window 1 - Paper	2/27/2024	2/27/2024	175	11	No
	Test Window 1 - Accommodations	2/27/2024	3/08/2024	Can vary	11	No
	Test 1 - Online	2/27/2024	3/08/2024	175	11	No
	Test Window 2 - Paper	3/26/2024	3/26/2024	175	11	No
	Test Window 2 - Accommodations	3/26/2024	4/5/2024	Can vary	11	No
	Test Window 2 - Online	3/26/2024	4/5/2024	175	11	No
	Test Window 3 - Paper	4/23/2024	4/23/2024	175	11	No
	Test Window 3 - Accommodations	4/23/2024	5/03/2024	Can vary	11	No
	Test Window 3 - Online	4/23/2024	5/03/2024	175	11	No
ACT WorkKeys	Fall - Paper	10/30/2023	11/17/2023	165	10 - 12	No
	Fall - Online	10/23/2023	12/8/2023	165	10 - 12	No
	Spring - Paper	3/04/2024	3/22/2024	165	10 - 12	No
	Spring - Online	3/04/2024	4/19/2024	165	10 - 12	No
*Key: TBD = To be determined; * ELA Session 1 (180 minutes) and 2 (75 minutes) will be 255 minutes total. Math Session 2 has been removed.*						
Mardi Gras is February 13, 2024; Easter is March 31, 2024; Spring Break typically will be March 11-15, 2024; Coastal Spring Break is TBD.						
Note: Testing days vary from a minimum of one (1) day to a maximum of three (3) days per student.						
Please see *K-3 Assessment Key Dates* document for further information on all dates related to the Literacy-Based Promotion Act and the *NAEP Key Dates* document for information on all dates related to the NAEP.						

St. Martin High School
Test Security Plan
Jackson County School District 2023-2024

Section I - ASSURANCES

We assure that St. Martin High School will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code 37-16-4. We understand that there is one Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.

Jackson County School District		St. Martin High School
Mrs. Shelley Leyens	Shelley Leyens	9-15-23
School Test Coordinator	Signature	Date
Mr. Shea Scarborogh	Shea Scarborough	9-15-23
School Principal	Signature	Date
Dr. Tanya Sonnier	Tanya Sonnier	9-15-23
District Test Coordinator	Signature	Date

Section II – ST. MARTIN HIGH SCHOOL TEST PLAN

- Administered Assessments:

MAAP/MAAP-A

Questar Platform:
- EOC-English II
- EOC-Algebra I

DRC Platform:
- EOC-Biology
- EOC-US History

ELPT-LAS Links
- LAS Links Screener
- LAS Links Placement
- LAS Links

ACT

ACT WorkKeys

- Training: The School Test Coordinator will conduct a training session at each school for all test administrators, proctors, hall monitors and school personnel prior to the administration of each statewide assessment.
    - Proper procedures for administering the test and test security regulations and consequences for violations will be discussed.
    - A dated agenda and participant signature roll will be kept.
    - The District and School Test Security Plan, will also be discussed.
    - A copy and/or email of all training materials will be given to each participant.
    - A copy of the dated agenda, handouts, documentation of consequences of testing violations and any Power Points will be provided to the District Test Coordinator and/or kept on file in the School Test Coordinator's office.
- Studying Test Administrator Manuals (TAM):
    - Test Administrators will be allowed to review manuals once they are uploaded on the Questar and/or DRC Websites.
    - Manuals can be reviewed in School Test Coordinator's office in the presence of the School Test Coordinator or an Administrator several days prior to testing.
- Handling Materials
    - Following all Security Measures, STC and another trained staff member will retrieve testing materials from District Office and deliver to secure area at St. Martin High School.
    - Materials are retrieved and transferred to school site as close to two weeks prior to the test administration as possible.
    - Student testing tickets and labels should not be printed more than 48 hours in advance of the start of the testing session.
    - The STC and another trained person will inventory the materials upon delivery at the school and verify the count.
    - Test materials will remain in the locked storage area while not in use.
- Distribution of Materials to Test Administrators
    - STC and another trained certified personnel will have secure materials in 100 Hallway.
    - Test Administrators and Proctor will obtain secure materials from STC and report to testing room TOGETHER.

- Returning of Materials to STC
  - Bring all secure and unsecure documents to STC and other certified staff member to 100 Hallway.
  - STC will check that all signatures, counts, and testing documents are correct and present.
- Security Measures for review of Braille and/or Large Print Materials
  - Scribing will be done under secure conditions with two people present with the STC for paper/pencil testing.
  - A "reader meeting" will be conducted for all human readers.
  - Readers will sign a Staff Statement of Assurance at this meeting that they understand the guidelines for reading a test to students.
  - Procedures for a Dictation accommodation for an online assessment
    - Scribe will sign a Staff Statement of Assurance Security Agreement before this process.
    - Student will not test with any other students.
    - A scribe will be the third person in the room.
      - TA
      - Proctor
      - Scribe
    - Scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.
    - All other security measures will be maintained.
- List all individuals who have access to the secure storage area
  - STC, Shelley Leyens, is the only person that has a key to the secure area.
  - The other key is stored in the vault and maintained by campus administration.
- Secure storage Access Policy
  - Test Materials will be kept in a locked storage room or the locked fire proof cabinet.
  - The STC will have the only keys to the secure area.
  - The other key is housed in the vault in the protection of Administration
  - A sign stating: "Authorized Personnel Only" and "Do Not Enter" will be posted.
  - A sign-in and sign-out sheet is posted on door

- Student Restroom Plan
  - TA or Proctor will signal the hall monitor with the orange cone.
  - The student will exit the testing platform.
  - TA or Proctor will note the time of exit on the sign-in/out sheet.
  - Student will have a hall monitor escort to and from the restroom.
  - Enter restroom One at a time – no other student will be in contact.
  - Log back into assessment when returned to the testing room.
  - Note the sign in time.
- Severe Weather/Fire/Bomb Threat Emergency Plan
  - SMHS will adhere to procedures listed and be in accordance with the comprehensive list of Emergency/Crisis Management Procedures in Section 37-11-5 of the Mississippi School Safety manual.
  - STC will work with the TAs to maintain the integrity of all secure test materials.
  - TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom.
  - Once materials are secured, students will be dismissed and will receive further instructions from hall monitors.
  - TAs and Proctors will secure and exit the classroom after all students have vacated the secure environment.
  - Post threat – the TA and Proctor shall be the first to enter the secure classroom.
    - TA and Proctor will account for all test materials.
    - Any inconsistencies with security and/or integrity will be documented and reported to the STC.
    - STC will then report any inconsistencies to the DTC
    - Logged out students will be resumed.
- Prohibition of the Possession and/or Use of Any Electronic Communication Device Plan
  - This plan includes, but is not limited to: cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.
  - Each student, TA, and Proctor will sign a statement ensuring that he/she understands that possession of use of electronic devices during active testing sessions are not allowed.
  - Prior to the distribution of secure testing materials, the STC will collect electronic devices from each TA and/or Proctor.

- TA will remind students prior to beginning of each test that any electronic devices during active testing sessions are not allowed.
- All electronic devices will be placed outside of the testing room.
- Violations of STAFF:
  - Receive a written reprimand
  - A recommendation will be made to the Superintendent for a suspension without pay for up to 3 days.
  - This includes violations by the staff member for bringing in an electronic device as well as procedural violations in which a student is permitted (whether intentional or unintentional) to bring in an electronic device.
- Violations of STUDENTS:
  - Receive an office referral which may include up to 3 days of Out of School Suspension
  - Test Scores may be invalidated- may result in student not meeting graduation and/or promotion requirements.

- Calculator Policy
  - Graphing calculators used for MAAP must be cleared before students use them.
  - Principal will appoint 2 math teachers to be in charge of the clearing of the calculators.
  - Each cleared calculator will be locked up in the secure testing room immediately after being cleared.
  - The calculators will only leave the secure room for state assessments until the end of the testing window.
  - TAs and Proctors will monitor that students do not load programs, applications, or formulas on the calculators.
  - Calculators will be cleared again after each time of use before next use.
  - The principal, staff member or calculating clearing designee, and the STC will sign a statement of assurance declaring that every calculator to be used in the state assessment was properly cleared and checked to be sure it was cleared and being housed in Audit Binder.
  - ACT Calculator Policy will be followed for designated assessment.
  - Students are NOT allowed to bring a personal calculator to use.
  - Every student will be provided a school calculator to use.

- Content Relevant Material Coverage and/or Removal
    - Teachers will be sufficiently notified before testing which material will be removed and/or covered.
    - Testing areas will be checked by trained school administrator prior to testing to ensure that material is content related free.
- Monitoring of Testing Process Staff
    - Anyone in the Testing area will have been trained prior to stepping foot into secure testing zone.
    - All staff will know the responsibilities of each testing role to ensure that all policies and procedures are being followed correctly.
    - Hall Monitors and STCs are actively monitoring the TAs and Proctors
    - TAs and Proctors are actively monitoring the testing students.
- Students from multiple test administrations (i.e. morning/afternoon, standard time vs. accommodated time) will not combine sessions
- Online Testing Verification Procedures
    - Procedures are verified by Mississippi Department of Education.
    - Computer tech/s is/are assigned to our school during online testing to assist with technical issues.
    - Computer Techs will sign the Security Agreement that he/she has been trained.
    - Once printed, online Authorization codes are considered secure materials and should be treated as such.
        - Contained in secure area
        - Accompanied by two individuals, one of whom is certified
        - Shredded upon completion of testing
    - Cardboard dividers will surround computer screens to ensure single viewer access.
    - All Read Aloud Accommodations will be through the "Text-to-Speech" Accommodation with headphones.
- Seating Arrangements
    - When applicable, students will be seated alphabetically.
    - All students with an IEP, 504, and/or ELL accommodations will be considered first in regard to placement.
    - TAs and/or STC may use professional judgement regarding student seating arrangement.
    - Any changes made will be reflected on the posted seating chart.

- Student will NOT be allowed to bring any type of reading material into the testing room.
- Guidelines for Testing Virtual Learners during the COVID-19 Pandemic
    - Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
    - Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation.
- Consideration for Medical Monitoring Devices during testing
    - Medical monitoring refers to the monitoring of a medical device using an application monitored by a cellular device.
    - Student must have documentation of a medical condition requiring monitoring written in a school plan such as an IEP and/or a 504.
    - Students will be allowed to have the monitoring device in the testing room with one additional personnel present in the testing room to keep watch over the medical device.
    - The device must be silenced and away from other students testing in the room.
    - In the case of an alert, the student will be removed from the room and their test paused noting the time of the stop.
    - The student will be allowed to return to his/her test and complete the time left for testing.
    - The cellular device must have all tong-range connectivity, such as cellular or Wi-Fi functions, turned OFF if it doesn't interfere with the monitoring.
    - The student will test in a small group or a regular testing session with an individual monitoring the device.
- Homebound and/or Incarcerated students during testing
    - Any student listed as Homebound status will be contacted before testing through SMHS counselors or Homebound teacher to make the student and guardians/parents aware of date and time of testing.
    - Parent/Guardian will bring students to school on the day of testing to participate in the state test within a small group or regular test session depending upon the status of whether there is an IEP or 504.
    - Parent/Guardian will be contacted when student has finished their testing for them to be picked up.
    - In the case where a homebound student is unable to come to school to test because of medical issues, the homebound teacher and a school

proctor will be trained to go to the student's home to administer the state test.
    - The test will be administered according to the state testing calendar beginning with the first day of the test opening to the end of the testing window.
- Guidelines for Testing Virtual Learners during the COVID-19 Pandemic
    - Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
    - Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation.
    - These assessments will be administered onsite in accordance with the state testing calendar.

2023-2024 TEST SECURITY PLAN
Vancleave Lower Elementary (026)
Jackson County Schools (3000)

ASSURANCES

We, the undersigned, assure that Vancleave Lower Elementary in the Jackson County School District will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards, 2012 and Mississippi Code 37-16-4. We, the undersigned, understand that there is one Test Security Plan governing the school district and one Test Security Plan for each school. This School Security Plan will be updated and signed by the appropriate personnel each year.

Krista Sablich **School Principal**	Krista Sablich Signature	9/29/23 Date
Lindsay Ditsworth **School Test Coordinator**	Lindsay Ditsworth Signature	9-29-23 Date
Brittany Downs **Assistant School Test Coordinator**	Brittany Downs Signature	9-29-23 Date
Dr. Tanya Sonnier **District Test Coordinator**	Tanya Sonnier Signature	9-29-23 Date

Name of Tests:

- English Language Proficiency Test (ELPT)
- Kindergarten Readiness Assessments Pre and Post Tests (KRA)
- LAS Links & LAS Links Screener/Placement Test
- Third Grade MS Academic Assessment Program: ELA Sessions 1 and 2 and Math (MAAP)
    - Third Grade MS Academic Assessment Program: ELA Session 1 Retests 1 & 2, if necessary
- Third Grade MS Academic Assessment Program-Alternate (MAAP-A)

Staff Training: The School Test Coordinator will train all essential staff following District level training. Each staff member must sign in before training begins and submit their Test Security and Confidentiality Agreement at the conclusion.

- Staff will receive printed copies of the following:
  - Training Agenda
  - Job Descriptions
  - Appendix F
- Staff will review, sign, and submit a Test Security and Confidentiality Agreement at the conclusion of training.
- Staff will be sent electronic copies of the following:
  - PowerPoints reviewed during training
  - Senate Bill 2258
  - MS Code of 1972
- If any staff are not present for training, an appointment must be made with the STC for training. If training is not complete, the staff member will not qualify for a role in State Testing and therefore cannot be a Test Administrator, Proctor, or Hall Monitor.
- Topics to be trained and discussed, but not limited to:
  - Test Security
  - Test Security Consequences
  - Electronic Device Notice
  - Testing Job Descriptions
  - Test Security Plans-District and School
  - Appendix F
  - Senate Bill 2258
  - MS Code of 1972
  - Accommodations
  - Testing Irregularities
  - Mississippi DoE PowerPoints, as required
  - Seating Charts
- After training, the STC will submit a copy of the required documentation to the DTC.
- The Training Agenda, Sign In Sheets, Test Security and Confidentiality Agreements, PowerPoints, and copies of Appendix F, Senate Bill 2258, MS Code of 1972 will be placed in the current year's VLE School Testing Notebook.

Handling Materials The following procedures will be used for tests administered during the school year.

Receiving and Storing secure test materials:

- If delivered to VLE, the STC/ASTC and one other test security trained person will inventory and document all materials received.
- If delivered to the District Office, the STC/ASTC and one other test security trained person will drive to the District Office to retrieve testing materials. Along with the DTC and other staff, the materials will be counted and documented before leaving. Once materials are transported back to VLE, the two people will sign the materials into the secure storage area and lock them in the filing cabinet.
- Student Tickets are considered secure, and once printed, they will be placed by the STC and one other test security trained person into the secure storage area.
  - Student Tickets will be printed with the STC and one other test security trained person present.

- All secure test materials will be stored in the secure storage area. When test materials are present, the School Test Coordinator must be notified before the storage area is accessed.
  Secure Storage Area: Vancleave Lower Elementary will use a locking fireproof cabinet which is acceptable according to the *Office of Student Assessment District Test Security Plan Guidance* document, section C, "Handling Materials."
- The following individuals have been trained in test security, have signed a Test Security/Confidentiality Agreement, and have access to the School Secure Storage Area
  Lindsay Ditsworth, School Test Coordinator *key holder
  Brittany Downs, Assistant School Test Coordinator *key holder
  Dana Wicker, Test Administrator
  Rachel Williams, Hall Monitor
- A sign in/out sheet is located on top of the filing cabinet and must be filled out each time test materials are accessed. The sheet requires the following information: date, time, test and materials to be signed in/out, and two signatures.
- The STC and ASTC will have a key to unlock the filing cabinet to place or remove secure test materials. Laptop carts will be locked and kept in the vault, when remaining in testing mode longer than one day of testing.
  - The District Test Coordinator or the DTC's designated personnel, STC/ASTC and properly trained individuals will have access to testing materials.
  - Two people must be present with materials at all times, one of which must be certified.

After each test administration, the following materials will be placed in the VLE testing notebook: Testing schedule, Seating charts, principal oath, communication logs during testing, and irregularity reports.

Procedure for distributing materials to each test administrator:

- The STC and one other test security trained person will retrieve required test materials from the secure storage area and deliver them to each testing room. The STC will leave testing materials in the testing area only if two test security trained people are in the testing room, one of whom must be certified **and** all persons in the room, students and staff, have signed Electronic Device Prohibition forms.
- For online assessments, student tickets and scratch paper must be counted and documented on the seating chart prior to the STC completing the distribution of materials and receiving signatures for their receipt.
  - When allowed scratch paper, students may receive an unlimited number of sheets. However, each sheet must have that student's seat number in the top left corner.
- Paper/Pencil test materials will be retrieved from the secure storage area and distributed to the testing area.

Procedure for returning materials to the STC and DTC:

- Upon each testing room's stated completion, the STC will verify each student's completion (for online assessments), collect and count student tickets and scratch paper (if applicable). Once all testing rooms are complete for the assessment, all materials will be taken by the STC and one other test security trained person to the secure storage area and kept there until the last day of the testing window, when shredding will occur. Paper/Pencil test materials will be kept in the secure storage area until the DTC notifies the STC of a date to return materials to the District Office.
- If materials are to be delivered to the DTC, the STC and one other test security trained person will collect the necessary materials from the secure storage area and drive them to the District Office where the DTC and the DTC's personnel will collect and count the materials to ensure all materials are accounted for.

Security procedures for allowing teachers to review materials, transfer answers for large print/Braille, and read tests that are allowed in the current Accommodations Manual.

- The Test's Administrator may review the test materials prior to the test administration. Once the test has been completed, the transferring of answers will be done by either:
  - Test Administrator/Proctor and STC
  - STC and one other trained person
- Test Administrator and proctors who administer read-aloud accommodations to students with an IEP, 504, or EL LSP will be reminded of their signature on the Test Security Agreement stating confidentiality requirement 8 of Appendix F.

Individuals who will assist in testing will include:

- Activity, Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade Teachers
- Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade Teacher Assistants
- Special Education Teachers
- Special Education Teacher Assistants
- EL Teachers
- School Test Coordinator

Additional Procedures

Policy for accessing secure storage area:

- The STC and ASTC will be key holders to the secure storage safe. A sign will be posted outside the storage area listing the personnel who have access to the safe. The testing Chromebook cart will be locked in the vault as well when in testing mode, with the STC holding the key to the cart.

Entering the testing environment:

- Students will leave backpacks and lunchboxes in the hallway. Students may bring one unmarked, clear water bottle in the testing room.
- Test Administrators and Proctors in the room will store all handbags, backpacks, and lunchboxes in a cabinet or outside the room.
- All electronic devices (Student or Teacher) must be turned off and left outside the testing area.

Plan for student emergencies (bathroom, illness, sleeping, etc.):

- Bathroom
  - TA/Proctor will hold the red card in the hallway to notify the Hall Monitor of assistance needed.
  - If a timed assessment, the student will pause their test while in the bathroom.
  - TA and Proctor must document the student request on the Sign In/Out sheet in the Testing Notebook for a student to leave for the bathroom.
  - Hall Monitor will escort one student at a time to the hallway bathroom for emergencies.
- Sudden Illness
  - TA/Proctor will hold the red card in the hallway to notify the Hall Monitor of assistance needed.
  - If a timed assessment, the student will pause the test while out of the room. If the student does not return, the test will be stopped.

- The Hall Monitor will walk the student to the nurse and await her diagnosis. If the student is allowed to return, the Hall Monitor will escort the student back. If the student is not allowed to return, the Hall Monitor will leave the student with the nurse and return to the testing area, informing the TA/Proctor that the student will not return.
- The STC must be notified of the student illness and inform the DTC of the issue.
- Test Administrator/Proctor Illness
  - If the Test Administrator is ill and the Proctor nor Hall Monitor are not certified, there will be a certified replacement on stand-by to take the TA's place.
  - If the Proctor is ill, the Hall Monitor will be the replacement in the testing room and another Hall Monitor will be placed.

- Sleeping
  - If a student is sleeping before their assessment is complete, the TA and Proctor will walk over to the student and tap them on the shoulder to wake them. Once awake, they will direct the student to finish their test. The TA and Proctor will document the action on the communication log in the testing notebook.

Plan for severe weather, fire, bomb threat, or other environmental emergency causing evacuation:

- If possible, the test materials will be collected as quickly as possible in the same manner as mentioned above. However, the STC will make the decision based on the safety of students and staff.
- If there is an immediate emergency, students and staff will leave all testing materials in the rooms and close the door until re-entry is allowed. Upon re-entering, the STC will meet with each classroom to verify the correct number of testing materials remain.
- The DTC will be notified of any emergency situations and will direct the STC to any documentation that needs to be filed.

Plan that prohibits the possession and/or use or any electronic communication device, including cell phones and personal digital assistant devices, during the administration of scheduled statewide assessments:

- Vancleave Lower Elementary has a policy which prohibits student possession of cell phones on campus. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed. Students will leave their book bags and other personal articles in their classroom, if testing in another room. Students will leave their book bags and other personal articles in the hallway, if testing in their classroom. As previously stated, Test Administrators and Proctors will leave cell phones, smart watches, walkie talkies, and other devices outside the testing room during test administration. All personnel who enter the testing room will sign the Electronic Device form, ensuring that they have removed all electronic devices from their person to enter the testing room. The Hallway Monitor and STC will be allowed to have walkie talkies for communication outside of the testing environment to address concerns.
  - Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.
  - Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

- For students requiring medical devices monitoring their health, appropriate documentation will be kept in the VLE Testing Notebook. A copy will also be placed in the Testing Notebook for the appropriate classroom. The document should outline the procedures and accommodations specifically for the student and for the device. Accommodations will be listed on the seating charts.

Procedure for ensuring that no calculators used by students during a state assessment administration have any stored formulas, applications and/or programs:

- Calculators are not used at our level.

Procedure used to ensure that all content relevant materials in the testing area have been covered or removed:

- The STC or ASTC will ensure all relevant materials have been removed or covered in every testing room. These materials include, but are not limited to:
  - Word Walls
  - Maps
  - Bulletin Boards with Curriculum
  - Vocabulary

Describe district monitoring of Test Administrators, Proctors, hallway monitors, students, and others involved in the testing process.

- Trained staff will walk the testing area, to guarantee that TAs, Proctors, and Hall Monitors are actively monitoring the students and the testing area. No one should be seated or otherwise engaged.

Plan for multiple test administration (i.e., morning/afternoon) if applicable:

- Students will complete their tests during their scheduled time. If students miss their scheduled time, they will be scheduled for a make-up time. Seating charts will reflect absences or irregularities.
- The STC will monitor completion of tests at the end of the testing day, and any incompletes will be scheduled for makeup at that time.
- Schedules will be arranged by homeroom, and clearly outlined on individual test schedules with TA, Proctors, Monitors, time and location noted. Testing Areas will be in testing mode at the scheduled times.
- If a break for lunch is needed, the STC and one other test security trained person will count and collect the test materials from the TA and Proctor and return them to the secure storage area. After a 30 minute lunch break, the STC and one other test security trained person will deliver the materials back to the testing room for the completion of the assessment.

Procedure for online testing, and include procedures to address when disruptions occur (power outages, network problems, etc.).

- Once the Online Authorization Codes (Student Tickets) are downloaded and printed by the STC, they will be secured and locked in a secure area and accompanied by two individuals, one of whom will be a certified individual. Authorization codes will be shredded once the test session is completed, all students have finished testing. The DTC will issue a district wide shred date, on which shredding of all applicable tickets should be completed.
- Students will be seated according to pre-written seating charts. The Test Administrator and Proctor will verify the student's identity with their authorization ticket, student badge, and/or verbal confirmation from the student. If students are sitting next to one another in a computer lab or in the classroom, cardboard dividers or other forms of security will be utilized to ensure

computer screens cannot be viewed by any other person than the user of each computer. The authorization tickets will remain by the student until each has completed their assessment.

- Once the assessment is complete, the Test Administrator will pick up the tickets, and note on the seating chart verification that all tickets have been accounted for. The Test Administrator and Proctor will give the tickets back to the STC, who will return all of the test materials to the secure storage area.
- Tickets will be kept until the designated shred date.
- Seating Charts will be signed and returned to the VLE Testing Notebook.
- **Power Outage**: Under advisement from the Technology Director, a student will remain on the assigned computer until the network comes back up, in case the page reloads correctly. The STC will attempt to contact the school's computer tech with any major issues in an attempt to resolve the issue quickly. In the event of a prolonged power outage, the session will be rescheduled as a make-up, and the incident reported as an irregularity to the STC, Principal and DTC using the irregularity form.

Procedure used to create the seating charts for students during statewide assessments (alphabetized, prearranged to separate friends, placement of students based on IEP or LSP listed):

- Either the STC or Homeroom teachers will create seating charts, taking into consideration student needs and IEP/LSP directives. Makeup testing seating charts will be created after determining the absences and any irregularities requiring make up sessions. Seating charts should include First and Last Name, State ID, and any accommodations.

Plan for an untimed test, how to dismiss those students while allowing additional time for students who are still working:

- We will not dismiss classes, unless the entire testing process is being held up by a minimal number of students. If this occurs, the School Test Coordinator will be notified and testing will be stopped. All test materials will be collected and inventoried by the Test Administrator and Proctor and then by the School Test Coordinator and one other trained person. Students who have completed the test will be dismissed with an appropriate supervisor and the students who need to continue testing will either remain in the same room or will be moved to another area. Test materials will be re-distributed to these students.

Describe the plan for documentation of special accommodations:

- IEP/LSP/504 documentation will be available in the VLE Testing Notebook, as well as noted on the seating chart for the group that the student is testing.
- A copy of the IEP/LSP/504 will be provided in the classroom testing notebook, as well as a copy of the Accommodations Explanation Page from the Accommodations Manual.

LAS Links Screener will be conducted to determine the level of proficiency, appropriate instruction, and placement of ELs only. Potential ELs will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student. The screener will be administered and scored by the LEA local school counselor to determine the student's English language proficiency level. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the screener has valid, reliable results. The results will be placed in the student's cumulative record for future review and monitoring.

Procedures on how Students, Test Administrators, Proctors, and Teachers will enter and exit the room:

- Teachers, Test Administrator, and Proctor must remove all electronic devices upon arrival to the testing room. They must sign the electronic device form and then enter the room. Students will line

up at the classroom door with badges on. If a student does not have his/her badge on, the teacher or assistant will escort the student to the classroom to retrieve it. The TA will stand at the door and call each student's name; the proctor will direct/lead them to their assigned seat. When testing has concluded, students will be lined up by the TA and proctor in order of the seating chart and taken to the door for their teacher to retrieve.

- If testing is being conducted in the student's homeroom class, the students may enter the room with no other belongings, as previously stated. Before testing can begin, however, the students must have badges on in the event of a District or State Auditor entering the room.

How can we ensure there is no cheating:

- Teachers will ensure that students have their own, correct badge on. Student badges and Seating Charts will be checked to ensure the student is at the correct computer with the correct ticket. Students will be separated by either partitions or by the desktop towers in the computer lab. Walls/Posters/Signs, etc. in classrooms will be covered.

Vancleave Upper Elementary
Test Security Plan
Jackson County School District

Section I

Assurances

We assure that Vancleave Upper Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards. We understand that there is one Security Plan governing the school district and also a Security Plan for each school. The District Test Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.

Jackson County School District District	Vancleave Upper Elementary School
Dr. Kim Tilman School Principal	Signature
Amanda Nabors School Test Coordinator	Signature
Tanya Sonnier District Test Coordinator	Signature 10-3-23

Section II

A. **Name of Tests** NAEP, MAAP (EOC & 3-8), ELPT: Las Links & the Las Links Screener/Placement test, Mississippi Science Test (5th), MAAP-A

B. **Training** After each training session, the following documentation will be attached:

- A dated, detailed agenda of the training
- A copy of handouts and other materials used in the training
- Documentation that participants were informed of consequences of testing violations
- Signatures of all who attending the training

C. **Studying Test Administrator Manuals**

Testing manuals that are considered secure documents will be locked in a secure area. The test administrator will be allowed to review these manuals in the presence of the School Test Coordinator and/or the Assistant School Test Coordinator prior to testing.

D. **Handling Materials**

1. Procedure for distributing materials to each test administrator

Two trained personnel will be with testing materials at all times. The School Test Coordinator and other trained personnel members will distribute testing materials to the individual classrooms. Items will be counted and signed for by the Test Administrator and Proctor at the classroom door.

2. Outline the procedure to distribute materials to students and to account for materials before students leave the testing area

The Test Administrator and proctor will distribute all materials as laid out by the TAM, including an authorization ticket, to each student. Test materials will be picked up by trained certified staff along with proctors when the testing session is completed. The Test materials will be picked up by the School Test Coordinator or other designated personnel, along with another trained adult before students leave the testing area.

3. Storing test material

All test material will be locked in a secure location with a sign-in/sign-out time sheet that will be signed upon each retrieval/return of secure testing material. Blue ink will be used for this sign-in/sign-out sheet.

4. Procedure for returning materials to the school test administrator.

Teams of two trained staff members, one of which must be certified, will collect secure testing materials to return to the secure testing storage area when testing is completed. The test materials must be counted when picked up and verified with a signature on the document tracking form. The test materials will then be returned to the Secure Storage Area. Two trained personnel will be with the testing materials at all times.

5. Security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP's

Scribing will be done under secure conditions with two people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers. Readers will sign a Staff Statement of Assurance at this meeting that they understand the guidelines for reading a test to students.
In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place.

a. This scribe will sign a Staff Statement of Assurance Security Agreement before this process.
b. The student will not test with any other students.

c. A scribe will be the third person in the room. (TA, Proctor, Scribe)
d. The scribe will input the answers exactly as the student dictates directly in the system in the presence of the TA and Proctor.
e. All other security measures will be maintained.

MAAP-A Transcribing: Following MAAP-A testing, the TA, Proctor, and STC will follow all test security procedures to ensure the validity of transcribing student responses into the online testing portal. Electronic devices are prohibited in transcription areas.

6. List all individuals who have access to the secure storage area

Amanda Nabors(School Test Coordinator) and Frankie Jones (TST Coordinator/Assistant School Test Coordinator)

7. Include a list of schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. Test administrators must be licensed in compliance with Appendix F.

Any test trained individual

E. **Additional Procedures**

1. Access to secure storage areas for test materials (Review Appendix F)

When testing materials are picked up from the district office, the STC and another trained personnel member will verify all materials with the DTC. The STC and a trained personnel member will then transport the testing materials back to Vancleave Upper where the testing items will be locked in the secure storage area. When entry to this storage area is necessary, a test security trained individual will enter with either the School Test Coordinator or Assistant School Test Coordinator. A sign-in sheet will be posted on the outside of the door of the secure storage area. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement.

Upon completion of the assessment, the STC and another trained personnel member will return the testing materials to the district office. All testing materials will be inventoried and verified by the DTC.

Also upon the completion of the assessment, the student tickets, authorization codes, scratch paper, and any other testing materials considered secure will be shredded at Vancleave Upper on a day designated by the district office. A certificate of shred will be sent to DTC.

2. Entering the testing environment:

Students will enter their designated testing room free of backpacks and/or lunch boxes. Those who have electronics will have them taken up, in a labeled storage container, and stored in a secure location in the front office.

3. Student emergencies (bathroom, sudden illness)

Monitors will be placed in the hallways/walkways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor with the appropriate sign. The hall monitor will move to the classroom door to assist with the emergency. In

case a student has to leave the testing situation at any time during testing, the Test Administrator or Proctor will have the student pause the testing. The Test Administrator will document the student's name, the nature of the emergency and the time in/out of the classroom on a sheet provided to them by the School Test Coordinator.

The student will be escorted to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until they are able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent/guardian.
In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person and will notify the School Test Coordinator or office. Test Administrators must be relieved by a Hall Monitor that holds a Mississippi Educator's License.

4. Plan for severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility

In the event an incident occurs which would result in the evacuation of the building during state testing, every effort will be made to take up and secure the test materials as previously addressed in the School Security Plan. However, safety of students and staff will become paramount if the building must be evacuated immediately. In that event, the test materials will be left in the room and the door will be locked, if at all feasible.

In the event an incident occurs, which would result in the evacuation of an individual testing room(s) during the administration of a state test, the test administrator will pause testing and will move the students, in a silent manner, to another testing room. Once students are settled in the new testing room, the test administrator will resume testing. In the event more than one room needs to be evacuated, students will be moved one room at a time in a silent manner.

5. Prohibitions against the possession and/or use of any electronic communication device, including, cell phones and personal digital assistance devices during the administration of scheduled statewide assessments

The Jackson County School District prohibits student use of cell phones on any school campus. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed. Students will also be informed that possession of a cell phone or electronic communication device during testing will result in the student's test being invalidated and disciplinary action taken. Students will leave their book bags in the hallway. Students will sign the Student Notification of Prohibition of Electronic Communication Devices during Statewide Tests Form prior to the administration of state tests. All test administrators and proctors will also leave cell phones outside the testing room during test administration. The Notification of Prohibition of Electronic Communication Devices will be signed by the student and teacher before each session of test administration.

If a student is observed with any prohibited materials, the student will be dismissed from the testing environment. Before dismissing the student, the test administrator must exit the student's test. The test may be invalidated later by the state education agency. The school test coordinator will complete a Testing Irregularity or Security Breach form.

Teachers must sign the electronic certification form prior to any testing that they are TA or proctoring.

Repercussions for electronic devices are as follows:

Staff:

Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.

Students:

Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

6. Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing rooms have been covered or removed.

The school test coordinator and/or school administrator will check each classroom/computer lab utilized in test administration to ensure that all content relevant materials have been removed prior to testing.

7. District monitoring of test administrators, proctors, students, and others involved in the testing process.

Trained staff will walk the testing area halls, going from room to room to guarantee that the TAs and proctors are actively monitoring the students.

8. Describe the plan for Multiple Test Administration

In the event that any students have not completed the test by the scheduled lunch break, the following procedures will be followed: All testing materials will be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator and at least one other trained person will then count and collect the materials and return them to the Secure Storage Area until lunch has been completed. The students who are still testing will remain in the testing room and lunch will be served to them in the classroom or they will be taken to the cafeteria as a group to sit in a designated area. The Test Administrator and Proctor will remain with the class during lunch and will ensure that no discussion of the test is allowed. After an approximately thirty minute lunch and bathroom break, the School Test Coordinator and at least one other trained person will return the test materials to the classroom. Materials will be distributed to the students according to those procedures listed in D2.

9. Procedures for online testing and procedures to address when disruptions occur (i.e., power outages, network problems, etc.)

If during testing or before beginning testing, the power goes out or network difficulties develop which prevent testing at the designated location, students will be moved to an alternate testing location. A computer tech is assigned to our school during online testing to assist with technical issues.

10. Procedures used to prepare, verify, and maintain seating charts for students during assessments. To facilitate the testing process, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.

Seating charts will be created for each class, taking student needs and 504/IEP directives into consideration. Any changes made regarding student seating will be made on seating charts.

In order to ensure that each student is testing in the appropriate seat, seating charts will be double-checked by TA on the day of testing.

11. Districts may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still testing.

We will not dismiss students unless the entire testing process is being held up by a minimal number of students. If this occurs, the School Test Coordinator will be notified and testing will be stopped. All test materials will be collected and inventoried by the Test Administrator and Proctor and then by the School Test Coordinator and one other trained person. Students who have completed the test will be dismissed with an appropriate supervisor and the students who need to continue testing will either remain in the same room or will be moved to another area. Test materials will be re-distributed to these students according to the procedures listed in D2. Early finishers will be allowed to read a library book or other material not related to the content of the test. The reading material will be collected prior to the test distribution by the test administrator and/or proctor and will be distributed once the student's testing materials have been collected.

12. At the conclusion of testing, the coding of student information and a review of answer documents for completeness of student administrative data is correct and to ensure there are no stray marks is completed. Indicate the individual(s) responsible for completing these tasks: when will it be done and where it will be done in order to ensure proper test protocols are followed and that test materials are not compromised.

The School Test Coordinator and/or other trained individual will verify that all tests have been submitted online at the conclusion of the assessment. With paper/pencil tests, the STC and ASTC will ensure that all data is complete in a secure testing environment.

13. Include the testing schedule for the current school year. District may simply attach the state calendar.

Refer to state calendar

14. Testing Students with Read Aloud Accommodations for Online Testing.

Two trained individuals, one of whom must be certified, will be present for the administration of a Read Aloud Accommodation for an online test. No reading will occur from a test booklet. All reading will take place from the online version of the test.

15. Describe the security measures, if applicable, for allowing teachers to review Braille test materials , to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP's.

All Braille/large print test materials will be reviewed by the test administrator in the secure test storage area. Transferring of large print answers will be completed by the test administrator and proctor under the supervision of the school test coordinator or an administrator. Any accommodations made for students will be aligned with the Testing Accommodation manual.

Testing students with accommodations #78:

The student's response will be transcribed exactly as written on the answer document. Their computer will have the extra features disabled. The student will use notepad to type his response. The test will be administered with all persons, TA and proctor signing confidentiality agreements. The test administrator will do the transcription when the student is through. The proctor will also be in the room during the testing and transcription. Transcription means that any spelling errors must be transcribed as they exist; the person transcribing needs to be very award of this. All punctuation must be exactly as it is in the original. All directions specified by OSA and Questar will be adhered to.

16. Verification of accommodations:

The STC/assistant STC will verify accommodation of all accommodated students based on most current and up-to-date IEP/504/medical plan documentation. These will be double checked with the caseload manager for each student. Accommodation pages will be included in TA's testing binder and accommodations for each student will be listed on the seating chart.

17. Consideration for Medical Monitoring Devices during Testing

- Medical monitoring refers to the monitoring of a medical device using an application on a cellular device.
- The student must have documentation of a medical condition requiring monitoring in a school plan such as an IEP or a 504 plan.
- Any student using a cellular device application for medical monitoring may not have the device in his/her possession during state testing for security reasons. However, the device may be in the testing room in close proximity to the student.

- The student requiring medical monitoring may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device. The person assigned to monitor the device should be trained to do so. The student requiring medical monitoring may test individually with a test administrator and a proctor.

18. LAS Links Screener Procedures

· The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of Els only.

· All potential Els will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student

· The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.

· The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.

· These results will be placed in the student's cumulative record for future review and possible monitoring.

Vancleave Middle School
Test Security Plan
Jackson County School District
2023-2024 School Year

Section I
Assurances
We assure that Vancleave Middle School will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards, 2008, and Mississippi Code 37 – 16-4. We understand that there is one Security Plan and the School Test Security Plan must be updated and signed by the appropriate personnel each year.

Amanda Taylor
School Test Coordinator

Amanda Taylor 9/13/23
Signature Date

Dr. Ashley Allred
School Principal

Ashley Allred 9/13/23
Signature Date

Dr. Tanya Sonnier
District Test Coordinator

Tanya Sonnier 9-13-23
Signature Date

Section II

A. Name of Test(s): ELPT, MAAP 3-8 ELA, MAAP 3-8 Math, MAAP 8th Grade Science, MAAP-A, LAS LINKS Screener/Placement Test, NAEP

B. Training

The following documentation for each training session held will be attached:

- Dated Agenda
- Copy of handouts, PowerPoints and other materials used in training
- Documentation that participants were informed of consequences of testing violations
- Signatures of all who attended the training
- Signed Test Security/Confidentiality agreements

1. Any person involved in any phase of the testing program has been trained in appropriate assessment administration and test security procedures. Test administrators shall be licensed school personnel.
2. Due to the need for the one-on-one administration of the English language proficiency test for English Language Learners, which includes component subtests such as reading, writing, speaking, listening, the test administrator may be a non-licensed employee as long as the proctor for the administration is a licensed staff member. 4 b. For only the

English language proficiency test for English Language Learners, if a licensed employee is the test administrator, the district is not obligated to provide a second person as proctor.

3. Test Administrators will receive a copy of the Test Manual at the time of training. Test Administrators will be given a printed testing manual, since it is not a secure document, and read it prior to final test training. Test Administrators will also have access to review manuals online on the Questar website. School Test Coordinator will review Test Administrator Manuals during training.

C. Handling Materials

1. Describe the procedure for distributing materials to each test Administrator.

Two trained personnel will be with testing materials at all times.

The School Test Coordinator and second trained personnel will be set up in a designated location with testing materials. Test administrators will come to the designated area to inventory testing materials in front of STC and designated second person. Once materials are verified as accurate, (two or more) test administrators will escort each other to the testing rooms on the same hall. Hall monitors will assist with Test Administrators getting into their testing rooms with a second person. Test booklets/answer sheets/authorization tickets will be counted and signed for by the Test Administrator. School Test Coordinator or designee will confirm Test Administrator has inventoried materials. Testing documents will only be left in the testing area with two-test security trained individuals, one of which will always be a certified individual. All secure testing materials will be locked in a secure testing vault until needed.

ELPT assessment will be administered in a secure room, and test materials will be stored in the secure testing vault. Administration of this assessment will be performed by a VMS certified teacher and proctored by the EL Teacher.

LAS Links Screener Procedures

- The Las Links screener/placement test will be conducted by the counselor to determine the level of proficiency and for appropriate instruction and placement of ELs only
- .All potential ELs will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student
- The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.
- The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
- These results will be placed in the student's cumulative record for future review and possible monitoring.

All MAAP testing materials will be locked in the secure testing closet. Two trained members of the testing team will print and secure the testing tickets. At least one certified staff member is to be involved in printing test tickets. At the completion of testing, collection of student test tickets, reference sheets, seating charts, scratch paper, and student rosters will take place. These items are to be stored in a locked room/closet until time to shred. Completion of a certificate of shredding is to be signed at this time.

All testing materials are to be picked up from Central Office by VMS School Test Coordinator and a member of VMS Testing Team. Once the testing materials are inventoried at Central Office under the supervision of the DTC and one other designee, the STC and a second member of the VMS Testing Team will transport testing materials directly to the testing closet to be stored until testing is completed.

Once testing is complete, the STC and a second member of VMS Testing Team will return testing materials to Central Office, at which time the DTC and one other designee will inventory materials returned.

2. Describe the procedure that test administrators will use to distribute materials to students and to account for materials before students leave the testing area.

Test administrators and proctors will distribute student-testing tickets utilizing a seating chart. The seating chart will display the student's name, MSIS number and any applicable accommodations. For paper/pencil assessments, a classroom seating chart will be utilized with the same aforementioned information. Test Administrators and Proctors will count the materials and compare them to the delivered materials and indicate receipt of such with their signature on the security checklist, or other tracking log. Testing materials will be picked up by trained certified staff in pairs of two. All materials will be returned to the secure testing closet after testing and counted in by pairs of two.

Homebound, alternative, and any VMS students will be tested by trained school personnel and proctors on the VMS campus. The location for this testing will be determined based upon the individual circumstances of the student(s). Any testing materials for these students will be checked out from and returned to the secure testing vault. The test materials will be in the presence of two trained employees at all times during the transport of materials and during the administration of the assessments.

3. Describe the procedure for returning materials to the school test Coordinator.

At the conclusion of testing each day, the Test Administrator or Proctor will signal that testing is complete. Hall monitors will escort the Test Administrator back to the designated location with all the testing materials. If there are two or more Test Administrators who are ready to return testing materials, the Test Administrators will be the escort for each other. The testing materials will be counted by a member of the testing team who will verify by signature that all materials have been received. The test materials will then be returned by the school test coordinator and other trained personnel to the secure testing closet.

4. List all individuals who have access to the secure testing vault.

   Amanda Taylor and Martha Chenault will be the only two certified employees with keys to the secure testing vault. Other certified employees such as Kellie Parker, Jackie Hitt, Mandy Thomas, Megan Burney, and Victoria Wilson will have access to the room in the presence of Amanda Taylor (STC), Martha Chenault (Assistant to the STC), or Kellie Parker (Assistant Principal).

5. Include a list or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. Please note that the test administrators must be licensed in compliance with Appendix F.
   See Attached

6. Security measures, if applicable, for allowing teachers to review test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with an IEP or 504.

   Test administrators and proctors administering the read aloud accommodation, when allowed under the Accommodation Manual, to students with an IEP, 504 Plan, or ELL Language Service Plan will sign a confidentiality statement, which includes Requirement 8 of Appendix F prior to the administration of the assessment.

   Three trained individuals, two of whom are certified, will be present for the administration of a Read Aloud Accommodation for any necessary paper/pencil testing.

   Three trained individuals, two of whom are certified, will be present for any transcription needed during testing.

7. Verifying accommodations for IEP, 504, and EL students will be completed by the STC, the assistant to the STC, the LSC (sped chair), and all Special Education Teachers.The LSC will provide the STC with a copy of each student's IEP accommodations page. The MTSS coordinator will provide the STC with a copy of each 504 plan. The EL district coordinator will provide the STC with a copy of each ELSP. These copies will be cross-referenced

with the school's accommodation spreadsheet (created by the LSC). Together, the STC and the LSC will enter accommodation information into the testing system verifying that all accommodations match the IEPs, 504s, and ELSPs. All Special Education teachers will also be required to review accommodations for their specific students and initial that all are correct.

D. Additional Procedures

1. Access to secure testing vaults for test materials (Review Appendix F).

All testing materials are to be picked up from Central Office by VMS School Test Coordinator and a member of VMS Testing Team. Once the testing materials are inventoried at Central Office under the supervision of the DTC and one other designee, the STC and second member of VMS Testing Team will transport testing materials directly to the testing vault to be stored until testing is completed. Only the individuals listed under #4 of Handling Documents of the School Security Plan will have access to these materials during this time and two persons must always be present whenever test materials are onsite. A sign-in sheet posted on the outside of the door of the secure testing vault documenting persons entering/exiting the room as well as the date and time of entry/exit. One of the above listed persons having access to the secure testing storage will accompany any other person who needs access to the testing storage. Once testing is complete, the STC and a second member of VMS Testing Team will return testing materials to Central Office, at which time the DTC and another designee will inventory materials returned. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement and Statement of Assurance.

2. Describe the plan for student emergencies (bathroom, sudden illness).

Monitors will be in the hallways/walkways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor using a "Help needed" sign. The hall monitor will move to the classroom door to assist with the emergency. In case a student has to leave the testing environment at any time during testing, the Test Administrator or Proctor will collect the student's testing materials and will document the student's name, the nature of the emergency and the time in/out of the classroom on a sheet provided to them by the School Test Coordinator. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until they are able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent or guardian. In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person and will notify

the School Test Coordinator or office. Only another certified teacher may relieve a Test Administrator from a testing room.

3. Describe the plan for disruptions due to severe weather, fire, bomb threat, internet outage, or any other form of emergency that would cause for an immediate evacuation of the facility.

In the event an incident occurs, which would result in the evacuation of the building during state testing, every effort will be made to take up and secure the test materials as previously addressed in the School Security Plan. However, safety of students and staff will become paramount if the building must be evacuated immediately. In that event, the test materials will remain in the room and the Test Administrator will lock the door, if possible.

In the event an incident occurs requiring the evacuation of an individual testing room(s) during the administration of a state test, all testing materials are to be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will then count and collect the materials and students will be moved, in a silent manner, to another testing room. Once students are settled in the new testing room, the School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will return the test materials to the classroom. Materials will be re-distributed to the students according to those procedures listed in D2. In the event more than one room needs to be evacuated, students will be moved one room at a time in a silent manner and the above procedure will be followed.

In the event of an internet outage during testing, students will save their testing progress and all testing materials are to be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will then count and collect the materials and transport them to the secure testing closet to be locked up until testing can resume.

4. Describe the plan that prohibits the possession and/or use or any electronic communication device, including cell phones and personal digital assistance devices, during the administration of scheduled statewide assessments.

Teachers will leave cell phones and other electronic devices secured in their car or leave them in the front office area prior to picking up testing materials. Prior to testing, Test Administrators and Proctors will instruct students to turn off cell phones and other electronic devices and store all electronic devices in their book bags which will be removed from the testing room and placed in the hallway. Teachers may also collect student cell phone in a box which will be

removed from the testing room. Test Administrators will verbally inform students in the testing room that cell phones or other electronic communication devices, including Apple watches, Airpods, Bluetooth accessibility, etc...) are prohibited in the testing room. Test Administrators or Proctors will read the statement from the Prohibited Electronic Devices form. An explanation of consequences (test invalidation and possible disciplinary action if possession of a cell phone or electronic communication device occurs during testing is determined) will be given to students. Test Administrators will ask students to check all pockets of their pants and jackets to confirm that no one is in possession of any cell phone or other electronic devices.
Students, Test Administrators and Proctors will sign the *Student Notification of Prohibition of Electronic Communication Devices during Statewide Tests* Form prior to the distribution of and administration of each state test.

All school employees and students will be notified of possible consequences before testing begins. Vancleave Middle School's consequences for violating any electronic device policies will be but are not limited to as follows (based on the individual violations, further consequences could be warranted):

Staff:
Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.

Students:
Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

Jackson County School Board Policy: Section I Instructional Program, Policy Code II: Testing Program: The Board of Education of the Jackson County School district, pursuant to 37-16-5, shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided by the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. This district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when State Department of Education certifies that such data is acceptable for the purposes of Section 37-16-3, as pursuant 37-16-5 (1983).

The district adheres to all requirements of the Mississippi Assessment System.

The district adheres to all testing guidelines and procedures prescribed by the State Board of Education.

1. It is unlawful for anyone knowingly and willfully to do any of the following acts regarding mandatory uniform tests administered to students as required by the State Department of Education and the General Educational Development Test (GED):
    a. give examinees access to test questions prior to testing;
    b. copy or reproduce all or any portion of any secure test booklet;
    c. coach students during testing or alter or interfere with responses in any way;
    d. make answer keys available to examinees;
    e. fail to account for all secure test materials before, during, and after testing; or
    f. participate in, direct, aid, counsel, assist in, encourage or fail to report any of the acts prohibited in this section.

2. Any person violating any provisions or subsection (1) of this section is guilty of a misdemeanor and upon conviction shall be fined not more than One Thousand Dollars ($1,000.00), or be imprisoned for not more than ninety (90) days or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.
3. The district attorney shall investigate allegations of violations of this section, either on its own initiative following a receipt of allegations, or at the request of a school district or the State Department of Education.
4. The district attorney shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.
5. The State Board of Education shall establish statistical guidelines to examine the results of state mandated tests to determine where there is evidence of testing irregularities resulting in false or misleading results in the aggregate or composite test scores of the class, grade, age group, or school district. When said irregularities are identified, the State Superintendent of Education may order that any group of students identified as being required to retake the test do so at the state's expense under state supervision. The school district shall be given at least thirty (30) days notice before the next test administration and shall comply with the order of the State Superintendent of Education. The results from the second administration of the test shall be for all uses of that data.

5. Describe the plan for Multiple Test Administration and what procedures you will use to prevent students from discussing test items. If applicable, explain how you will prevent students from looking back at the section of the test taken on the previous day.

In the event that any students have not completed the test by the scheduled lunch break, the following procedures will be used:

All testing materials will be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator and at least one other trained person will then count and collect the materials and return them to the secure testing vault until lunch has been completed. The students who are still testing will

remain in the testing room and lunch will be served to them in the classroom or they will be taken to the cafeteria as a group to sit in a designated area separate from student who have completed testing. The Test Administrator and Proctor will remain with these students to ensure that students remain silent. After a (approximately) thirty-minute lunch and bathroom break, the School Test Coordinator and at least one other trained person will return the test materials to the classroom. Materials will be distributed to the students according to those procedures listed in D2.

6. Districts may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still testing.

Students will not be allowed to have a book or any writing/drawing materials at their desk in the testing classroom. **Only after all students have completed testing and all testing materials have been removed from the classroom** will students be able to have access to books/materials. Students will not be released as finished. Students will remain in the classroom until the whole group is finished testing.

7. Describe the procedure used to create the seating charts for students during statewide assessments (alphabetized, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc.)

Teachers will create seating charts based on student needs, classroom layouts, IEPs and test accommodations (if applicable). Teachers will turn in seating charts to the STC approximately one week prior to testing.

8.Use of appropriate calculators on MAAP (Grades 7 & 8) and SATP Algebra I test. Beginning with the 2011-2012 school year, all formulas, applications, and/or programs (including, but not limited to, Zoom Math/Zoom Algebra) must be disabled or removed from the calculators to be used by students during any state test. Detailed directions on how to configure calculators are outlined at www.tiny.cc/dtcvideos. The District Test Security Plan should state explicitly how this policy will be implemented and who is responsible for disabling the calculators and who is responsible for verifying compliance.

When allowable, calculators cleared of all stored formulas, applications, and/or programs will be provided to students to use during the math portion of the assessment. Prior to assessment date, math teachers will be responsible for clearing all calculators of stored formulas, applications and/or programs. ALL calculators will be placed into a storage container and secured in the testing vault on the day prior to the assessment. On the day of the math assessment, the calculators will be delivered with the secure testing materials.

9.Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing areas have been covered or removed.

The school administrators will check each classroom utilized in testing to ensure that all content relevant materials have been removed or covered prior to the distribution of testing materials on assessment day.

10.Conducting lunch, restroom and/or stretch breaks during test.

There are no scheduled breaks during testing. If a student needs a restroom break during testing, the student will place a folder over his/her computer when leaving the room. The Test Administrator or proctor will notify a hall monitor by slipping a bathroom sign under the testing room door. Student will use the provided form to sign out from the room to go to the restroom. Student will be escorted to the restroom and then back to the testing room. Student will sign-in to the testing room upon returning from the restroom. Only one student at a time will be allowed in the restroom. If other students are waiting in line for the restroom in the hallway, a hall monitor must be present to space students out and prevent any talking.

On any occasion that students need to break for lunch, the procedure will be to collect and secure all test materials and return the test materials to the secure testing vault. Students will be escorted to another area to eat lunch under supervision to keep students from talking and having contact with other students. When lunch is finished, the secured test materials will be distributed with two trained personnel and testing will resume.

Any test administrators who need a restroom break will need to be replaced with a trained, certified teacher. TA will also utilize the sign in/sign out form. Any test proctors who need a restroom break will be replaced with a hall monitor. Proctors will also utilize the sign in/sign out form. Any hall monitors needing to use the restroom will be replaced with another hall monitor. Sign in/Sign out sheet is not necessary for hall monitors.

11. District monitoring of test administrators, proctors, students, and others involved in the testing process.

Monitoring school sites will be at the DTC's discretion.

12. At the conclusion of testing, who is responsible for checking the coding of student information and reviewing the answer documents for completeness of student administrative data and ensuring there are no stray marks. When will it be done and where will it be done in order to ensure proper test protocols are followed and that test materials are not compromised.

No demographic data will be completed due to all online assessments. For students who required a paper-pencil version of an assessment, the Test Administrator and the School Test Coordinator will meet in a designated location after all testing materials have been turned in and secured for the day. At such time, the Test Administrator and the School Test Coordinator will review the answer document(s) for completeness, stray marks, and accuracy of the student demographic information. For MAAP-A, the STC, TA, and Second Scorer will meet in a designated location to input the scores for each student.

13.Include the testing schedule for the current school year. Districts may simply attach the state calendar.

ELPT: See attached State Testing Calendar
MAAP-A: See attached State Testing Calendar
MAAP- SCI: See attached State Testing Calendar
MAAP 3-8: See attached State Testing Calendar
LAS LINKS Screener/Placement Test (as needed for new students)
NAEP: See attached State Testing Calendar

14.Outline the procedure to ship scratch paper used during test administrations with secure test materials as outlined in the Test Administrators Manual.

Scratch paper will be stored securely in the testing closet until School Test Coordinator is instructed to shred scratch paper by District Test Coordinator. After the completion of testing and at the designated time (a date determined for the entire district), scratch paper will be shredded at VMS, as directed by District Test Coordinator.

15.Guidelines for Testing Virtual Learners during the COVID-19 Pandemic.
Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order. Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These assessments will be administered onsite in accordance with the state testing calendar.

16.Guidelines for testing students who require electronic devices for medical monitoring during a state assessment.

Any student using a cellular device application for medical monitoring may not have the device in his/her possession during MAAP or MAAP-A testing for security reasons. However, the device may be in the testing room in close proximity to the student.

• The cellular device must have all long-range connectivity, such as cellular or Wi-Fi functions, turned OFF if it will not interfere with the medical function. Bluetooth may be left on to communicate with the monitoring device.
• For test administrations, the student may be tested following one of these guidelines:
__ If a student requires a medical device such as a hearing aid or amplification device only, the student may be tested in a regular classroom setting in close proximity the teacher with a TA and a proctor.
— A student requiring medical monitoring may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device, or
— A student requiring medical monitoring may test individually with a test administrator and a proctor.

JACKSON COUTY SCHOOL DISTRICT
VANCLEAVE HIGH SCHOOL
SCHOOL SECURITY PLAN 2024

Section A: Assurances

We assure that Vancleave High School will be in full compliance with the testing requirements set forth in Appendix F of the current version of the ***Mississippi Public School Accountability Standards*** and Mississippi Code 37-16-4. The following signatures must be included in the Security Plan.

Jackson County School District Name of the District	Vancleave High School Name of the School	
Courtney Henderson School Test Coordinator	Courtney Henderson Signature	9/21/23 Date
Raina Holmes Principal	Raina Holmes Signature	9-21-23 Date
Dr. Tanya Sonnier Name of the District Test Coordinator	Tanya Sonnier Signature	9-21-23 Date

Administered Assessments

MAAP – Algebra 1, English II, US History, Biology

ACT

ACT Work Keys

ELPT Las Links

Las Links Screener / Placement Test

MAAP –A

Section B: School Training Plan

All documentation will be kept in one binder. This documentation will include:

- District Training
- Dated, detailed agenda of the training including copy of handouts, PowerPoints, or other materials used in training
- Documentation that participants were informed of the consequences of testing violations (Test Security Agreement / Confidentiality Form)
- Signatures of all who attended the training (sign in sheet)

Section C: Handling Materials

1. Initial Retrieval of Test Materials
   All MAAP, MAAP-A, ACT and ELPT test materials will be retrieved from the central office and transported to the school by Courtney Henderson, STC and Kimberly Seymour (or another designee). All materials will be verified with Tanya Sonnier, DTC and another designee. Upon arrival on campus, the materials will be placed in a secure, locked room in the library.

2. Distribution of Student Authorization Tickets and Testing Materials to TA
   On the morning of the test, student authorization tickets and/or test booklets are delivered to the testing rooms by the STC and another trained employee immediately after morning announcements. Test Administrators and proctors should be in their assigned rooms by 8:30 am to receive test materials. Each TA will count the number of test items received, check the test booklet range (if applicable), and verify what they have received.

3. Procedures for TA Distribution and Collection of Test Materials
   The TA and proctor will hand test materials to each student individually according to the directions set forth in the TAM. As the students finish, the TA and proctor will collect all test materials from each student individually. The TA will instruct students to remain quiet until the test is complete. When all students complete the test, the TA will alert the hall monitor and the hall monitor will send for the STC and another trained employee. The STC and another trained employee will enter the testing room and collect all returned materials before students are dismissed from the testing area.
   Procedure for Returning Materials to STC
   The TA will notify a hall monitor after his/her class as completed all testing. The HM will notify the STC. Each TA will count the number of test items received, check the test booklet range (if applicable), and verify what they have received by initialing the student roster. The STC and another trained employee will pick up test materials from the classroom that has completed testing and verify that all test materials have been returned. The STC and another trained employee will count the number of test items received, check the test booklet range (if applicable), and verify all secure materials have been returned. The STC and another trained employee will return the materials to the secure area in the library.

4. Security Measures for Braille and/or Large Print Materials / Scribe and Reader Guidelines
   Scribing will be done under secure conditions with two people present for paper/pencil testing. A reader meeting will be conducted for all human readers. Readers will sign a Staff Statement of Assurance that they understand the guidelines for reading a test to students. In the event a student has a dictation accommodation for an online assessment, the following procedures will be in place. 1) the scribe will sign a Staff Statement of Assurance, 2) the student will not test with other students, 3) the scribe will not serve as the test administrator or proctor, 3) the scribe will input answers exactly as the student dictates directly into the system in the presence of the TA and proctor, All other security measures will be maintained.

5. Individuals with Access to Secure Materials
   The only people on campus that will have access to the locked closet containing secure materials are Courtney Henderson, STC, Sean Steverson, ASTC and Amy Campbell, Counselor. There will be a sign in and sign out sheet on the door and only the individuals listed above will be allowed to sign in and enter the room. All individual must be accompanied by another trained school employee while accessing and handling test materials.

6. Individuals Involved in Test Administration
   A schedule of testing dates and a list of all Test Administrators, proctors, hall monitors, and relief personnel who are involved in each test administration will be kept in the auditor's notebook. All test administrators will be licensed. Security/ Confidentiality agreements will be signed by all those involved in testing and kept in the auditor's notebook.

7. Returning test Materials to the Central Office
   All MAAP, MAAP-A, ACT and ELPT test materials and will be transported and returned to central office by Courtney Henderson, STC and another designee. All materials will be verified with Tanya Sonnier, DTC and another designee.

Section D: Student Procedures

1. Students Entering Testing Room

On the morning of the assessment, all students will report to first block class for morning announcements and attendance. At the conclusion of the announcements, the principal will dismiss all testing students to the testing area. Students will be informed of what room to report to prior to the test day.

The following steps will be taken to ensure no electronic devices are brought into the testing area.

Students will be instructed by their first block teachers to turn off all cellular devices / watches and store them in their bookbags. The principal will announce for all cellular devices / watches to be powered off and placed in bookbags. When the STC or designated employee get to the testing room with test materials, the students will once again be asked if they have an electronic device on their person. If they do, the device will be collected and stored in the counselor's office until the conclusion of the assessment. The test proctor will then read the electronic device agreement to the students in the testing room. The students will sign an agreement stating they do not have a cell phone, watch, or any other electronic device.

2. Students Exiting Testing Room

At the conclusion of the assessment, students will remain in the testing room until the STC and another trained employee gets to the room and accounts for all secure materials. Once all materials are accounted for, the students will be dismissed on a class-by-class basis and instructed to exit the testing area in a manner that does not disrupt any class that may be testing in close range. If a student finishes the assessment early, secure materials will be collected by the test administrator or proctor and the student will be instructed to lay his or her head on the desk until the conclusion of the timed test. Students testing in extended time rooms will be dismissed at the discretion of the STC.

3. Break Procedures

Restroom:

If a student must go to the restroom during a test, the test administrator will instruct the student to pause the test. The student will be monitored during the restroom break by the hall monitor. When the student returns to the testing room the test administrator will make sure the students sign back into and continues working on the test.

Lunch:

If the students need to eat lunch before the assessment is complete, the procedure will be to collect and account for all testing materials. The STC and another trained employee will secure the materials in the locked closet in the library. Students will then be escorted to the cafeteria and instructed not to talk during this time. Student testing will get their meal and bring it back to the testing room to eat. Once they are finished eating and trash is disposed of, the STC and another trained employee will return the testing materials from the secure storage area to the testing room.

4. Student Emergencies

If a student becomes sick during testing and is not able to complete the test, the test administrator will collect all test materials from the student and dismiss the student. The student will be escorted to the bathroom or office by a trained employee. If any test materials are ruined because a student becomes sick, the test materials will be placed in a sealed bag for disposal. The District Test Coordinator will be notified.

Section E: Additional Procedures:

1. Evacuation of Testing Room

In accordance with Section 37-11-5 of the Mississippi School Safety Manuel, Vancleave High School will adhere to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedures. In the event of a unique threat which will require the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the district to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from the hall monitor. TAs and Proctors will secure and exit the classroom after all

students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed.

2. Calculator Policy
During testing, only the school's allowable calculators will be used. Each calculator will be reset and cleared of any stored formulas or applications before distributed to the students. Prior to the assessment date, the math department chair or her designee will clear all school calculators of stored formulas, applications, and/or programs. After they are cleared, the calculators will be locked in a secure area until the day of the Algebra I test. TAs and Proctors will

ensure students do not load programs, applications, or formulas back onto the calculators. On the day of the assessment, the calculators will be delivered to the testing rooms by the STC and another trained employee and will be subject to all procedures of handling secure materials. Students are NOT allowed to bring a personal calculator to use for any state assessment.

3. Covering Relevant Materials
Teachers will be notified before testing that any questionable material hanging on the walls of the testing rooms will be removed or covered prior to testing. The Assistant principal will go into each testing room to verify all relevant material has been covered or removed.

4. Monitoring During Test Administration
STC will do spot checks of testing room set up, seating chart reliability, and testing procedures during each test administration. If any questions arise during testing, the STC will contact the DTC.

5. Online Testing and Disruptions
The online test will begin when the TA reads the directions from the Test Administrator Manuel and instructs the students to log on using their Student Authorization Ticket. The online test will end when the student submits the test for scoring. If before or during testing, the power or network goes out, the students will be held in the testing room for no more than thirty minutes. They will be instructed by the TA not to speak to one another. If the outage lasts more than thirty minutes a decision will be made to reschedule the test (if it has not been started) or reassign tests in progress to the JCSD Career Technology Center or to Vancleave Middle School. If the test was in progress at the time of the outage and is a timed test, any time lost will be added back to the time given for the test. In addition, computer technicians employed by the Jackson County School District are assigned to individual schools for assistance. All technicians receive test security training and have a confidentiality agreement on file.

6. Seating Charts
Students seating location will be based on testing class rosters, and/or IEP directives. Seating charts include school, date, test administration, accommodations, students' name and MSIS number, printed names of TA, TP, and STC. TA, TP, and STC must sign the seating chart and confirm students are sitting in the correct spot. A copy of the seating chart will be placed on the door outside the testing room.

7. Multiple Same Day Test Administration
In the instance of a multiple test administration, students testing in the afternoon session will eat lunch before any lunch waves begin then move to their testing sites. Students in the morning session will be dismissed back to class and continue the school day. All state assessments will be completed by the end of the school day.

8. Virtual Learners
Virtual learners must complete Mississippi state-mandated assessments. VHS will provide proper safety precautions based on guidance from MDE and/or any Governor's Executive Order. Students will be subject to and held accountable for all federal and state assessments necessary for promotion and /or graduation. These will be administered onsite in accordance with the state testing calendars.

9 . Medical Monitoring

In the event a student uses a cellular device for medical monitoring, it must be documented in either an IEP or 504 plan. If either plan is not available, one must be written and include the appropriate documentation from a medical professional. The IEP or 504 plan including all pertinent information will be kept on file at the school and will be available to MDE upon request. Any student using a cellular device or application for medical monitoring may not have the device in his/her possession during MAAP or MAAP-A testing. However, the device may be in the testing room in close proximity to the student. The cellular device must have all long-range connectivity, such as cellular or Wi-Fi functions turned off if it will not interfere with the medical function. Bluetooth may be left on to communicate with the monitoring device. Guidelines for test administrators are as follows:

- A student requiring a medical monitoring device may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device, or
- A student requiring medical monitoring may test individually with a test administrator and proctor.

The individual monitoring the device will be trained to do so and will sign a confidentiality agreement prior to testing. The student will be seated near the back of the room with the medical device behind the student but in close proximity as not to interfere with the connection. No attention will be drawn to the cellular device.

10. LAS Links Screener Procedures

The LAS Links screener / placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of Els only. All potential Els will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and /or by the student. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results. The results will be placed in the student's cumulative record for future review and monitoring. The school counselor will be responsible for the LAS Links screener, and it will be kept in the secure storage area.

11. Verifying Accommodations

The STC will work with the SPED department to collect the state assessment page of the student's IEP. The IEP for all students receiving accommodations will be kept in the Auditor's Binder. The STC will enter the accommodations into the online platform DRC and/or Questar. The STC will print an accommodation roster via the online platform. The accommodation roster will be compared to the student's IEP to ensure the proper accommodations have been assigned to the student.

12.Assessment Transcription Process

If a student has a paper / pencil accommodation, the student will take a written version of the test. After the student completes the assessment, he or she will be dismissed from the testing room. At this time, the test administrator, test proctor, and another trained employee will transcribe the student responses into the online platform. Each person will have a role in the transcription process. The test administrator will login into the online platform and enter the student responses. The test proctor will read the student responses to the test administrator and the other trained employee will watch the test administrator to ensure they are entering the responses just as the test proctor verbalizes. At the conclusion, the three of them together will review the responses to make sure they entered exactly as the student answered in the paper version of the test. The test will then be submitted online.

13. Makeup Testing

Students absent for any testing date will test when they return to school on a date determined by the STC in a makeup testing room or be added to another testing room with the same or similar directions. and the same timing instructions. Students making up a test in a particular testing room may be testing a different subject area than the test originally scheduled in the room. If the student is absent for an extended amount of time, he or she will have until the end of the testing window to makeup the test.

14. Violation of the Electronic Device Agreement

The Jackson County School District policy prohibits the possession of a cell phone or a smart watch in the testing room or while handling secure materials. Every TA, TP, and student will sign an agreement that he/she is not in possession of a cell phone or any other electronic device. If this agreement is violated, the following consequences will be set forth.

Staff:

Any staff member that violates state testing by bringing in an electronic device will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to 3 days. This includes both violations by the teacher for bringing in an electronic device as well as procedural violations in which a student is permitted (whether intentional or unintentional) to bring in an electronic device.

Students:

Any student who violates testing by bringing in an electronic device will receive an office referral which may include up to 3 days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

SCHOOL PLAN

We assure that the ***Jackson County Technology Center*** will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the ***Mississippi Public School Accountability Standards*** and Mississippi Code 37-16-4. The following signatures must be included in the security plan.

Jackson County School District	**Jackson County Technology Center**
District	School
Dr. Jerry. J. Morgan	Jerry J. Morgan 9/27/23
JCTC Director	**Signature** **Date**
Rebecca Wages	Rebecca Wages 9/27/23
JCTC Counselor /School Test Coordinator	**Signature** **Date**
Dr. Tanya Sonnier	Tanya Sonnier 10/2/23
Jackson County School District Test Coordinator	**Signature** **Date**

Name of Test(s)

NCCER/ASE Module testing Test window 8/1/2023-5/17/2024

2023-Fall National Certification Testing Window-November 6, 2023-December 4, 2023

(ServSafe)

2024- Spring National Ce誼fications-Testing Window-March 18, 2024-May 17, 2024

(TestOut-IT Fundamentals, TestOut-Network Pro Certification, CSWA-SolidWorks, ESBCertiport.,)

All testing sessions will be administered on-line in the Jackson County School District

- Guidelines for Testing Virtual Learners during the COVID-19 Pandemic

  - Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.
  - Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.

Training

Any person involved in any phase of the testing program will be trained.

The School Test Coordinator will conduct a training session for all test administrators, proctors, hall monitors, and school personnel prior to the administration of each National Certification assessment. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature roll will be kept.

The District and School Test Security Plan, will also be discussed. A copy of all training materials will be given to each participant. A copy of the dated agenda, handouts, documentation of consequences of testing violations, and all Power Points will be provided to the District Test Coordinator and kept on file in current version of the Mississippi Public School Test Coordinator's office. A copy of the materials should be uploaded into the districts SharePoint folder.

The following documentation is attached to this Test Security Plan:

- A dated, detailed agenda of the training completed in preparation for this test
- A copy of the handouts, transparencies, or other materials used in training completed in preparation for this test.
- Documentation that participants were informed of consequences of testing violations
- Signatures of all who attended the training

Handling Materials

1. **Describe the procedure for distributing materials to each test administrator.**
   This only applies to paper pencil version of testing. All test given at the Jackson County Technology Center are on line testing.
   J C T C does not use secure testing tickets for National Certifications. Students use their Mississippi Student I D Number (MSIS #) and /or a student set user name and password. Student user names and password cards will be kept on file for students to access other national certification testing.

The test administrators will use the testing script for the assigned test. Testing scripts are different for NCCER, ASE, IT Fundamentals, Network Pro Certification, SOLID WORKS, Entrepreneurship and Small Business Cert., ServSafe,

- The test administrator will use the assigned password depending on the test to log the students into the testing. Log in procedures vary with the test.
- JCTC testing locations will be the JCTC Testing Lab, other classrooms at the JCTC, and designated rooms at ECH, SMHS, and VHS.
- Prior to the testing dates, the computers will be set to handle the online testing by Rebecca Wages-Counselor/Test Coordinator, Heather Allen-Students Services person and the JCSD Tech support persons.
- NCCER and ASE module testing will follow the security procedures set forth by the testing companies.

2. **Describe the procedure that test administrators will use to distribute materials to students and to account for materials before students leave the testing area.**
The TA and proctor will distribute all materials as laid out by the TAM. Depending on the test, the scratch paper, basic calculator, formula sheets, and a log in and password will be each student. The TA or proctor will collect students' scratch paper, and log in information when testing is finished. The TA will account for all materials before the students are dismissed from the testing area. The TA will notify the hall monitor the testing is complete.

3. **Describe the procedure for returning materials to the school test coordinator.**
Two trained people (at least 1 certified) will be in each testing room. Two trained people will be with the testing materials at all times.
   - All scratch paper will be taken up after each group of testing. Scratch paper will be given to the STC-Rebecca Wages after testing. ALL scratch paper will be shredded at the JCTC when testing is complete.
   - This applies to test that will allow scratch paper.
   After testing all scratch paper and log in information will be collected. Scratch paper will be shredded when all testing is complete. Student generated passwords for National Certifications will be kept on file for the student to take other national certifications the following year. The STC will sign a shredding certificate after all testing is complete.

4. **Describe the security measures, if applicable for allowing teachers to review Braille test materials, to transfer answers for large print/ Braille, and to read test that are allowed under the Accommodations Manual to students with I E P's etc.**
Scribing will be done under secure conditions with two people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers. Readers will sign a STAFF STATEMENT of ASSURANCE at this meeting that they understand the guidelines for reading a test to students.

   In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place:
   a) *This scribe will sign a Staff Statement of Assurance Security Agreement before this process.*
   b) *The student will not test with any other students.*
   c) *A scribe will be the third person in the room. (TA, Proctor, & Scribe)*
   d) *The scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.*
   e) *All other security measures will be maintained.*

At this time, the JCTC does not have any students who will need this accommodation for testing.

Testing students with Read Aloud Accommodations for Online Testing

Two trained individuals one of whom is a certified teacher will be present for the administration for the Read Aloud Accommodations for the online test. National Certification read aloud accommodations will be an over the shoulder read aloud from the student's computer. National Certification questions are randomly given to the students through the computer so you will have to test the students one at a time. Not in a small group.

5. **List all individuals who have access to the secure storage area.**
   For all online test we will not have to store secure test materials
   The test Coordinator's guide, auditor's notebook and student MSIS numbers will be stored in the Counselor's office until taken to the testing rooms. These items are not secure. All testing guides are located on line at the RCU website.
   - The following people will be made aware of the secure location. This is only for scratch paper until testing is complete: ***Dr. Jerry J. Morgan-Director of JCTC, Rebecca Wages –Counselor for JCTC & STC, Heather Allen- Student Services Coordinator for JCTC.***

6. **Include a list or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. Please note that the test administrators must be licensed in compliance with Appendix F. (See Section IV, 5a.)**
   - Rebecca Wages-School Test Coordinator/Counselor Relief Personnel
   - Dr. Jerry. J. Morgan-Director/Relief Personnel
   - Brandi Devers-Proctor/ Hall Monitor/ Relief Personnel
   - Chris Fuller-Proctor/ Hall Monitor
   - Shawna Bicknell- Proctor/Hall Monitor
   - Heather Allen- Test Administrator/ Proctor/Hall Monitor
   - Bethany Kell- Test Administrator/Proctor/Hall Monitor
   - Lisa Green- Test Administrator/Proctor/Hall Monitor
   - Michael Bo Long- Test Administrator/Proctor/Hall Monitor
   - Brieanna Bean- Test Administrator/Proctor/Hall Monitor
   - Latisha Collier- Test Administrator/Proctor/Hall Monitor
   - Richard Humphreys- Test Administrator/Proctor/Hall Monitor
   - Nic Wages - Test Administrator/Proctor/Hall Monitor
   - Paul Heffner- Test Administrator/Proctor/Hall Monitor
   - Richard Keleher- Test Administrator/Proctor/Hall Monitor
   - Robin Pate- Test Administrator/Proctor/Hall Monitor
   - Fred Walton- Test Administrator/Proctor/Hall Monitor
   - Jennifer Knighton-Proctor/Hall Monitor
   - **Special Education Teachers from ECHS, SMHS, & VHS who will be providing the needed special accommodations from certain student's I E P.**
   - **Any trained substitute -** Proctor/Hall Monitor

Section III-School Plan (cont.)

Additional Procedures

1. **Describe your policy on secure storage access-(Review Appendix F).**

The NCCER, ASE, IT Fundamentals, Network Pro Certification, SOLID WORKS, Entrepreneurship and Small Business Cert., ServSafe, **are all on line exams. There are no secure test materials to store. Student MSIS numbers and student generated log in/passwords will be given to the student in the testing room prior to the students testing.**

If at any point we receive secure test materials, the secure test materials will be kept in a locked storage closet. The STC/Counselor will have the only key to the locked storage closet. A sign stating: ***"Authorized Personnel Only"*** *with the names listed will be posted on the door.*

2. **Describe the plan for student emergencies (bathroom, sudden illness).**

If a student emergency occurs, the TA or proctor will signal the hall monitor with the appropriate sign. The student will be exited from the room. The timer on the test will not stop. Once the student returns, the student can resume taking the test. Students will go in the restroom one at a time (one male, one female). No extra time is allowed for this absence of testing. The Test Administrator will document the student's name and the length of time he /she was out of the room. This documentation will be given to the STC. If the student has an emergency and cannot return to the test the TA will give documentation to the STC and the documentation will be sent to RCU.

Guidelines for testing students who require electronic devices for medical monitoring during a state assessment.

Any student using a cellular device application for medical monitoring may not have the device in his/her possession during MAAP or MAAP-A testing for security reasons. However, the device may be in the testing room in close proximity to the student.

• The cellular device must have all long-range connectivity, such as cellular or Wi-Fi functions, turned OFF if it will not interfere with the medial function. Bluetooth may be left on to communicate with the monitoring device.

• For test administrations, the student may be tested following one of these guidelines:

— A student requiring medical monitoring may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device, or

— A student requiring medical monitoring may test individually with a test administrator and a proctor.

3. **Describe the plan for severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility,**

In accordance with Section 37-11-5 of Mississippi School Safety manual. **The Jackson County School District** adheres to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedure. In the event of a unique threat which requires the use of evacuation procedures during a state assessment. We will adhere to the Emergency/Crisis Response Procedure set forth by the District to ensure the health and safety of our students and staff. The STC will work with the TA to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from hall monitors. TAs and proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry, the TA and Proctor will account for all test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed.

4. **Describe the plan that prohibits the possession and/ or use of any electronic communication device, including but not limited to, cell phones and personal digital assistance devices, during the administration of scheduled statewide assessments.**

Each student, Test Administrator, and Proctor will sign a statement ensuring that he/she understands that possession or use of electronic devices during active testing sessions are not allowed. Prior to the distribution of secure test materials, the STC will collect electronic devices from the students. The electronic devices will be placed outside the testing room in the hall. Once all test materials have been collected and returned to the STC, the proctor may release the students and return the devices to the students. If a student violates this policy, his/her testing materials will be retrieved by the TA, and the student will be escorted by the hall monitor to the principal's office for disciplinary action. The STC will document the incident and notify the DTC.

5. **Describe the procedure used to ensure that all content related materials in testing areas have been covered or removed.**

Students are NOT allowed to bring a personal calculator to use for any state assessment. Every student will be provided a school calculator to use.

Test Takers at the JCTC will be provided a basic function calculator during the testing if the test allows a calculator.

6. Describe the procedure used to ensure that all content relevant materials in testing areas have been covered or removed.

Teachers are notified before testing that content related materials should be removed or covered. Testing areas will be checked prior to testing to ensure that rooms are free from content related materials.

7. **Describe district monitoring of Test Administrators, Proctors, students and any others involved in the testing process.**
Trained staff will walk the testing area halls, going from room to room to guarantee that the TAs and proctors are actively monitoring the students

8. **Describe the plan for multiple test administration (i.e. morning /afternoon) if**

Applicable. Students from the morning session will not be combined with student in an afternoon session.

- **Testing at the JCTC will be planned during the student's class block time. Students are tested 1st, 2nd and 3rd blocks. Students will eat on their home campuses (ECHS, VHS, or SMHS) for lunch. Multiple Test Administrations are not for applicable for the test given at the JCTC. JCTC does not have a cafeteria to serve lunch for students.**

9. **Describe the procedure for online testing, and include procedures to address when disruptions occur (power outages, network problems, etc.)**
Students will be verified according to procedures determined by MDE. A computer tech is assigned to our school during online testing to assist with technical issues. The computer tech will sign the security agreement that he/she has been trained. All test security guidelines will be followed.

10. **Describe the procedure used for creating the seating charts for students during statewide assessments (alphabetized, pre-arranged to separate friends, placement of students at the front of the room based on I E P or special circumstances, etc.)**

Most students will be seated in alphabetical order. However, all IEP, 504, and / or ELL accommodations will be considered first regarding student seating. Also, TA's and/or the STC may also be allowed to use their professional judgement regarding student seating will be made on the seating chart.

11. **On an untimed test, students who finish early may be allowed to read library books or other material not related to the content of the test. This is a district decision. What will students in your school be allowed to do?**
All tests are **timed test** that are given at the JCTC. **Students are <u>not allowed</u> to read** a book when he/ she are finished with the test. All students will remain in the testing room until the time is completed, or majority of students are finished, and all scratch paper has been collected. NO other materials are allowed in the testing area.

12. **If special accommodations are requested, (i. e. accommodations 24 and/or 25) you must complete a Planning Template for Accommodations 24 and /or 25 for each student.**
At this time, we do not have any students who have Accommodations #24 or #25 AT THIS POINT WE HAVE A STUDENT WHO HAS THESE ACCOMMODATIONS,

A template will be completed for each student and will be submitted to MDE for approval. And will be kept on file at the school.

13. **Describe the procedure for coding student data (Title I, SPED, etc.) after students have completed testing. Who will do this and when?**

- The student data for (Title I, SPED, etc.) are marked in the school program SAMS. The STC will create a data file from SAMS that is uploaded to the Research and Curriculum Unit (RCU).This data is processed before testing.
- Each National Certification has it's own procedure and specifications regarding testing accommodations. The STC will apply for students' accommodations prior to testing.

St. Martin Upper Elementary
Test Security Plan
Jackson County School District

Section I – Assurances

We assure that St. Martin Upper Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards, 2012, and Mississippi Code 37-16-4. We understand that there is one Test Security Plan for St. Martin Upper Elementary and that it must be updated, approved by the school board, and signed by the appropriate personnel each year.

Jackson County School District
District

St. Martin Upper Elementary
School

Katrina Rutland
School Test Coordinator

Katrina Rutland 9-13-23
Signature Date

Valerie Martino
School Principal

Valerie Martino 9-13-23
Signature Date

Tanya Sonnier
District Test Coordinator

Tanya Sonnier 10-12-23
Signature Date

Section II

A. **Name of Test(s):** MAAP (EOC & 3-8), MAAP-A, ELPT-LAS Links & LAS Links Screener/Placement, 5 & 8 Mississippi Science, NAEP

B. **Training: After each training session, the following documentation will be attached:**

- A dated, detailed agenda of the training done in preparation for the above assessments
- Copy of hand-outs, power points, and/or other material used in training
- Documentation that participants were informed of consequences of testing violations
- Signed Test Security/Confidentiality Agreements
- Signatures of all who attended the training

C. **Studying Test Administrator Manuals:**

When and where will test administrators be allowed to study the manual prior to testing?

Test Administrators will be allowed to review manuals in the TST Office Room 401 or Conference Room in the presence of the School Test Coordinator or an Administrator several days prior to testing. If manuals are available for download, they will be sent digitally to all TA's.

D. **Handling Materials:**

1. **Retrieving and transporting test materials:** When scheduled, the school test coordinator and another test trained individual will retrieve all testing material from the district office. All testing materials will then travel to the school campus with both individuals, abiding by all test securing procedures.

2. **Describe the procedure for distributing materials to each test administrator.**
Two trained personnel will be with testing materials at all times. The School Test Coordinator and other trained personnel will distribute testing materials to the individual classrooms. Items will be counted and signed for by the Test Administrator at the classroom door.

Alternate procedure: Test Administrators and Proctors will pick up test materials from the Secure Storage Area. Materials will be counted and signed for by the Test Administrator.

3. **Outline the procedure to distribute materials to students and to account for materials before students leave the testing area.**
Test Administrators and Proctors will distribute test documents to students utilizing the seating chart. Test documents will be taken up as students complete the test. Test Administrators and Proctors will count the materials and compare the amount to the information on the Seating Chart to ensure that all materials have been accounted for. Test materials will be picked up by the School Test Coordinator or other designated personnel, along with another trained adult before students leave the testing area.

4. **Describe the procedure for returning materials to the school test Coordinator.**
At the conclusion of each testing session, the Test Administrator or Proctor will signal that testing is complete. The School Test Coordinator and other trained personnel will then pick up the test materials from the individual classrooms. The test material will be counted by these persons, who will verify by signature that all materials have been received. The test materials will then be returned to the Secure Storage Area.

5. **Security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read aloud tests that are allowed under the Accommodations Manual to students with IEP's, etc.**
Scribing will be done under secure conditions with two people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers. Readers will sign a Staff Statement of Assurance at this meeting that they understand the guidelines for reading a test to students.

In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place:

a) The scribe will sign a Staff Statement of Assurance Security Agreement before the process begins.
b) The student will not test with any other students.
c) A scribe will be the THIRD person in the room (TA, Proctor, Scribe)
d) The scribe will put answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.
e) All other security measures will be maintained.

6. **List all individuals who have access to the secure storage area.**
Katrina Rutland (STC) will have access to the secure storage area. In the event that Katrina Rutland is absent and testing must continue, Holly Jackson (Interventionist) will have access to the secure storage area.

7. **List or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. Please note that the test administrators must be licensed in compliance with Appendix F (See Section IV, 5a). (attached-see testing schedule)**
- English Language Proficiency Test (ELPT): 3/1/2024-4/12/2024
- MS Academic Assessment Program – Alternate – (MAAP-A): 3/11/2024-5/3/2024
- MS Academic Assessment Program – ELA, Math, Science (5) - (MAAP): 4/8/2024-5/17/2024

E. LAS Links Screener

The LAS Links Screener/Placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of ELs only.

1. All potential ELs will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student.
2. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine the student's English Language Proficiency Level.
3. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
4. These results will be placed in the student's cumulative record for future review and possible monitoring.

Additional Procedures

1. **Access to secure storage areas for test materials (Review Appendix F).**

All test materials will be retrieved/picked up from the district office by the School Test Coordinator and an individual who has been appropriately trained in test security. They will verify all materials with the DTC and Mrs. Shelly Barnett, or other designee. Following verification, they will transport all test materials back to the school campus and immediately transfer all testing materials to the School Secure Storage Area. Materials will be inventoried within one week of receipt of materials. Additionally, upon completion of all assessments, the STC and a trained individual, who has been trained in test security, will return all test materials to the district office.

The School Secure storage area for the ELPT will be located in the PBIS Suite office closet. For all other tests, the School Secure storage area will be located in a locked/fireproof filing cabinet in the Counselor's office. Only the individuals listed under #5 of Handling Documents of the School Security Plan will have access to these materials during this time and two persons (both trained) must always be present whenever test materials are onsite. A sign-in sheet will be posted on the outside of the closest and/or cabinet of the School Secure Storage Area documenting persons accessing the secure materials, as well as the date and time of entry/exit. Any other persons needing access to the storage room must be accompanied by one of the above listed persons. A sign stating "Authorized Personnel Only" with the names listed will be posted on the cabinet.

2. Plan for student emergencies (bathroom, sudden illness).

If a student emergency occurs, the TA or proctor will signal the hall monitor with the appropriate sign. The student will be exited from the system. Once the student returns, the student will be resumed. The student can then login to continue the test. Students will enter the restroom one at a time (one male, one female). The TA or proctor will document the student emergency including the time out of the room and the time of the student's return.

3. Disruptions to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.

In the event an incident occurs which would result in the evacuation of the building during state testing, every effort will be made to take up and secure the test materials as previously addressed in the School Security Plan. However, safety of students and staff will become paramount if the building must be evacuated immediately. In that event, the test materials will be left in the room and the door will be locked, if at all feasible.

In the event an incident occurs, which would result in the evacuation of an individual testing room(s) during the administration of a state test, the test administrator will pause the test, secure the test materials and students will be moved, in a silent manner, to another testing room. Once students are settled in the new testing room, the test administrator will redistribute the testing materials and testing will resume. In the event more than one room needs to be evacuated, students will be moved one room at a time in a silent manner.

4. Prohibitions against the possession and/or use or any electronic communication device, including cell phones, SMART watches, and personal digital assistance devices, during the administration of scheduled statewide assessments.

The Jackson County School District has a policy which prohibits student possession of cell phones on any school campus.

Each student will sign a statement ensuring that he/she understands that these electronic devices are not allowed. Prior to the beginning of each test, the TA will remind the Students that these devices are not allowed and will collect the electronic devices from the students. All teachers will be provided with a container to place all electronic devices in that are in the possession of the students. The electronic devices will be placed in the front office. If a student violates this policy, his/her testing materials will be retrieved by the TA, and the student will be escorted by a hall monitor to the principal's office for disciplinary action. The STC will document the incident and notify the DTC.

Procedures for entering a testing area/classroom with cell phones: Cell phones are prohibited in all testing areas. While testing is in progress, no individual can enter the testing area with any form of electronic device on them. This includes but is not limited to cell phones, SMART watches, personal digital assistance devices, and/or any other electronic device. Students and teachers will sign the appropriate "Notification of Prohibition of Electronic Communication Devices during Statewide Tests" form, which indicates that it is understood that all electronics are not permitted in the testing area. With that said, any individual, student or teacher, that enters the testing area/classroom with a cell phone will be formally reprimanded. In addition, the STC will document the incident and notify the DTC.

Staff: Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision.

Students: Any student who violates testing procedures/protocols by bringing in an electronic device into designate testing areas will receive an office referral which may include up to three days of OSS (out of school suspension). Additionally, scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

5. Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing areas have been covered or removed.

Teachers are notified before testing that content related materials should be removed or covered. The School Test Coordinator and/or a school administrator will check each classroom utilized in test administrator to ensure that all content relevant materials have been removed prior to the distribution of testing materials on assessment days.

6. District monitoring of test administrators, proctors, students, and others involved in the testing process

Each test administration site will be monitored a minimum of one time during each test administration by a district staff member.

7. Describe the plan for Multiple Test Administration.

In the event that any students have not completed the test by the scheduled lunch break, the following procedures will be followed: All testing materials will be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator and at least one other trained person will then count and collect the materials and return them to the Secure Storage Area until lunch has been completed.

The students who are still testing will remain in the testing room and lunch will be served to them in the classroom or they will be taken to the cafeteria as a group to sit in a designated area. The Test Administrator and Proctor will remain with the class during lunch and will ensure that no discussion of the test is allowed. After an approximate thirty-minute lunch and bathroom break, the School Test Coordinator and at least one other trained person will return the test materials to the classroom. Materials will be distributed to the students according to those procedures listed in D2.

8. Procedure for online testing and procedures that address disruptions, i.e., power outages, network problems, etc.

If during testing or before beginning testing, the power goes out or network difficulties develop which prevent testing at the designated location, students will be moved to an alternate testing location. A computer tech is assigned to our school during online testing to assist with technical issues.

9.Procedures used to prepare, verify, and maintain seating charts for students during statewide assessments.

Various schools have chosen different methods: alphabetical, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc. To facilitate the test process, generally, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.

10. On an untimed test, schools may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still working.

We will not plan to dismiss students unless the entire testing process is being held up by a minimal number of students. If this occurs, the School Test Coordinator will be notified and testing will be stopped. All test materials will be collected and inventoried by the Test Administrator and Proctor and then by the School Test Coordinator and one other trained person. Students who have completed the test will be dismissed with an appropriate supervisor and the students who need to continue testing will either remain in the same room or will be moved to another area. Test materials will be re-distributed to these students according to the procedures listed in D2.

11. If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must include in your test security plan a description of procedures, addressing each of the following bullets located in section E-1, 2, 3, 6, 7, 8, 10, and 13 of the TSP for each test administration.

If special accommodations are requested, procedures in section E-1, 2, 3, 6, 7, 8 and 10 will be followed as put forth in the School Security Plan. If necessary to accommodate special accommodations, the testing schedule will be amended only with the approval of the MDE Office of Student Assessment. A copy of the amended testing schedule with verification of approval from MDE will be included in the School Security Test Plan.

12. Scratch paper:

Scratch paper will be shredded at the school level on a designated district shred day. A Certificate of Shred will be signed and executed.

13. Procedures for online testing:

Test administration procedures for state testing will be followed for all online testing which includes, but may not be limited to: Use of at least one (1) certified and one (1) other test trained individual (for every 25 testers) in the testing lab/classroom at all times, use of cardboard dividers between computers, no electronic devices, and as much space as possible between testing computers/desks. Other precautions may be employed depending upon specific testing lab scenarios.

Once the authorization codes for individual students are downloaded and printed, they will be secured and locked in a secure area and accompanied by two individuals, one of whom must be a certified individual. Authorization Codes will be shredded on the district wide shred day. Certificate of Shredding will be signed and executed.

Procedures for exiting the testing area: On test day, as testing is completed, students will remain in the classroom without movement/noise. Once a majority of the testing classrooms have completed testing, the STC and a trained individual will begin collecting testing materials, remaining together with materials at all times. After all materials are collected, testing will be concluded and students/teachers will resume normal scheduling.

If an entire classroom has completed testing that is located within the middle of a group of classrooms still testing, all testing materials will be collected from the room by the STC and a trained individual. The students will then be escorted silently out of the testing area by the TA and proctor into a non-testing area. This procedure will only be utilized if circumstances such as a scheduling concern presents itself, such as accommodating lunchroom scheduling.

14. Ensuring proper Accommodations:

Prior to testing, in an effort to ensure that all accommodations are listed on student IEPs, LSPs, and 504s, the STC will collect all accommodation documentation for each student case worker. Accommodations will be reviewed and a meeting with student case workers will take place to discuss student needs. Following, the STC will consolidate all forms into an excel document. This document will then be reviewed by all student case workers as a checks and balances procedure.

For online testing, the STC will use all documentation from IEPs, LSPs, and 504s to properly assign accommodations online. Once assigned to each student, the STC will run a report online showing all assigned accommodations for each test and check it against student accommodations sheets.

15. Testing Students with Read Aloud Accommodations for Online Testing:

Two trained individuals, one of whom must be certified, will be present for the administration of a Read Aloud Accommodation for an online test. No reading will occur from a test booklet. All reading will take place from the online version of the test.

16. Testing Student with accommodation #78:

The student's response will be transcribed exactly as written to the pre-coded answer booklet. Their computer will have the extra features disabled. The student will use note pad to type his response. The test will be administered by a TA and a proctor. All persons, TA and proctor, will sign confidentiality agreements. The Test Administrator will do the Transcription when the student has completed testing. The proctor will also be in the room during the testing and transcription. Transcription means that any spelling errors must be transcribed as they exist; the person transcribing needs to be very aware of this. All punctuation must be exactly as it is in the original. All directions specified by OSA and Questar will be adhered to.

17. MAAP-A Transcribing:

Following MAAP-A testing, the TA, proctor, and STC will follow all test security procedures to ensure the validity of transcribing student responses into the online testing portal. Electronic devices are prohibited in transcription areas.

18. Guidelines for Testing Virtual Learners during the COVID-19 Pandemic:

Students must complete Mississippi state mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order. Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.

19. Medical Monitoring Devices using Electronic Devices with Internet Capacity:

In regards to students requiring medical devices to monitor their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The ascribes document should outline the procedures and accommodations specifically for the student and for the device. (i.e. A student requiring a cellular device for glucose monitoring may be accommodated by small group testing, preferential seating) Accommodations will be listed on the seating charts.

New Procedures since last OSA template update:

1. Setting Reasonable Time Limits for SATP2 exams. In a MDE guidance memo dated November 19, 2010, Superintendents and DTCs were instructed that reasonable time limits are appropriate as long as students are provided with a minimum of four (4) hours to complete a test. You can view the memo at: http://tiny.cc/satptime.

   In accordance with the MDE guidance memo, the Jackson County School District will end all state assessments 30 minutes prior to the end of the regular school day dismissal time.

2. Students Reading and Test Administrators sitting: In a MDE guidance memo dated April 22, 2011, Superintendents and DTCs were instructed that it is permissible for: Students to read a book or magazine after a test and teachers to occasionally sit during test administrations within certain reasonable parameters. You can view the entire memo at: http://tiny.cc/standardread.

St. Martin Upper Elementary School TAs, Proctors, and Hall Monitors		
Ainsworth, Jaime	Jackson, Holly	Wieniewitz, Olivia
Allen, Christopher	Kuns, Ashlee	Wiggins, Deborah
Applewhite, Julie	Lafferty, Anita	Williams, Clemencia
Beecher, Pamela	Langlinais, Regina	Williams, Tiffanie
Bourke, Anissa	Letort, Christopher	Wilson, Shannon
Brister, Miranda	Livingston, Chelsea	
Broussard, Lisa	Lizana, Cassandra	
Brown, Sarah	McNabb, Dawn	
Bryant, Lindsey	Mitchell, Christy	
Chastain, Linda	Mudgett, Bridget	
Clark, Jennifer	Myers, Brigette	
Collins, Stephanie	Newberry, Bethany	
Couverette, Suzanne	Nitcavic, Francesca	
Creel, Tracey	Oplotnik, Marissa	
Crocker, Stephanie	Parker, Bernadette	
Cross, Caitlin	Poelma, Adam	
Cross, Rebecca	Riviere, Lisa	
Dibartolo, Lindsey	Rodriguez,Amy	
Duvel, Ashley	Rogers, Mary	
Favors, Lindsey	Steiner, Hope	
Ferguson, Rebecca	Stephens, Joshua	
Furlan, Brittany	Swiney, Stacy	
Glynn, Khrysthal	Vaughan, Susan	
Hill, Kristy	Warden, Magan	

East Central Middle School
Test Security Plan

September 25, 2023

Mississippi Statewide Assessment System
Office of Student Assessment
Mississippi Department of Education

Section III - SCHOOL PLAN

A. Signatures:

The following signatures must be included in the Security Plan.

Jackson County School District District	East Central Middle School School
Sherie Tanner Principal	Sherie Tanner 10/9/23 Signature Date
Amanda K Williams STC	Amanda K Williams 10/9/23 Signature Date
Tanya Sonnier DTC	Tanya Sonnier 10-9-23 Signature Date

Name of Test(s) MAAP-A, MAAP, MAAP-SCI, ELPT-LAS Links, LAS Links Screener/Placement Test, NAEP

B. Training:

After each training session, the following documentation will be on file in the STC Notebook and the Auditors Notebook:

- A dated, detailed agenda of the training done in preparation for the test(s)
- A copy of handouts, PowerPoints, or other material used in training
- Documentation that participants were informed of consequences of testing violations
- Signed Test Security/Confidentiality agreements
- Signatures of all who attended the training

C. Handling Materials:

1. Procedure for receiving testing materials from the DTC.

When testing materials for any of the above-mentioned tests are picked up by the ECMS STC, and an individual who has been appropriately trained in test security, they will monitor the DTC, or other trained personnel, who will count all testing materials. The ECMS STC will recount the testing materials for verification and initial as indicated. The testing materials will then be taken to ECMS by the STC and the other trained personnel, to be locked in the School Secure Storage Area.

Upon completion of testing at ECMS, the ECMS STC, and an individual who has been appropriately trained in test security, will return all secure materials (kept locked in the School Secure Storage Area until notified by the DTC to deliver) to the DTC. The DTC, or other trained personnel, will count all secure testing materials and initial as indicated.

Only the individuals listed under the "access to storage" list in the Handling Documents section of the School Security Plan will have access to these materials during this time and two persons must always be present whenever test materials are being accessed. A sign-in sheet will be posted on the outside of the School Secure Storage Area documenting any persons entering/exiting the room as well as the date and time of entry/exit. Any other persons needing access to the Secure Storage Area must be accompanied by one of the trained persons listed on the school security plan. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement.

2. **Procedure for printing and storing student tickets.**

Student tickets for the MAAP State tests and MS Science test will be printed for each testing session. The STC and additional trained personnel member will be present while printing is completed. Authorization tickets are checked for accuracy, cut apart into individual tickets and stored in the Secure Storage Area until the tickets are needed for student testing.

3. **Procedure for distributing materials to each test administrator.**

When these materials are needed, two trained personnel will be with the secure testing materials at all times. The School Test Coordinator and other trained personnel will distribute testing materials to the individual testing rooms. The distribution of secure test materials will be completed in pairs with at least one of the team being certified. Testing documents will only be left in the testing area with two trained individuals, one being certified.

4. **Procedure for distributing materials to students and to account for materials before students leave the testing area.**

For the online assessments, Test Administrators and Proctors will distribute student testing tickets utilizing a seating chart. When testing tickets are distributed, the student will have to provide his/her name and birthdate. The Test Administrator will be provided with a roster to verify each student's birthdate. Test Administrators and Proctors will count the materials and compare the information to the delivered materials and indicate receipt of such with their signature on the seating chart. Test materials will be picked up by trained certified staff along with proctors when the testing session is completed.

5. **Procedure for returning materials to the school test coordinator.**

At the conclusion of testing each day, the Test Administrator or Proctor will signal that testing is complete. The School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will then pick up the test materials from the individual classrooms. The test materials will be counted by these persons who will verify that all materials have been received. The test materials will then be returned to the Secure Storage Area.

6. **Security measures, if applicable, for allowing teachers to review Braille test materials, to transfer answers for large print/Braille, and to read tests that are allowed under the Accommodations Manual to students with IEP'S, etc.**

   Scribing will be done under secure conditions with two trained people present for paper/pencil testing. A "reader meeting" will be conducted for all human readers, to ensure that human readers understand the guidelines for reading a test to students.

   In the event that a student has a dictation accommodation for an online assessment, the following procedures will be in place:

   The student will not test with any other students. A scribe will be the third person in the room. (TA, Proctor, Scribe) The scribe will input the answers exactly as the student dictates directly into the system in the presence of the TA and Proctor.
   All other security measures will be maintained.

7. **Ensuring security around the transcription process.**
   Tests that require transcription will be in the presence of two trained staff members at all times, the test administrator and the proctor. All test security measures will be in place during the transcription process, including, but not limited to, the electronic device policy. The test administrator will transcribe, and the proctor will verify, that the test has been correctly transcribed into the computer.

8. **List of all individuals who have access to the Secure Storage Area.**
   The following individuals will have access to the Secure Storage Area:

   Amanda K. Williams (School Test Coordinator)
   Keasha Smith (Counselor)
   Laura Harry (Assistant Principal)
   Kimberly Sutherland (Library/Media Specialist)

9. **List or schedule of test administrators, proctors, hall monitors, and relief personnel who will be involved in each test administration. (Please note that the test administrators must be licensed in compliance with Appendix F.**

See ECMS Test Coordinator or the Test Auditor Notebooks

D. **Additional Procedures:**

1. **Access to Secure Storage Area for test materials (Review Appendix F).**

When testing materials for any of the above mentioned tests are delivered to the school, School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will immediately transfer all testing materials to the School Secure Storage Area and materials will be inventoried on the day of delivery by the District Test Coordinator. The School Secure Storage Area for all tests will be located in the testing closet of room 616 at East Central Middle School. Only the individuals listed under #7 of Handling Documents of the School Security Plan will have access to these materials during this time and two persons must always be present whenever test materials are onsite. A sign-in sheet will be posted on the outside of the door of the School Secure Storage Area documenting persons entering/exiting the room as well as the date and time of entry/exit. Any other persons needing access to the storage room must be accompanied by one of the above listed persons. All persons at the district and school level involved in handling test materials will sign a Test Security Confidentiality Agreement.

2. **Student emergencies (bathroom, sudden illness).**

Monitors will be placed in the hallways/walkways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor using a "HELP NEEDED" sign. The hall monitor will move to the classroom door to assist with the emergency. In case a student has to leave the testing situation at any time during testing, the Test Administrator or Proctor will collect the student's testing materials and will document the student's name, the nature of the emergency and the time in/out of the classroom on a sheet provided by the School Test Coordinator. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until they are able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent or guardian. In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person and will notify the School Test Coordinator or office. Test Administrators must be relieved by a Hall Monitor that holds a Mississippi Educator's License.

3. **Disruptions due to severe weather, fire, bomb threat, or any other form of emergency that would cause for an immediate evacuation of the facility.**

   In the event an incident occurs which would result in the evacuation of the building during state testing, every effort will be made to take up and secure the test materials as previously addressed in the School Security Plan. However, safety of students and staff will become paramount if the building must be evacuated immediately. In that event, the test materials will be left in the room and the door will be locked, if at all feasible.

   In the event an incident occurs requiring the evacuation of an individual testing room(s) during the administration of a state test, all testing materials will be taken up and accounted for by the Test Administrator and Proctor. The School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will then count and collect the materials and students will be moved, in a silent manner, to another testing room. Once students are settled in the new testing room, the School Test Coordinator/Designated Personnel and an individual who has been appropriately trained in test security will return the test materials to the classroom. Materials will be re-distributed to the students according to those procedures listed in the Handling Materials section. In the event more than one room needs to be evacuated, students will be moved one room at a time in a silent manner and the above procedure will be followed.

4. **Prohibitions against the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices during the administration of scheduled statewide assessments.**

   The Jackson County School District has a policy which prohibits student possession of cell phones on any school campus. Announcements will be made prior to the test administration informing students that no cell phones or other electronic communication devices are allowed. Students will leave their book bags and other personal articles in the hallway before entering the testing area. Students will also be informed that possession of a cell phone or electronic communication device during testing will result in that student's test being invalidated and disciplinary action taken. Teachers and students will sign the *Student Notification of Prohibition of Electronic Communication Devices During Statewide Tests* Form prior to the administration of state tests. Also, all Test Administrators and Proctors will leave cell phones outside the testing room during test administration.

   Staff will be trained on test security procedures regarding the prohibition of electronic devices in or around the secure testing area. To ensure no electronic devices will enter the classroom, students will leave their backpack and all personal belongings in the hallway, they will not be allowed to bring any items into the testing classroom. As students enter the classroom, staff will have each student check their pockets and will also check wrists for smart watches. The students will complete a self-pat down to ensure they have not

forgotten about any electronic devices in their possession, and will verbally acknowledge to staff that they are not in possession of any electronic devices. The Test Administrator and Proctor will check with each other to ensure no electronic devices have been brought into the testing room. The TA will read the Electronic Device Prohibition policy and all students and testing staff will sign the form. If students/staff leave the testing area for a break, the testing staff will re-check students and each other as they re-enter the testing room. Any staff member who violates state testing procedures/protocols by bringing in an electronic device into designated testing areas will receive written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teacher themselves as well as procedural violations by students under the teacher's supervision. Any student who violates testing procedures/protocols by bringing in an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated, which may result in the student not meeting graduation/promotion requirements.

5. **Procedure to ensure students are using only allowable calculators.**

   Students will not be allowed to utilize personal calculators. School calculators that are used on any state assessment will be cleared prior to use on the assessment. The calculators will be placed in containers. These containers will be placed in the secure test storage site at the school. On the day of the math assessment, the calculators will be delivered with the secure testing materials and will be subject to all procedures of handling secure testing materials.

6. **Procedure used to ensure that all content relevant materials (maps, word walls, bulletin boards with curricular content, etc.) in testing areas have been covered or removed.**

   The School Test Coordinator and/or a school administrator will check each classroom utilized for testing to ensure that all content relevant materials have been removed prior to the distribution of testing materials on assessment days.

7. **District monitoring of test administrators, proctors, students, and others involved in the testing process.**

   Each test administration site will be monitored a minimum of one time during each test administration by a trained district staff member.

8. **Procedure for online testing and procedures that address disruptions, i.e., power outages, network problems, etc.**

   If during testing or before beginning testing, the power goes out or network difficulties develop which prevents testing at the designated location, students will be moved to an alternate testing location. A computer tech will be assigned to our EC site to assist with

technical issues and will have signed the security agreement which can be found in the STC notebook.

9. **Procedures used to prepare, verify, and maintain seating charts for students during statewide assessments. Various schools have chosen different methods: alphabetical, pre-arranged to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc. to facilitate the test process, generally, seating charts are prepared in advance and simply updated with annotations to reflect any student absences.**

   Teachers will assign seating charts and most students will be placed in alphabetical order. However, IEP, 504, and/or ELL accommodations will be considered first in regard to student seating. The STC OR TA may at any time move students based on professional judgement if the need arises. All changes will be notated on the seating chart.

10. **Districts may choose to dismiss students who finish early or allow them to read library books or other material not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students requiring additional time who are still working.**

    Students are allowed to bring one book not related to the subject area content to read after they finish testing. This book will be placed at the front of the room with a post-it note with the student's name. Once the student has finished testing, and the TA or proctor has collected the testing materials, he/she may read.

    When students are finished and have submitted their test, the TA and proctor will collect their materials. Students will sit quietly for the remainder of the testing period. After each testing class has completed and finished their test, the testing class may be released to another location away from the testing area. No testing class will be released before two hours have passed.

11. **Testing schedule for the current school year**

    See STC Notebook, Auditor Notebook, or JCSD SharePoint. All ECMS staff will be required to attend test security training on March 5, 2024. Any staff that did not attend training will be required to attend a make-up session on March 8, 2024.

12. **How student testing accommodations will be verified prior to starting testing.**
    The STC will review each IEP/504 state testing accommodations page and will assign accommodations within the testing programs. The STC will double check each accommodation and the MET chair will verify that all accommodations have been assigned correctly.

13. **If special accommodations are requested, (i.e. accommodation 24 and/or 25) you must include in your test security plan a description of procedures, addressing each of the following bullets located in section E-1, 2, 3, 6, 7, 8, 10, and 13 of the TSP for each test administration.**

    If special accommodations are requested, procedures in section E-1, 2, 3, 6, 7, 8 and 10 will be followed as put forth in the School Test Security Plan. If necessary to accommodate special accommodations, the testing schedule will be amended only with the approval of the MDE Office of Student Assessment. A copy of the amended testing schedule with verification of approval from MDE will be included in the School Test Security Plan.

14. **Procedure to shred scratch paper used during test administrations with secure test materials as outlined in Test Administrators Manuals.**

    Scratch paper will be shredded by two trained personnel on the day assigned by the DTC.

15. **Conducting lunch, restroom and/or stretch breaks during or between tests.**

    If a student needs a restroom break during assessment, they will be escorted to the restroom and back to the assessment room by the hall monitor. Only one student at a time will be allowed to take a restroom break. In the event that any students have not completed the test by the scheduled lunch break, the following procedures will be followed: All testing materials will be taken up and accounted for by the Test Administrator and Proctor. The students will leave the classroom/lab followed by the TA and proctor. The door will be locked and trained personnel will remain on duty in the hallway until the class returns from lunch. After approximately a thirty minute lunch and bathroom break, the TA and Proctor will enter the testing room followed by the students. The materials will be distributed to the students according to those procedures listed in the Handling Materials section.

16. **Testing Student with accommodation #78**

    The student's response will be transcribed exactly as written to the pre-coded answer booklet. Their computer will have the extra features disabled. The student will use note pad to type his/her response. All persons, TA and Proctor will sign confidentiality agreements. The Test Administrator will do the Transcription when the student has completed testing. The Proctor will also be in the room during testing and transcription.

    Transcription means that any spelling errors must be transcribed as they exist; the person transcribing needs to be very aware of this. All punctuation must be exactly as it is in the original. To ensure that exact transcription takes place, we ask that as soon as the transcription has occurred, the typed documents (rough draft and final) be shipped to Betina Brandon in the OSA by Fed Ex overnight with signature required. The OSA will keep the typed documents on file. The district must not retain a copy of the response, since that

response is considered secure material. The rough draft and final must be deleted from the computer in the presence of the DTC.

17. Medical Monitoring Devices during testing

Medical monitoring refers to the monitoring of a medical device using an application monitored by a cellular device.

a. The student must have documentation of a medical condition requiring monitoring written in a school plan such as an IEP and or a 504.

b. Students will be allowed to have the monitoring device in the testing room with one additional personnel present in the testing room to keep watch over the medical device. The device must be silenced and away from other students testing in the room. In the case of an alert, the student will be removed from the room and his test paused noting the time of the stop. The student will be allowed to return to his/her test and complete the time left for testing.

c. The cellular device must have all long-range connectivity, such as cellular or Wi--FI functions, turned OFF if it doesn't interfere with the monitoring. Preference would be Bluetooth capabilities only, with WIFI tuned off.

d. The student will test in a small group or a regular testing session with an individual monitoring the device.

18. Homebound and/or Incarcerated students during testing

a. Any student listed as homebound status will be contacted before testing through ECMS counselor or homebound teacher to make the student and guardians/parents aware of date and time of testing.

b. Parent/Guardian will bring students to school on the day of testing to participate in the state test within a small group or regular test session.

c. Parent/Guardian will be contacted when student has finished their testing for them to be picked up.

d. In the case where a homebound student is unable to come to school to test because of medical issues, the homebound teacher and a school proctor will be trained to go to the student's home to administer the state test. The test will be administered within the dates specified by the state testing calendar.

e. In the case a student is incarcerated in the Youth Center, three trained personnel will go to the facility to administer the state test. The test will be administered within the dates specified by the state testing calendar.

f. In either the case of homebound status or incarceration, the IT department of the school district will be contacted to add the software to the computer and attempt to add an internet filter prohibiting the student from being able to go to any other web site other than the necessary testing web sites.

19. List of all individuals who have access to the Secure Storage Area.

The ECMS STC and School Counselor will have the only keys to access the Secure Storage area located in Room 616. The outer locked door has a sign stating "Authorized Personnel Only". The inner locked door has a clipboard for signing in and out of the actual secure testing Area.

20. Guidelines for testing Virtual Learners during the COVID-19 Pandemic.

Students must complete Mississippi state-mandated assessments and each school will provide proper safety precautions, based on guidance from MDE and/or any Governor's Executive Order.

Students will be subject to and held accountable for all federal and state assessments necessary for promotion and/or graduation. These will be administered onsite in accordance with the state testing calendar.

21. LAS Links Screener Procedures

a. The Las Links screener/placement test will be conducted to determine the level of proficiency and for appropriate instruction and placement of Els only.
b. All potential Els will be identified by the Home Language Survey, which will indicate that a language other than English is spoken at home and/or by the student
c. The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.
d. The EL Coordinator/Interventionist will be responsible for training "new" school counselors to ensure that the test/screener has valid and reliable results.
e. These results will be placed in the student's cumulative record for future review and possible monitoring.
f. For security, the LAS screener will remain locked within a drawer in the counselor's office.

22. Steps that will be taken to limit the possibility of cheating.

All classroom walls will be free of any instructional wording and materials. Student desks will be spaced as far apart of physically possible to ensure students are not able to view the computer screen of other students. Students who have been known to cheat will have

preferential seating to ensure they cannot view other students' answers. Testing staff will be actively monitoring at all times. Staff will not sit or prop themselves anywhere within the testing room, they will walk around continuously to ensure active monitoring is taking place.

Section: J Students
Policy Code: JCD Alternative School Program
Policy:

Alternative Education Setting

The Jackson County Alternative School is established for the purpose of providing continued educational services to students whose behavior prevents them from continuing to attend their home school environment.

1. Evidence of intervention attempts at home school shall be documented. (Discipline forms are acceptable, if information is recorded that a parent contact was attempted. Administrators are encouraged to record notes of parent conference on discipline form or any other record utilized in the recording of information.)
2. The student should have been enrolled in the home school for nine (9) weeks or until intervention has been attempted and failed, or probation terms, as specified by school board, have been violated.

Categories for Placement

1. Placement of a student enrolled in the Jackson County School District by order of a chancellor or youth court judge can be done only with the consent of the Superintendent.
2. Placement in the alternative education setting will be at the discretion of the school board.

Procedures for Placement in Alternative Education Setting

1. The administrator will refer students who have reached Step 5 (Secondary Handbook) or Step 6 (Middle School Handbook) to the alternative education setting. The administrator will complete the **Alternative Education Setting Referral Form** and submit it to the superintendent or his/her designee for his/her review. ~~The superintendent will provide this information to the school board for review. Parents may approve the home school principal's recommendation for placement to the alternative education setting and select not to appear before the school board for placement determination.~~ The parent or guardian may waive their right to appeal the recommendation of the principal to the District Discipline Appeal Committee and the student shall be placed directly in the alternative setting. Students involved with drugs, alcohol, or weapons will be recommended to the school board for expulsion.
2. Student placed in alternative education setting remains in alternative education setting according to schedule described in "criteria to return to home school section."
3. Student referred back to home school. Remains in home school on probation as prescribed by the school board/school administrator. The student remains in his home school as long as behavior is acceptable. If student's behavior worsens, the administrator may refer the student back to the alternative school if he/she is still serving his/her probationary period as prescribed by the school board/school

administrator. If student's behavior worsens, the administrator may refer the student to the school board for the third offense for expulsion if he/she is still serving his/her probationary period as prescribed by the school board/school administrator. The student will not be allowed to return to the alternative education setting more than twice during the same school year. If a student is expelled from school he/she will be allowed to return to his/her home school the following year, after completing the remainder of the first offense at the alternative education setting.

4. The home school will complete the necessary information in the referral packet and send it to the principal at the time the student is referred to the alternative education setting. The principal will send copies to the school board secretary.
5. Students with special education rulings may be placed at the alternative education setting after an IEP review/revision. All due process procedures mandated by IDEA and the State Plan are to be followed. These procedures include giving written notice and Procedural Safeguards to parents, verifying receipt by parents and conducting an IEP meeting to recommend placement. IEP and other assessment data are then forwarded to the special education director at the Central Office.

The Jackson County Alternative School Setting is designed to meet the educational needs of the students while they are assigned to the alternative education setting. The employment of certified teachers and competent teacher assistants and a computer-assisted instructional program provide the means to accomplish this goal. As a result of the low enrollment at the school, students will receive small group instruction and will communicate regularly with home school teachers regarding academic work. Counselors will be available to counsel students with psychological needs. Local mental health professionals will be brought in to work with the students and parents when necessary. Positive behavior intervention specialists will also be available to work with students, as needed.

Criteria to be Reviewed for Return to the Home Schools Environment

1. The student will exhibit improvement while in the alternative setting. The home school personnel will maintain home/school correspondence. Progress reports and report cards will be given to students in the alternative education setting on the same schedule as all other students. Personnel of the alternative education setting or home school will notify parents as needed, in addition to progress reports and report cards, to keep them informed of the student’s academic and behavioral progress.
2. A student must attend (be present) in the alternative education setting for up to forty-five (45) school days. After attending the alternative education setting for up to 45 school days and having shown improvement (while attending the alternative education setting) with acceptable behavior, the student may return to his/her home school environment. If the student has not made improvement in his/her behavior, he/she will remain in the alternative education setting. Students may have two excused absences, as described in the district’s Students Handbook, without adding days to the original assignment. Students can reenter the home school environment only after they have met conditions as specified by the school board and the criteria listed above.
3. The home school principal, after consultation with teachers and other personnel involved with the students, may refer the student back to the home school environment.

4. When the home school principal approves for the student to return to his/her home school environment, the parent is to contact the principal of the home school and make an appointment to meet with him/her. This conference must be held prior to the student's returning to class. The parents, principal, and student must be present in the conference.

Reasons for Expulsion from Alternative Education Setting

1. Students enrolled in the Jackson County alternative education setting who are involved in any criminal activity, display violent behavior, or have in their possession a weapon on campus as defined by Section 97-37-17, MS Code, shall be expelled from the alternative education environment for the remainder of the school year. Students expelled for possession of a weapon may be expelled from school for a period of up to one year.
2. Failure to follow rules prescribed in the Student Handbook and terms of placement in the alternative education environment.

Terms of Assignment to the Alternative Education Setting

Student's Name_____

School_____

Principal's Name_____

Date of Hearing_____

The following behaviors must be adhered to while your child is assigned to the alternative education setting. Failure to comply with these terms may result in your child being expelled from school for the remainder of the semester.

_____ 1. Absences - shall not miss school, except for medical reasons.

_____ 2. Tardies - shall not be late to school unless brought to school and checked in by the parent/guardian.

_____ 3. Shall not create any disturbances/distractions, which would interfere with a teacher's right to teach and the other pupil's right to learn.

_____ 4. Shall be prepared each day for class. Each day the student will report to class with the materials designated by the teacher.

_____ 5. Shall not participate in or attend any extra-curricular activities during the time the student is assigned to the alternative education setting. This includes any (proms, dances, plays, etc.) activities held on the school's campus or school-sponsored activities, which may be held off campus.

_____ 6. Shall not drive a vehicle to the home school or to the alternative education setting while assigned to the alternative education setting. Middle school students shall ride the bus to the home school and transfer to the alternative education setting bus at designated pick-up place. Misbehavior on the bus to the home school and to and from the alternative education setting may result in expulsion from school.

_____ 7. Shall provide restitution to the school district for damages and/or theft prior to the end of the current school year. If restitution is not made in the time designated by the school, the student will not be allowed to enroll for the succeeding school year.

_____ 8. Discipline - The student shall follow the rules of conduct established for the alternative education setting. Failure to do so shall result in a recommendation for expulsion for the remainder of the semester. This includes misbehavior on the school bus to the home school and to and from the alternative education setting.

_____ 9. The parent shall meet with the alternative education setting staff after the student's assignment to plan cooperative interventions for the student.

_____ 10. The parent shall attend parenting workshops, if the principal and counselors deem it necessary.

_____ 11. The student and/or parent will participate in the services provided by the professional counselors on a periodic basis.

_____ 12. Upon return to your child's home school environment, he/she will be on probation for the remainder of the _____ school year.

The earliest date this student can return to his/her home school environment is _____. Failure to comply with the rules and regulations of the alternative education setting will result in the extension of time the student is assigned to the alternative education setting.

If the student transfers, drops out, or is expelled from the alternative education setting School, he/she will be reassigned to the alternative education setting upon his/her re-entry into the school district and will complete the time for which he/she was originally assigned to the alternative education setting.

_____ _____

Parent's Signature Student's Signature

_____ _____

Principal's Signature School Board Chairman

Comments:

Alternative Education Setting Referral Form

Student's Name: _____ School: _____

Principal Making Referral: _____

Student's Grade: _____ Sex: _____ Race: _____ Age: _____

Number of referrals to the office for disciplinary action: _____

Attach the student's behavior intervention plan (BIP). (All students should have a BIP prior to referral to the alternative education setting, unless the student is a danger to him/herself and it was an isolated incident.)

Summary of reasons for referrals to the office:

Number of times placed in ISS: _____
Number of times placed in OSS: _____
Other disciplinary action taken:

Student referred to counselor prior to referral to alternative education setting.

_____Yes _____No

Previous contact with parents: Yes _____ No_____

Principal's Signature:_____

Copy to Assistant Superintendent at Central Office and School Board Secretary.

Exhibits:

Regulations:

References:

37-13-92 - Alternative school program for compulsory-school-age students; transportation of students; expenses.
MPSAS - Public School Accountability Standards

Original Adopted Date:	1/26/2004	**Status:**	Adopted
		Record Id:	272062
Approved/Revised Date:	9/10/2012		

Section: J Students

Policy Code: JDAA Student Discipline: Isolation, Suspension, and Expulsion

Policy:

~~Procedure for Dealing with Long-Term Suspension or Expulsion~~ Due Process

~~The Board of Education of the Jackson County School District wishes to establish an educational climate in which the important process of education can best be carried out. When unacceptable behavior cannot be corrected by the resources of the school, the Board hereby authorizes the school principal to suspend any student for violation of any published rule or regulation or for any other act of misconduct or insubordination as a final effort to influence the student's future behavior.~~

~~The principal may suspend students out of school for a period not to exceed five (5) school days. The principal, with the approval of the superintendent, may suspend students out of school for a period not to exceed ten (10) school days. Long-term suspension, or that in excess of ten (10) school days, or expulsion may be given only by action of the Board of Education, and then only after such student has been afforded notice, opportunity of a hearing, and other procedural rights consistent with state and federal due process requirements.~~

~~Section 1. Notice~~

~~A student facing suspension shall be given oral or written notice of the charges against him/her by the principal. If the student denies the charges, he/she shall be given an explanation of the evidence that the principal has against him/her. Whenever the principal seeks to impose a long-term suspension or expulsion, he/she shall notify, in writing, the parents/guardian no later than the end of the third school day following the day of alleged misconduct. This written notice shall include the following:~~

~~1. The rule allegedly violated, the acts of the student in alleged violation of the rule, and the summary of evidence against him/her.~~

~~2. The penalty that is recommended to the Superintendent and Board.~~

~~3. A statement that before long-term suspension or expulsion can be invoked, the student has a right to a hearing before the Board of Education.~~

~~Section 2. Right to hearing~~

~~If the student and his/her parents choose to waive the right to a hearing, then they must provide for the principal a signed statement to that effect. The student and his/her parents shall notify the school within twenty-four hours after receipt of notice of suspension/expulsion whether or not they will waive the right to a hearing. If the student and parents do not waive the right to a hearing before the Board, the hearing will be scheduled at the next board meeting after notification from the parents that a hearing is requested. The principal or school administration will inform a parent or parents and student of the date and time of the hearing. If the student is of mandatory school age, services will be provided at the alternative school or an alternative setting based on the recommendation of the principal and approval of an assistant superintendent.~~

~~Section 3. Witness Statements~~

~~At least two days prior to the hearing, the principal will make available in his/her office the~~

~~signed statements of staff members on whose information the charges are based and also the penalty recommended by the principal. Statements made in writing by the student may also be examined by parents/legal guardians, if requested.~~

~~Section 4. Conduct of the Hearing~~

~~The hearing for the student will be confidential, and the student may be represented by legal counsel and parents or legal guardians. The hearing may be attended only by the Board of Education, board attorney, the Superintendent of Schools, the assistant superintendent of the respective Attendance Center, the principal, the student, the parents, the student's legal counsel or other designated advocate, recording clerk(s), and witnesses who should only be present when they are giving information to the Board. At the discretion of the Board and with the concurrence of the student's parents (or the representative when acting in the place of the parents), the student may be excluded at times when his/her psychological or emotional problems are being discussed.~~

~~The student may speak in his own defense and may be questioned on his testimony, but he may choose not to testify, and, in such cases, he shall not be threatened with punishment.~~

~~Members of the Board, the superintendent, the principal, the student, the parents, or the representative of the student may question witnesses, including the principal and the student, about matters relevant to the charge against the student and to the proper disposition of the matter. The board president has authority to limit questioning which is unproductive or irrelevant.~~

~~The parents or legal guardians should be present at the hearing and should have an opportunity to answer questions and to make a statement to the Board concerning their feelings about the proper disposition of the case. Any statements made by the parents need not be filed with the principal before the hearing. Parents will be able to advise the student during the hearing.~~

~~If the student or his/her parents think that the student's interest can be protected better by the presence at the hearing of an adult besides the parents or guardian, the student may bring another adult to the hearing. This adult may act as a representative in the defense of the student in an advisory capacity.~~

~~Section 5. Disposition of the Case~~

~~Following the completion of the hearing, the Board may proceed in its deliberations and make its ruling on the minutes. If no misconduct is found, the matter is terminated, and no further action may be taken against the student. The decision of the Board is final.~~

The superintendent of schools and the principal of a school shall have the power to suspend or expel a pupil for good cause, including misconduct in the school or on school property, as defined in the Mississippi Code §37-11-29, on the road to and from school, or at any school-related activity or even when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be

suspended, dismissed or expelled by the school board under state or federal law or any rule, regulation or policy of the school district.

A student who has been suspended for more than ten (10) days or expelled has the right to due process. All aspects, circumstances and records of the student's case shall be confidential and available only to authorized school officials dealing directly with the student or the student's parents, legal guardian(s) or attorneys for the student or the Board of Education. The following procedures provide notice and opportunity to heard in such matters.

For any suspension or more than ten (10) days or expulsions, a student shall have the right to

- a due process hearing
- representation by legal counsel
- the opportunity to review the evidence presented by the district prior to the hearing, and
- the opportunity to cross-examine witnesses presented by the district.

The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of ten (10) or more days and expulsions to the District Discipline Appeal Committee. The standard of proof in all disciplinary proceedings shall be substantial evidence. The parent or guardian of the student shall be advised of this right to a hearing by the appropriate superintendent or principal and the proper form shall be provided for requesting such hearing. The notice of appeal shall be submitted to the superintendent's office, in writing, within five (5) days of any notice of suspension and/or expulsion. Failure to request a hearing within five (5) days of notice shall constitute a waiver of the right to appeal and result in the recommendation of the principal being final without further hearing.

The student and the student's parent, legal guardian, or person in custody of the student may appeal the decision of the District Discipline Appeal Committee to the Jackson County School District Board of Education. The notice of appeal shall be submitted to the superintendent's office, in writing, within five (5) days of any notice of the District Discipline Appeal Committee's recommendation at the conclusion of a preceding due process hearing. Failure to request a hearing within five (5) days of notice shall constitute a waiver of the right to appeal and result in the recommendation of the District Discipline Appeal Committed becoming final without further hearing.

All consideration of student disciplinary actions shall be conducted in accordance with the standard board procedure. All decisions of the board shall be final.

The superintendent or designee shall establish procedures for informal and formal hearing consistent with this policy.

Legal Reference: Mississippi Code 37-7-301 (e)

Exhibits:

Regulations:

References:

Original Adopted Date:	2/22/1990	**Status:**	Adopted
Approved/Revised Date:	11/15/2012	**Record Id:**	272181

Section: J Students
Policy Code: JCA Student Conduct
Policy:

Student Code of Conduct

In implementing conduct and personal appearance regulations, it should be kept in mind that the primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Every effort should be made to impress upon the students and the parents that discipline and order can only be maintained in the school when the school is not used as a vehicle for disruptive influences. In carrying out school regulations, students, parents, teachers and the administrative staff should observe the following:

1. Administrators and teachers shall hold students to strict account for disorderly conduct or misconduct at any school, on the way to and from school, on the playgrounds during recess, at school meetings, programs, functions and activities, and upon school buses. The Superintendent or principal/school administrator of any school may suspend any pupil from school for good cause.
   Any suspension of student for more than ~~five (5)~~ ten (10) days shall be forwarded to the Superintendent ~~and Board of Education~~ for review.
2. The superintendent or the principal/school administrator of a school shall have the power to suspend a pupil for any reason for which such pupil might be suspended, dismissed or expelled by the Board of Education, but such action of the superintendent or principal shall be subject to review ~~by and the approval or disapproval of the Board of Education.~~ the District Discipline Appeal Committee. The following steps should be followed by the parents should they wish to appeal a decision made by the administrator: Step 1 - ~~appeal to the Assistant Superintendent for the Attendance Center.~~ Appeal to the District Discipline Appeal Committee Step 2 - ~~appeal to the Superintendent. Step 3 - appeal to the School Board.~~ Appeal to the School Board
3. Courts have ruled that teachers must maintain their effectiveness and respect in order to perform their duties as a teacher. The effectiveness and respect must be maintained on or off the school premises and during or after school hours. (ref. MS Code 37-11-21)
4. The School Safety Act of 2001 provides a procedure for disciplining students whose behavior, as determined by the principal or designated administrator of each school, seriously interferes with the school environment as defined by the Act. The Superintendent is authorized to develop and implement this procedure in the Jackson County School District. These provisions of the School Safety Act of 2001 are cumulative and in addition to existing district discipline procedures.
   The superintendent or principals are authorized to institute appropriate disciplinary action including immediate suspension and/or recommendation for expulsion, if warranted, of any student for disorderly conduct or misconduct including but not limited to, the following:

   a. Fighting
   b. Disorderly conduct
   c. Harassment, intimidation or threats

d. Disruption of school operations, functions, purposes or activities
e. Disobedience
f. Disrespect
g. Insubordination
h. Insulting language
i. Insulting behavior
j. Obscene Language or Gestures
k. Vandalism
l. Malicious mischief
m. Theft or damage to Public or Private Property. Restitution shall be made within a reasonable period of time. If restitution is not made, students will not be allowed to attend school until complete restitution is made, the days missed will be unexcused, and work missed cannot be made up.
n. Unauthorized use of school property
o. Unauthorized entry of school premises
p. Loitering
q. Use of tobacco
r. Student attempting to sell or distribute an object or substance which has not been authorized for sale or distribution by the administration.
s. Public display of affection
t. Chewing gum on campus

Possession of:

a. Fireworks, explosives or incendiary materials
b. Knives, firearms, slingshots, or any item which would readily lend itself for the use as a weapon
c. Pornographic materials
d. Contraceptives
e. Stolen property
f. Tobacco
g. Cards or gambling paraphernalia
h. Noise making devices (this includes radios, tape players, and televisions)
i. Other disruptive materials
j. Other materials, possession of which is punishable by law
k. Chewing gum
l. All of the above will apply to students who are transported on a school bus

5. Students will be recommended for expulsion for the remainder of the semester for the following offenses:

a. Use of alcoholic beverages
b. Under the influence of alcoholic beverages
c. Use of illegal drugs
d. Under the influence of illegal drugs
e. Possession of illegal drugs

f. Possession of alcoholic beverages
g. Possession of drug paraphernalia
h. Indecent exposure
i. Public indecent displays or actions (including in cars parked in the vicinity of any school building or activity).

Any student who brings a firearm to school shall be expelled from school or placed in the Alternative School for a period of not less than one calendar year.

6. Student Search and Seizure -- Courts have ruled that teachers and school administrators are "in loco parentis" of students. This means that teachers and administrators are acting in place of parents during the school day and may do anything a parent would do to maintain discipline. In addition, school officials must protect all students from possible harm. Therefore, courts have ruled that school officials may conduct searches of students when there is reasonable suspicion that the student might possess items that might harm themselves, or other students (drugs or drug paraphernalia, alcohol, weapons, stolen items, tobacco, or any other items that might cause harm to the student or other students). These court rulings were made in order to protect all students from possible harm. "Emerging First and Fourth Amendment Rights of the Student, "1 J. Law and Education 449, 451 (1972). "In re Donaldson" 269 Cal. App. 2nd 509, 75 Cal. Rptr. 220 (1969) "Mercer v. State" 450 S.W. 2nd 715 (1970).
7. A student who is recommended for expulsion will be suspended out of school a minimum of ~~three (3)~~ five (5) days or until a hearing is held before ~~the school board~~ the District Discipline Appeal Committee. The parent has ~~three (3)~~ five (5) days in which to contact the superintendent's office to request ~~to be placed on the agenda~~ a hearing before the District Discipline Appeal Committee.
~~Should a student who is recommended for expulsion be placed on probation by the school board, the probationary period will be determined by the school board.~~
~~The student may be represented at such hearing by counsel of his/her choice. The hearing will be closed to the public to protect the student from adverse effects of any disclosure made at such a hearing.~~ Should the parent or guardian of the student be dissatisfied with the findings and recommendations of the District Discipline Appeal Committee, the parent or guardian may request in writing with five (5) days of receipt of notice of such findings, a hearing before the Board of Education.
8. Other disciplinary action may consist of corporal punishment under existing school policy, loss of privileges, lower grade in citizenship, denial of participation in school activities, probation, or a combination of one or more of such actions, including appropriate constructive assignments, depending on the seriousness and circumstances of the offense and the attitude of the student.

As a result of the violence and numerous shootings that have taken place nationally on school campuses, the Jackson County School District feels that it must take action to prevent an incident of this nature from occurring in our district. The following actions will be taken with students making threats to do bodily harm on a school campus or at a school function:

1. Students making threats, to other students, teachers, administrators, other school personnel or in the community that they would like to do bodily harm to someone on the school campus or at a school function will be reported to the sheriff's department. Students making these threats will be recommended to the school board for expulsion. Before the student returns to school, he/she will need to provide school officials with documentation that he/she has undergone counseling and/or psychological evaluation and that he/she poses no threat to students or school personnel.
2. Students who hear other students making threats to do bodily harm to students, teachers, administrators or other school personnel are encouraged to report this to a teacher or a school administrator. The names of students making such reports will be kept in confidence.

School personnel are aware of the unwritten code that you do not "tattle" on a fellow student, but feel that, when the lives of one or more students, teachers, administrators or other school personnel are threatened, this code does not apply. Students who withhold such information could face disciplinary action.

Legal Reference: MS Code Section 37-11-29 Elementary and Secondary Education School Act of 1965 Amendment (Gun-Free School Act)

Exhibits:

Regulations:

References:
37-11-18 - Expulsion of student possessing controlled substance or weapon or committing violent act on school property.
37-11-29 - Reporting of unlawful activity or violent act on educational property or during school related activity; authority of law enforcement officers; reporting of disposition of charges against student; liability of school personnel participating in reporting.
97-29-3 - Adultery and fornication; between teacher and pupil.
97-5-24 - Sexual involvement of school employee with student; duty to report; penalities for failure to report; immunity from civil liability for report made in good faith.

Original Adopted Date:	1/5/2004	**Status:**	Adopted
		Record Id:	272168
Approved/Revised Date:	6/20/2011		

College of Education and Behavioral Science
Department of Educational Leadership, Curriculum, and Special Education

Memorandum of Understanding/Partnership Agreement

This agreement outlines relevant policies and current operational procedures between the Arkansas State University College of Education and Behavioral Science and the School District in providing internship experiences for university students.

This collaboration aims to improve our candidates' leadership qualities, characteristics, and skills and strengthen educational leadership programs to enhance joint research and inquiry. Arkansas State University and its P-12 school partnerships agree that the philosophy and concept of renewal are integral to developing future educators who know and demonstrate best practices. Continuous improvement is collaborative growth between partner schools and higher education institutions to create and refine more effective educational leadership programs simultaneously.

The agreement, made by and between Arkansas State University, an institution of higher education and an agency of the State of Arkansas, located at State University acting by and through its College of Education and Behavioral Science Arkansas and
_____ (School District Name)
_____(School District City or NCES Number.)

It is agreed by the parties to be of mutual interest and advantage for selected candidates (the student) of the program to be provided clinical education experiences at the Facility.
For consideration of the mutual covenants, it is further agreed by the aforesaid parties that:

1. Mutual Responsibilities:
   a) The Facility will accept the candidate selected by the program for a period of clinical education. The Facility and the Program shall mutually agree that the site mentor will serve no more than 5 Graduate Candidates at once.
   b) The schedule, content, and objectives of the internship experiences will be arranged in cooperation between the Candidate, Site-Mentor, and the Director of the Program or his/her designee.
   c) The rules and regulations of the Facility shall apply to the assigned Candidate.
   d) The Program shall be an independent contractor of the Facility.
   e) The Program and the Facility retain the privilege to exchange, and review materials relevant to the Candidate’s education.

2. The Program’s Responsibilities
   a) Provide the Graduate Candidate with a list of qualifying field activities that can be completed
   b) Provide the Graduate Candidate with the content and objectives of the Program

c) Ensure the Graduate Candidate has competence and knowledge of the Educational Leadership preparation standards.
d) Provide a schedule of on-site visits by the Program supervisor.
e) Ensure the Graduate Candidate has been made aware of all program requirements and regulations for the Internship course and the Professional Code of Ethics for the state of Arkansas

3. Candidate Responsibilities - The Graduate Candidate shall:
   a) Choose a Site Mentor to supervise the field activities at two (2) levels and two (2) sites. Obtain a signed agreement.
   b) Provide the Facility with a statement of the field activities to complete, content, and objectives of the Program.
   c) Ensure he/she has transportation as needed to fulfill responsibilities
   d) Ensure all program field activities will be completed and fulfilled.
   e) Notify the program no less than ten (10) working days in advance of a Candidate's change of placement
   f) Act professionally and ethically.
   g) Meet necessary academic requirements.

4. Facility Responsibilities - The Facility shall:
   a) Provide all reasonable information requested by the Program on Graduate Candidate's work performance.
   b) Provide Graduate Candidates opportunities to complete the required program requirements.

NOTE: Any Violations from the candidate can result in dismissal from the program.

Program Signatures:

_____

Print Signature Date
Program Director/Internship Coordinator

_____

Print Signature Date
A-State Online Coordinator

_____

Print Name Signature Date
Dean/Associate Dean, College of Education & Behavioral Science

Facility Signatures:

This agreement is effective for 3 years from the date of signature. The signature verifies that the individual is aware of the candidate's placement.

_____

District Liaison Print Name Signature Date

MOU – Educational Leadership, Curriculum & Special Education
Frequently Asked Questions

1) Purpose of the Memorandum of Understanding (MOU) between the school district and A-State

   The MOU is a partnership between the school district and Arkansas State University. It defines how the university and school district will work together. The major purpose of this partnership is to bring all stakeholders together to improve the quality of teaching and learning for P-12 students. A partnership is based on mutual trust, respect and is seen as mutually beneficial to all partners as they collaborate. School partners work together over time, building relationships and commitment to their shared goals. In this commitment, they develop new strategies, roles, and relationships to support their work.

   As the University, we agree to:
   a) Provide the Graduate Candidate a list of qualifying field activities that can be completed
   b) Provide the Graduate Candidate the content and objectives of the Program
   c) Ensure the Graduate Candidate has competence and knowledge before enrolling in the Internship course.
   d) Provide a schedule of an on-site visit by the Program supervisor. (for candidates residing in the state of Arkansas)
   e) Ensure the Graduate Candidate has been made aware of all Program requirements and regulations for the Internship course and the Professional Code of Ethics for the state of Arkansas

   As the district will agree to:
   a) Provide all reasonable information requested by the Program on Graduate Candidate's work performance.
   b) Provide Graduate Candidate opportunities to complete the required field activities to meet course requirements.
   c) Complete and return all Graduate Candidate's evaluations and other paperwork required to the Program by the scheduled dates.

2) Purpose of MOU since it is an online program.
   a. Being an online program, we ask our students to complete approximately 225 hours of internship activities within a public/private school setting. The internship activities begin in the first course the candidate enrolls in. The program is a 30-33 hour, depending on the degree program enrolled.

3) Types of Internship Activities
   a. The activities consist of; leading curriculum committees, evaluating policies, attending board meetings, devising transportation plans, reporting on school safety, school finance, federal programs, and many more. A list is provided to the candidate in each course and in the internship course. We asked that the information gathered from a school be kept anonymous.

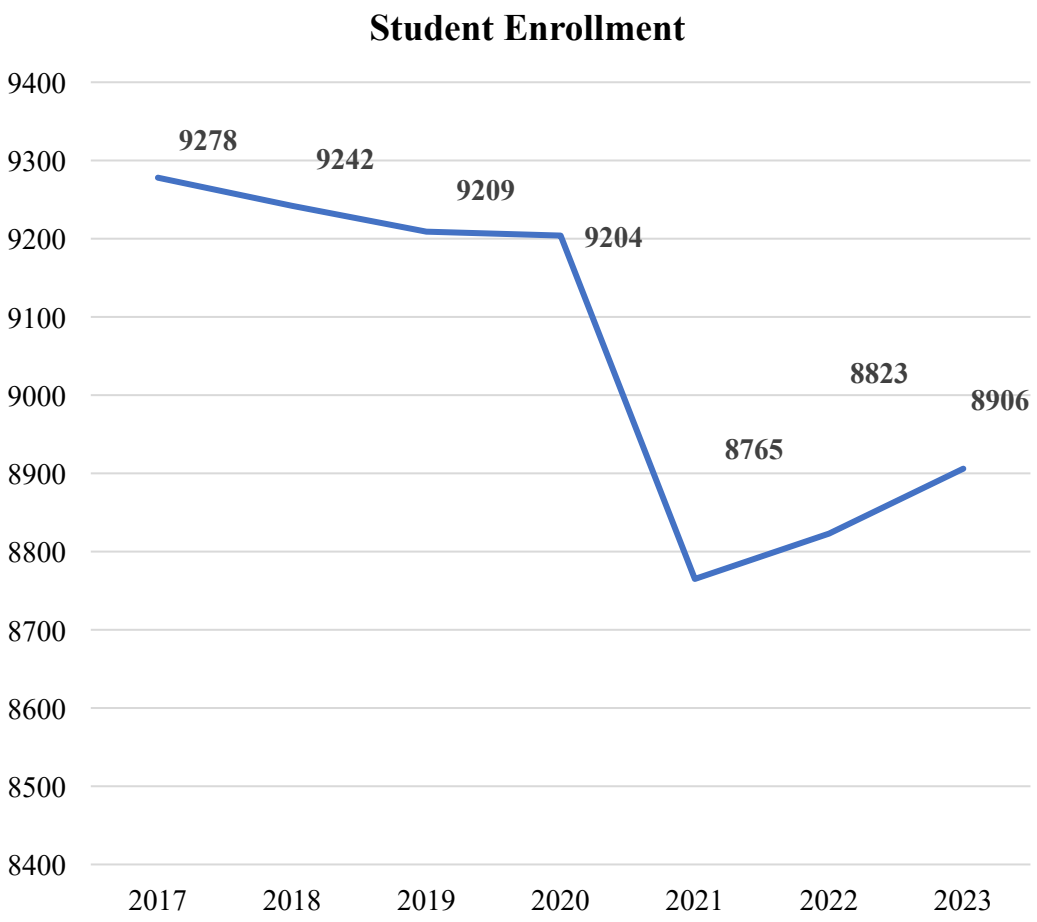
Jackson County School District

2527

Accountability Data

2022-2023

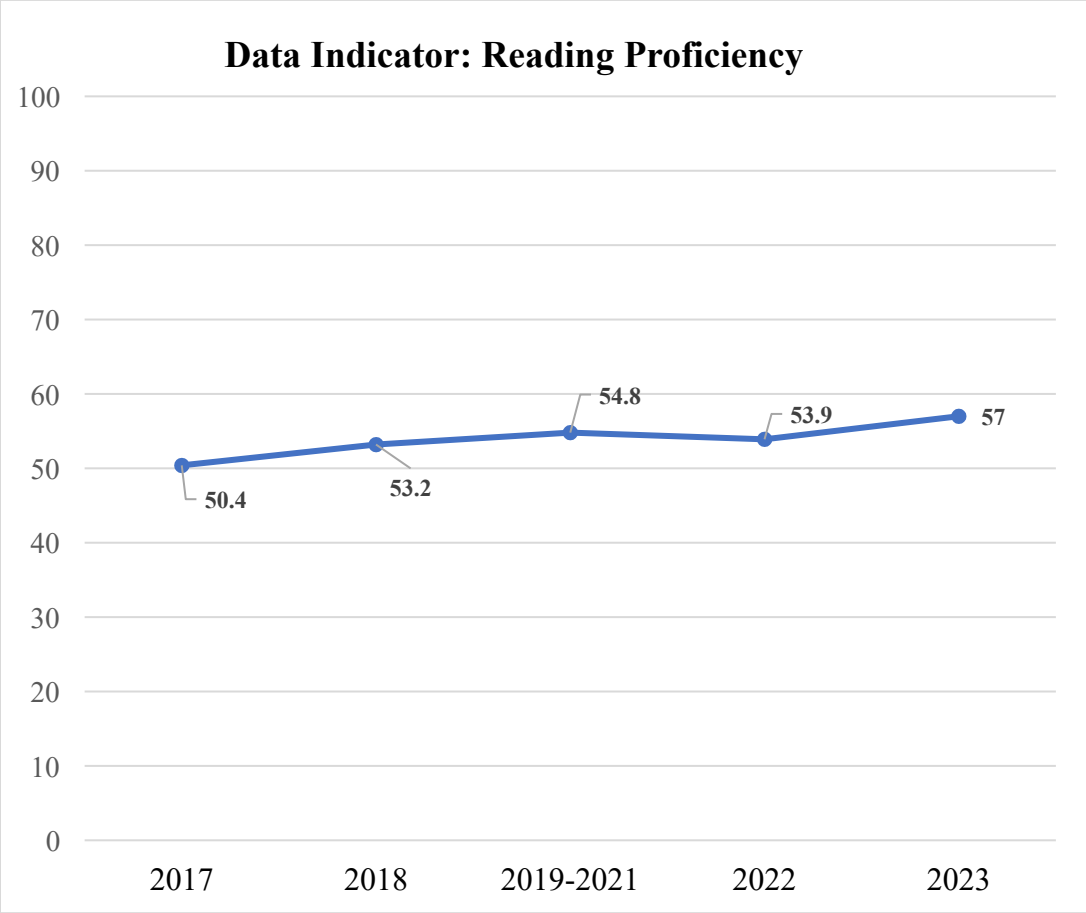
Student Enrollment



	2017	2018	2019	2020	2021	2022	2023
Jackson County	**9278**	**9242**	**9209**	**9204**	**8765**	**8823**	**8906**
East Central High School	747	722	741	771	775	795	787
East Central Lower Elementary	562	527	527	548	517	561	576
East Central Middle School	616	631	658	655	620	615	600
East Central Upper Elementary	614	630	598	569	524	530	529
St. Martin East Elementary	736	706	703	683	654	657	685
St. Martin High School	1323	1303	1302	1284	1249	1250	1283
St. Martin Middle School	1011	1000	1029	1091	1006	985	995
St. Martin North Elementary	643	624	608	595	518	532	541
St. Martin Upper Elementary	701	733	714	664	638	627	626
Vancleave High School	732	766	733	738	718	716	737
Vancleave Lower Elementary	484	496	494	535	509	671	659
Vancleave Middle School	577	563	564	567	535	532	537
Vancleave Upper Elementary	532	541	538	504	502	352	351

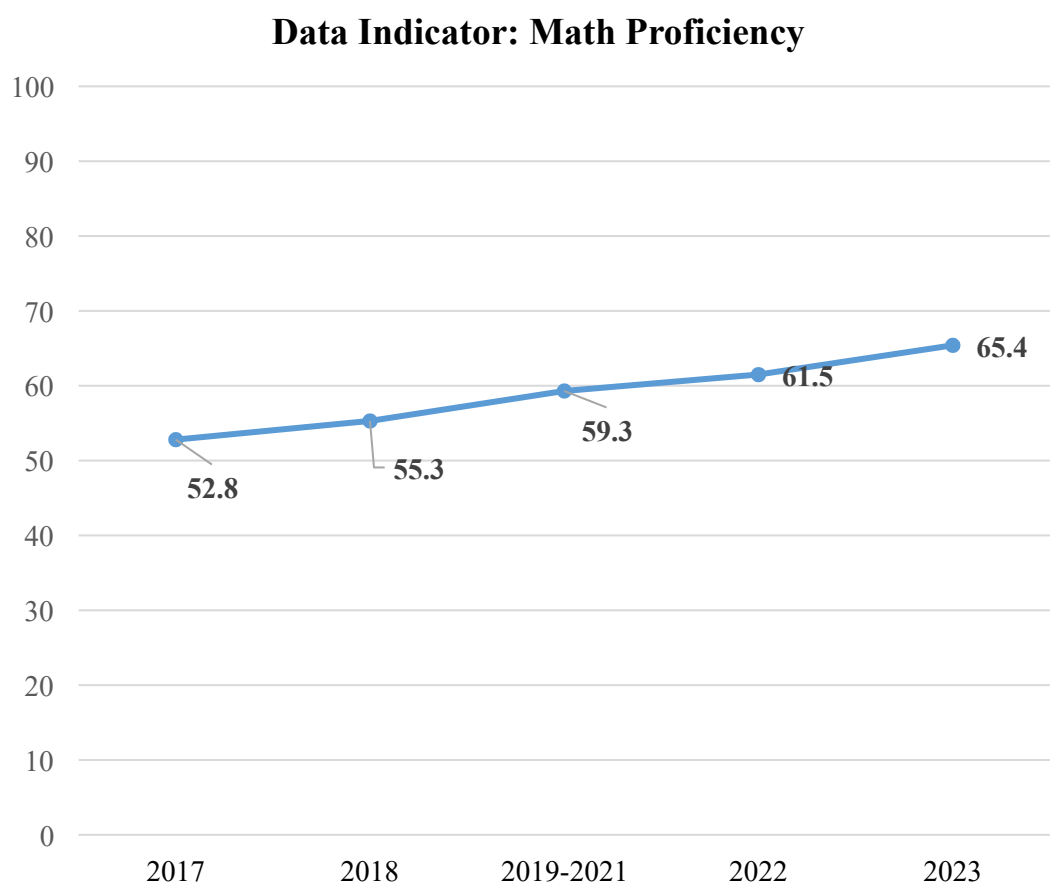
2528

Reading Proficiency



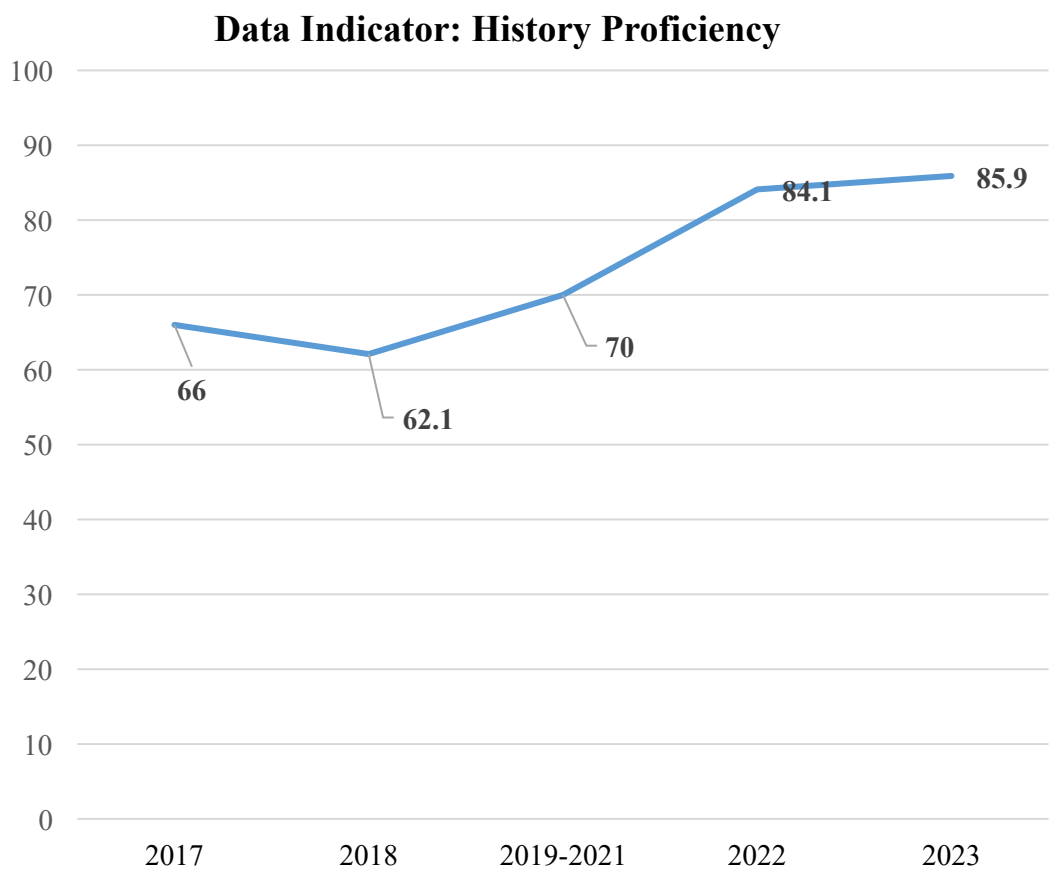
	2017	2018	2019-2021	2022	2023
Jackson County	**50.4**	**53.2**	**54.8**	**53.9**	**57**
East Central High School	73.8	57.4	63.5	62.3	70.2
East Central Lower Elementary	53.5	67.8	60.9	68.9	69.1
East Central Middle School	50.6	52	51.4	56.6	55.7
East Central Upper Elementary	47.5	58.4	60.7	60.2	62.1
St. Martin East Elementary	61.2	58.6	80.2	59.2	63.8
St. Martin High School	57.4	55	47.3	54.3	60.1
St. Martin Middle School	44	46.5	47.2	43.1	48.2
St. Martin North Elementary	42.4	55.4	68.9	62.2	60
St. Martin Upper Elementary	47.8	53.8	53.3	51.4	55
Vancleave High School	60.1	56.5	65.6	53.9	67.8
Vancleave Lower Elementary	45.9	62.4	62.2	54.3	72.2
Vancleave Middle School	52.7	50.2	49.2	58.3	55.7
Vancleave Upper Elementary	50.3	57.2	61.7	55.6	57.7

Math Proficiency



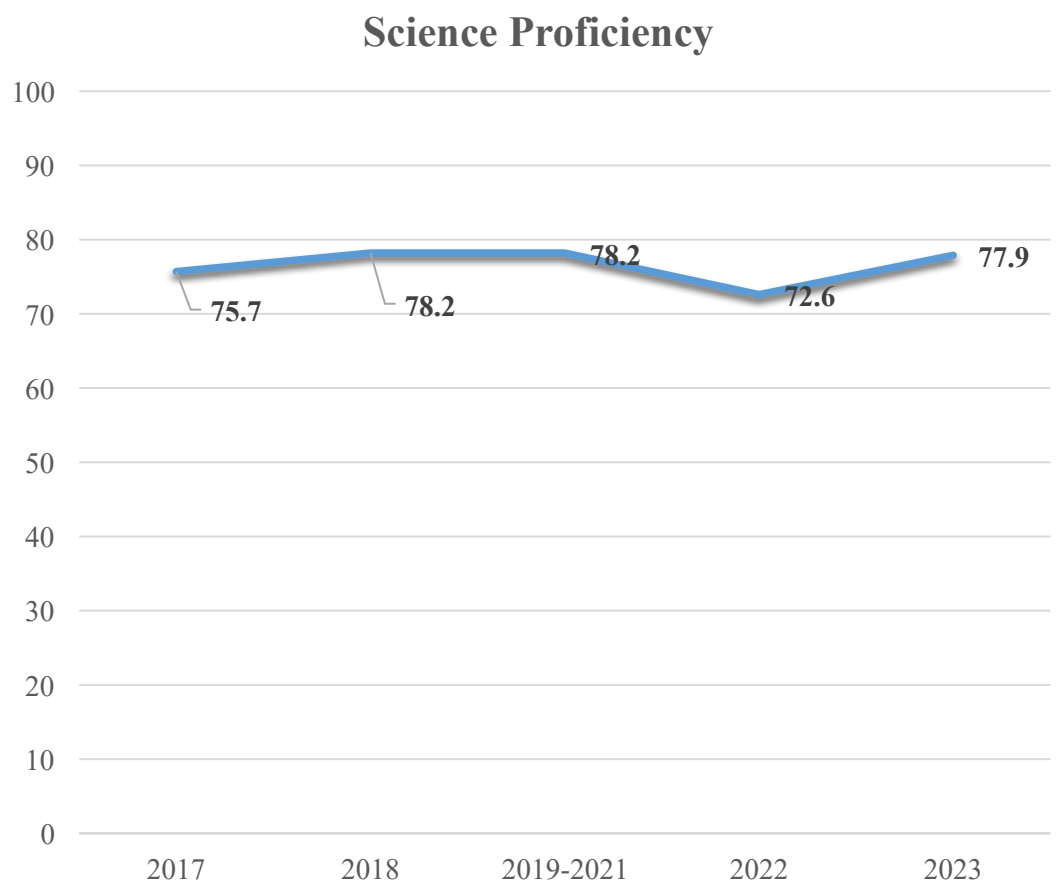
	2017	2018	2019-2021	2022	2023
Jackson County	**52.8**	**55.3**	**59.3**	**61.5**	**65.4**
East Central High School	58.9	61.5	71.7	75.3	75
East Central Lower Elementary	59.3	62.1	77	80.8	75.3
East Central Middle School	63.7	69.1	66.3	68.2	68
East Central Upper Elementary	53.4	49.6	62.4	65.6	69.9
St. Martin East Elementary	64.5	67.8	83.1	69.8	57.7
St. Martin High School	46.4	42	52.4	86	85.6
St. Martin Middle School	44.5	49.8	55.5	48.2	57.9
St. Martin North Elementary	52.1	62.5	66.7	68.1	61.8
St. Martin Upper Elementary	45.9	51.6	49.2	43.6	49
Vancleave High School	50	56.8	67	76.2	75.3
Vancleave Lower Elementary	63.5	55.6	56.1	51.2	62
Vancleave Middle School	59.1	58.9	59.7	67.1	74.7
Vancleave Upper Elementary	56	55.5	55.2	66.6	67.3

History Proficiency



	2017	2018	2019-2021	2022	2023
Jackson County	**66**	**62.1**	**70**	**84.1**	**85.9**
East Central High School	61.7	63.8	63.4	76.3	81.8
East Central Lower Elementary	NA	NA	NA	NA	NA
East Central Middle School	NA	NA	NA	NA	NA
East Central Upper Elementary	NA	NA	NA	NA	NA
St. Martin East Elementary	NA	NA	NA	NA	2531 NA
St. Martin High School	71.5	62	70.5	82.8	84.3
St. Martin Middle School	NA	NA	NA	NA	NA
St. Martin North Elementary	NA	NA	NA	NA	NA
St. Martin Upper Elementary	NA	NA	NA	NA	NA
Vancleave High School	60	60.7	76.2	91.5	92.4
Vancleave Lower Elementary	NA	NA	NA	NA	NA
Vancleave Middle School	NA	NA	NA	NA	NA
Vancleave Upper Elementary	NA	NA	NA	NA	NA

Science Proficiency

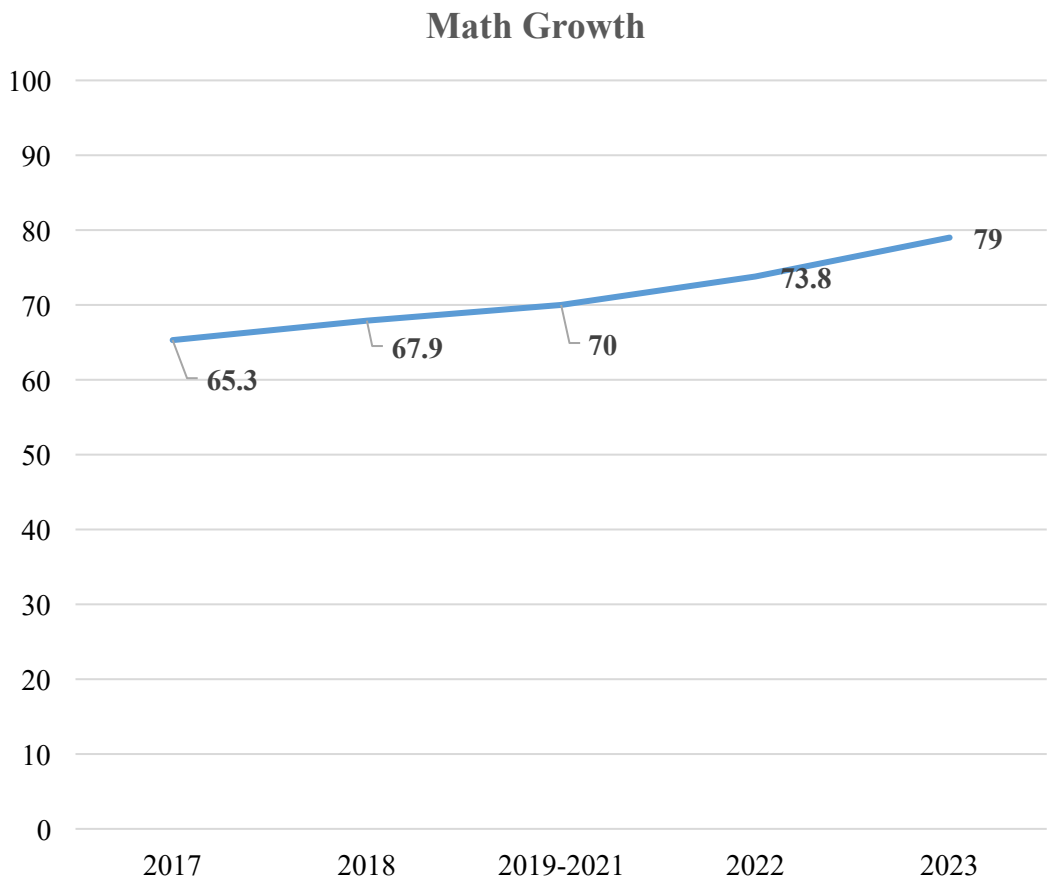


	2017	2018	2019-2021	2022	2023
Jackson County	**75.7**	**78.2**	**78.2**	**72.6**	**77.9**
East Central High School	78	71.6	79.1	77.2	82.2
East Central Lower Elementary	NA	NA	NA	NA	NA
East Central Middle School	83.5	79.9	79.9	72.3	73.1
East Central Upper Elementary	77.3	76	76	61.7	80
St. Martin East Elementary	NA	NA	NA	NA	NA
St. Martin High School	68.5	69.1	69.1	80.8	77.1
St. Martin Middle School	80	79.6	79.6	60.1	70.6
St. Martin North Elementary	NA	NA	NA	NA	NA
St. Martin Upper Elementary	67.1	78.4	78.4	60.4	70.8
Vancleave High School	82.4	82.2	85.6	88.4	90.6
Vancleave Lower Elementary	NA	NA	NA	NA	NA
Vancleave Middle School	79.3	84.5	84.5	77.2	80.2
Vancleave Upper Elementary	74.7	87.6	87.6	91.8	89.7

Reading Growth

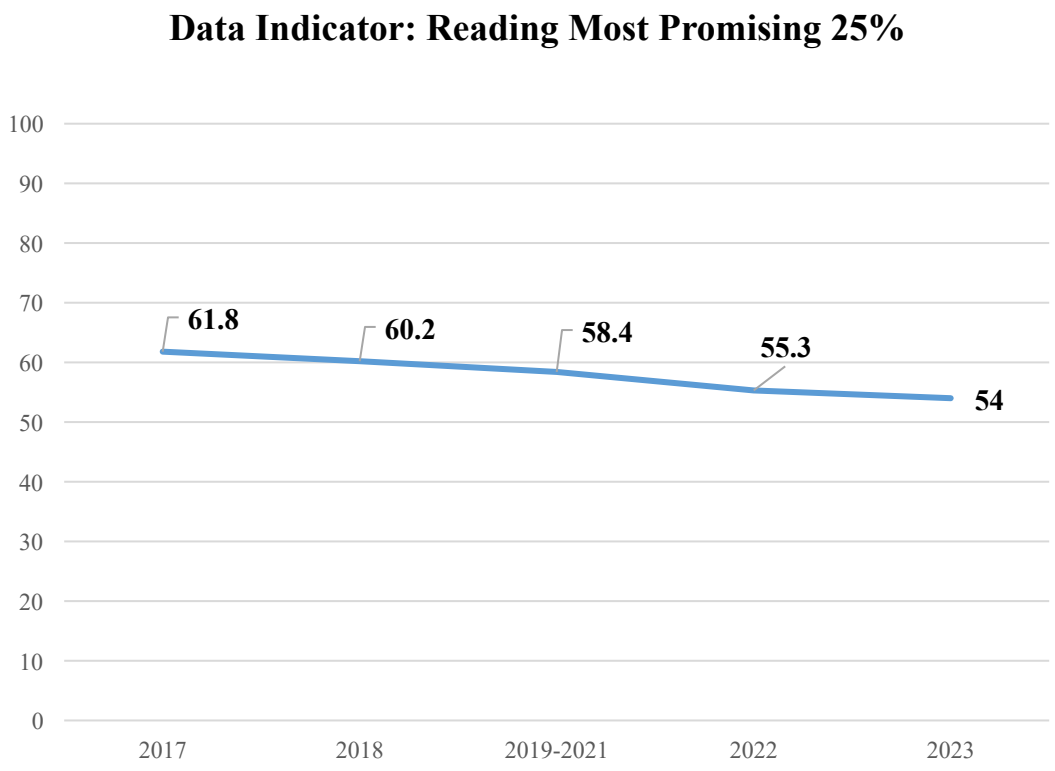
	2017	2018	2019-2021	2022	2023
Jackson County	**67.6**	**66.5**	**66.4**	**67.7**	**68.2**
East Central High School	97.1	76.1	79.7	74.9	83.8
East Central Lower Elementary	55.5	60.6	80.7	65.6	66.3
East Central Middle School	64.4	63.2	62.8	75	61.5
East Central Upper Elementary	59.1	69.2	74.6	67.7	65.7
St. Martin East Elementary	62.8	71.3	60.7	70.1	65.5
St. Martin High School	90.3	77.3	65.7	63.9	81.5
St. Martin Middle School	61.3	59.3	61.6	57.2	62.8
St. Martin North Elementary	57.6	64	64.2	58.4	61.3
St. Martin Upper Elementary	63.3	68.8	65	67.5	64.9
Vancleave High School	92.2	80.9	81.6	63	90
Vancleave Lower Elementary	62.8	77.9	76.8	64.2	61.9
Vancleave Middle School	66.6	59.2	60.6	75.8	65.4
Vancleave Upper Elementary	66.2	72.7	75	74.7	75.3

Math Growth



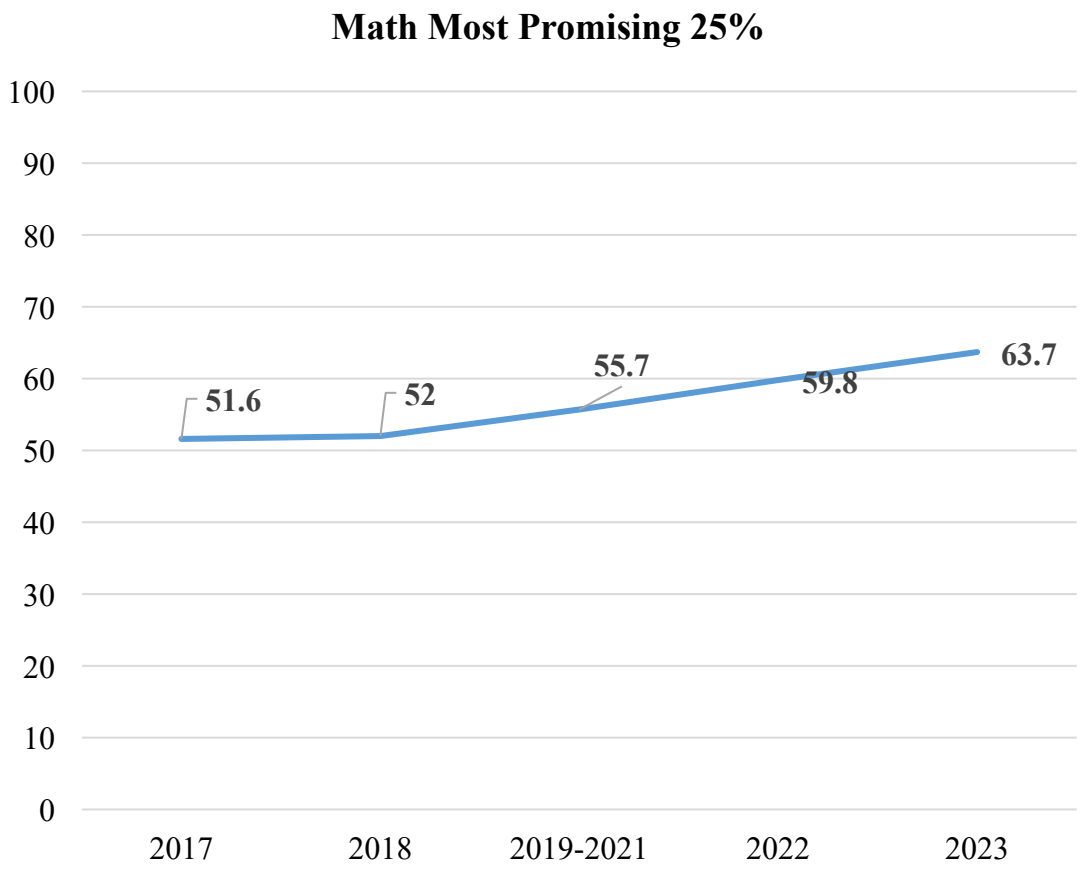
	2017	2018	2019-2021	2022	2023
Jackson County	**65.3**	**67.9**	**70**	**73.8**	**79**
East Central High School	86.1	83.2	70.6	81.5	83.9
East Central Lower Elementary	61.2	49.1	70.3	76.9	77
East Central Middle School	73.9	80.6	76.9	78.5	80.9
East Central Upper Elementary	60.2	53.2	77.1	72.4	74.4
St. Martin East Elementary	55.8	64.8	53.2	62.9	69.1
St. Martin High School	84.4	77.1	79.2	106	109
St. Martin Middle School	55.8	61.2	66.8	60.5	75.3
St. Martin North Elementary	54.9	63.8	56.4	59.7	73.3
St. Martin Upper Elementary	57.4	64	54.7	61.2	57.2
Vancleave High School	75.9	76.1	81.7	78.1	83.6
Vancleave Lower Elementary	59.2	71.6	60.7	78.3	75
Vancleave Middle School	70.6	67.8	71.2	74.7	82.5
Vancleave Upper Elementary	60.6	68.8	71.5	90	91.1

Reading Most Promising 25 % Growth



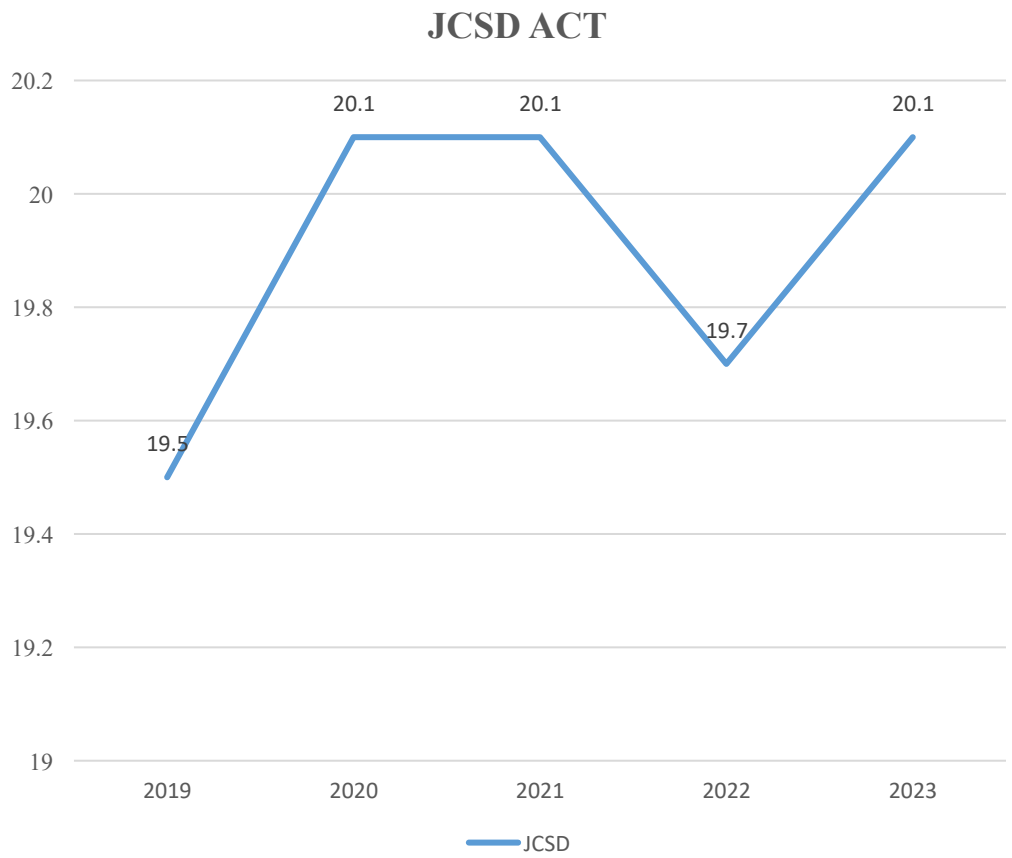
	2017	2018	2019-2021	2022	2023
Jackson County	**61.8**	**60.2**	**58.4**	**55.3**	**54**
East Central High School	100	60.4	72.2	48.1	39.5
East Central Lower Elementary	55.3	54.8	62.5	44.7	52.6
East Central Middle School	54.8	57	56.1	63.6	43.5
East Central Upper Elementary	59	69.3	57.1	59.1	47.4
St. Martin East Elementary	57.1	62.2	45.8	61.8	56.3
St. Martin High School	101.1	69.6	66.4	51.3	70.5
St. Martin Middle School	54	57.5	56	44.9	48.2
St. Martin North Elementary	45.6	56.4	48.6	62	58.9
St. Martin Upper Elementary	58	64.6	48.3	56.7	49.3
Vancleave High School	102.6	69.6	75	42.5	73.5
Vancleave Lower Elementary	57.6	74.3	72.9	66.7	68.6
Vancleave Middle School	51.4	44.8	60.7	57.6	46.5
Vancleave Upper Elementary	53.1	67.9	58.8	74.1	79.1

Math Most Promising 25 % Growth



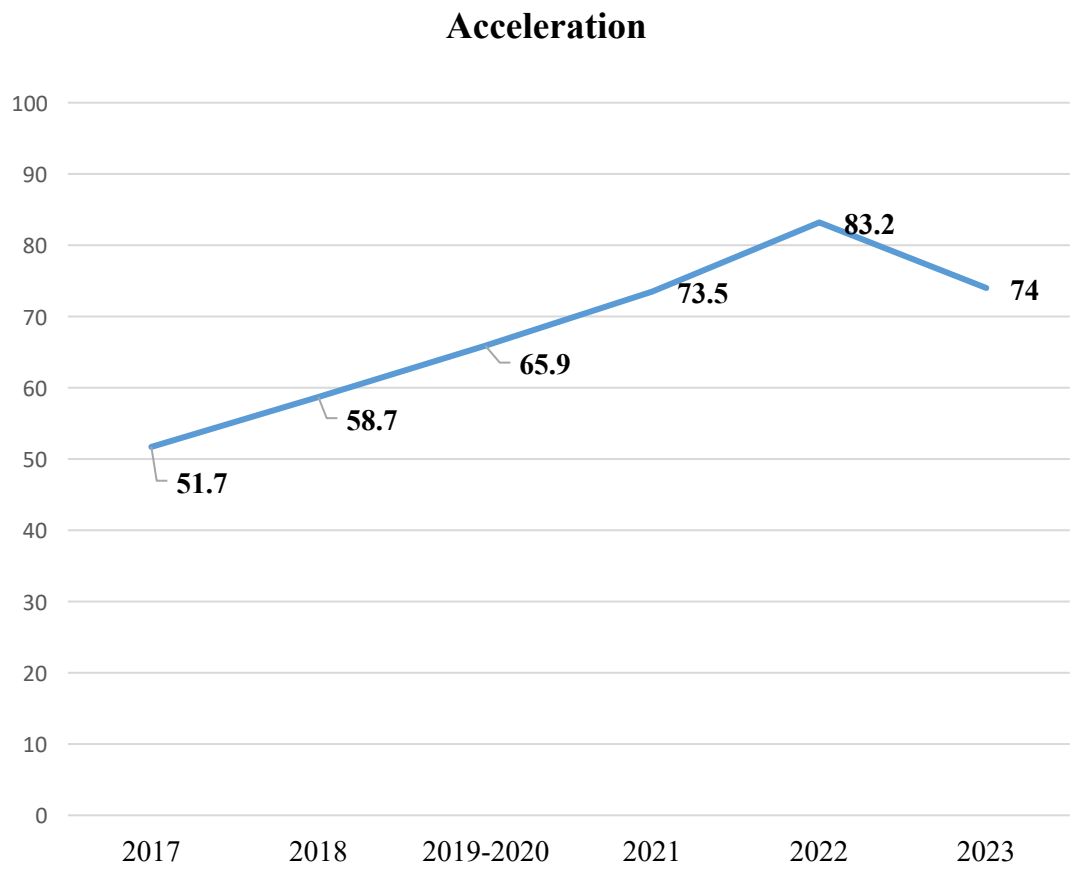
	2017	2018	2019-2021	2022	2023
Jackson County	**51.6**	**52**	**55.7**	**59.8**	**63.7**
East Central High School	89.9	75	71.5	71.6	84.7
East Central Lower Elementary	44.5	15.2	58.2	47.9	48
East Central Middle School	55.2	62.7	53.6	55.8	56.8
East Central Upper Elementary	46.5	41	70.5	58.6	50.8
St. Martin East Elementary	45.2	27.4	25	45.7	45
St. Martin High School	88.5	86.5	94.6	100.6	115.7
St. Martin Middle School	45.6	36.9	44.9	43.1	58.8
St. Martin North Elementary	42.4	41.7	25.8	34	55.2
St. Martin Upper Elementary	49.6	50.3	38	56.6	42.4
Vancleave High School	88	72	79	60.8	79.1
Vancleave Lower Elementary	46.1	30.4	50	65.3	61.5
Vancleave Middle School	49.9	45.7	52.9	49.4	57.3
Vancleave Upper Elementary	47	47.6	57.1	78.8	78.5

ACT



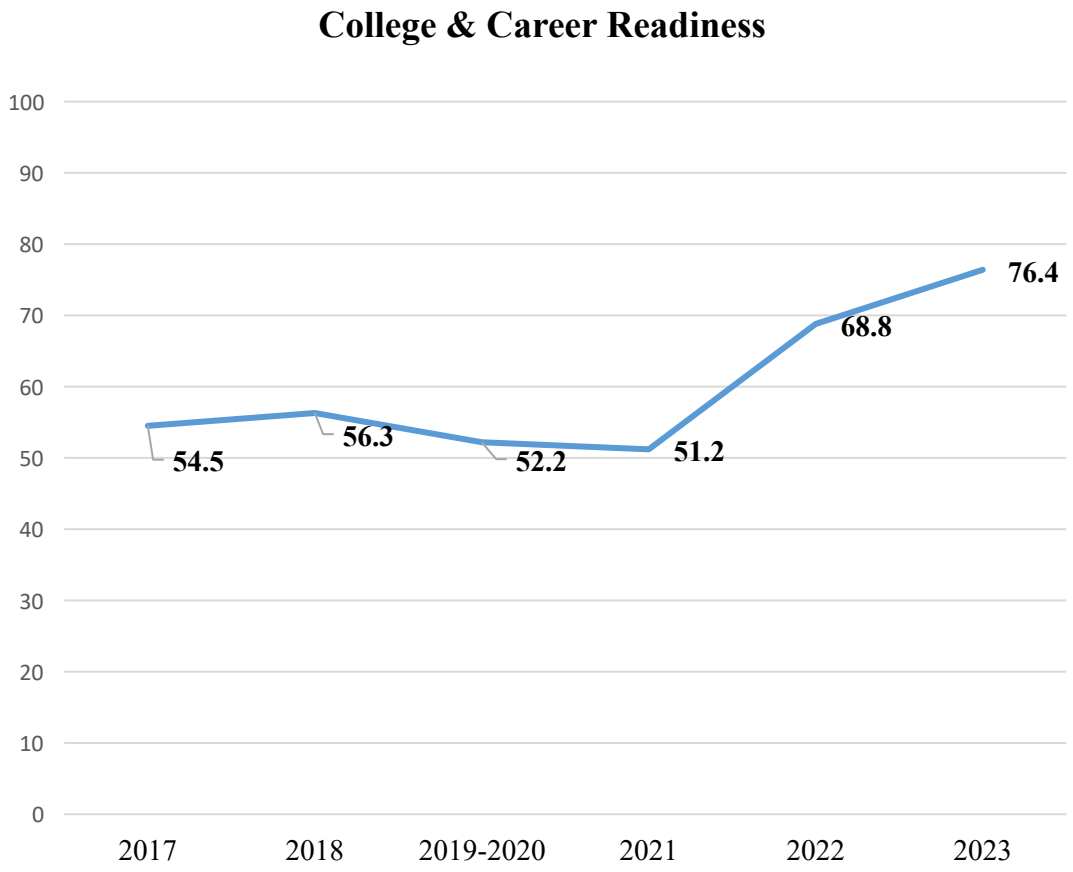
	2019	2020	2021	2022	2023
JCSD	**19.5**	**20.1**	**20.1**	**19.7**	**20.1**
East Central	19.8	20.2	20.3	19.7	19.9
St. Martin	19.2	19.8	20.1	19.3	20.2
Vancleave	19.8	20.4	19.9	20.1	20.2

Acceleration



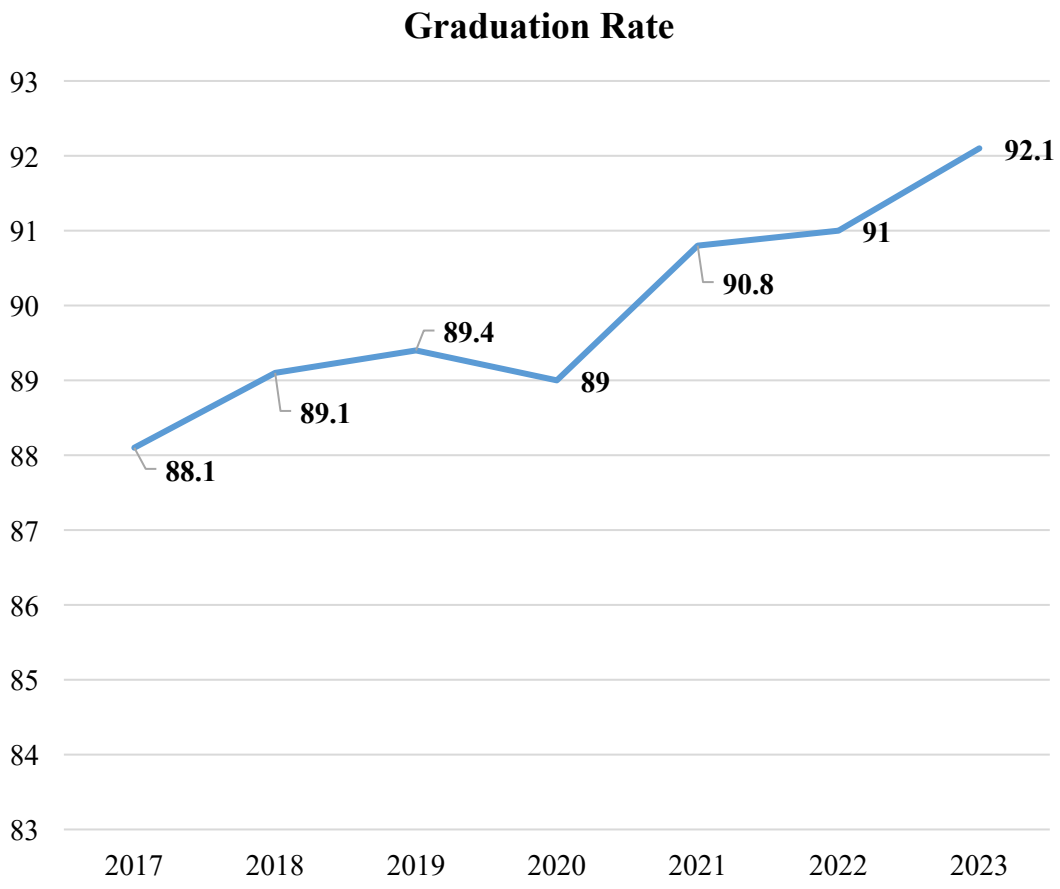
	2017	2018	2019-2020	2021	2022	2023
Jackson County	**51.7**	**58.7**	**65.9**	**73.5**	**83.2**	**74**
East Central High School	47.7	62	69.6		77.5	68.6
East Central Lower Elementary	NA	NA	NA	NA	NA	NA
East Central Middle School	NA	NA	NA	NA	NA	NA
East Central Upper Elementary	NA	NA	NA	NA	NA	NA
St. Martin East Elementary	NA	NA	NA	NA	NA	NA
St. Martin High School	50.3	51.8	58.2		79.1	64.9
St. Martin Middle School	NA	NA	NA	NA	NA	NA
St. Martin North Elementary	NA	NA	NA	NA	NA	NA
St. Martin Upper Elementary	NA	NA	NA	NA	NA	NA
Vancleave High School	63.2	75.3	83.5		95.1	89.6
Vancleave Lower Elementary	NA	NA	NA	NA	NA	NA
Vancleave Middle School	NA	NA	NA	NA	NA	NA
Vancleave Upper Elementary	NA	NA	NA	NA	NA	NA

College and Career Readiness



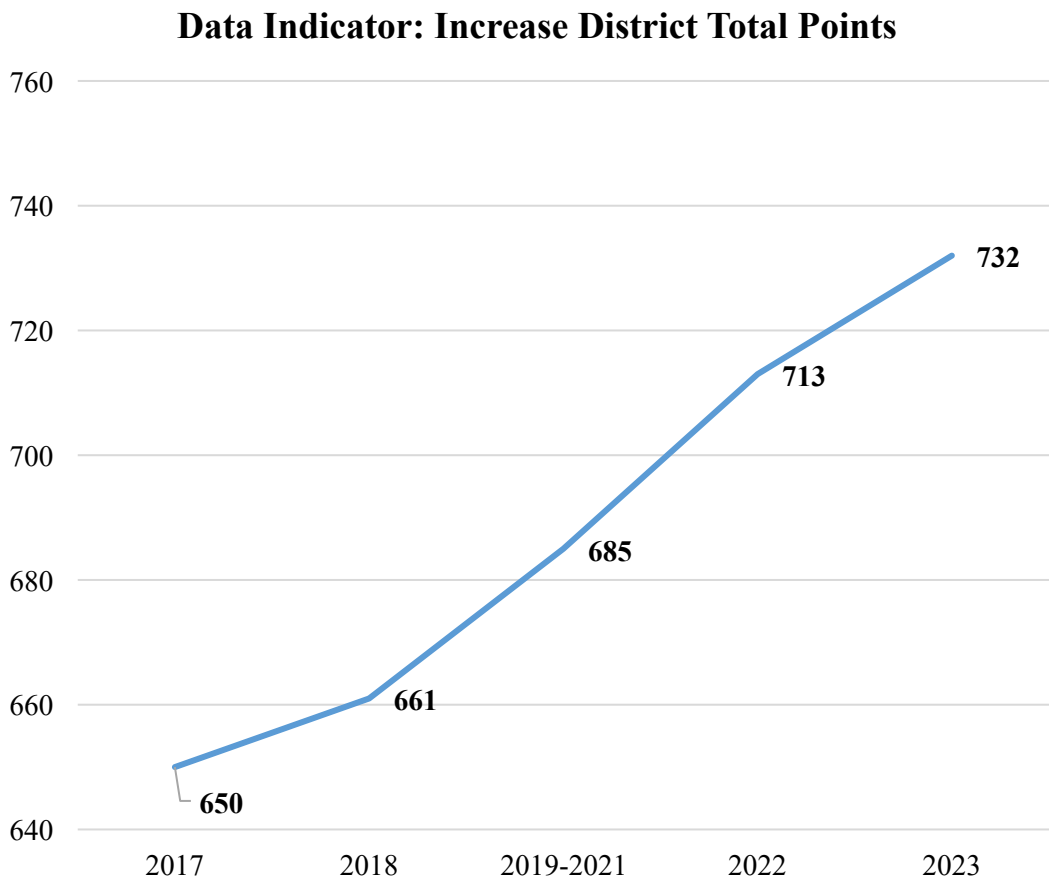
	2017	2018	2019-2020	2021	2022	2023
Jackson County	**54.5**	**56.3**	**52.2**	**51.2**	**68.8**	**76.4**
East Central High School	52.4	53.9	53.7	51.3	64.1	71.8
East Central Lower Elementary	NA	NA	NA	NA	NA	NA
East Central Middle School	NA	NA	NA	NA	NA	NA
East Central Upper Elementary	NA	NA	NA	NA	NA	NA
St. Martin East Elementary	NA	NA	NA	NA	NA	NA
St. Martin High School	52	58.1	49.1	48.2	68.9	76
St. Martin Middle School	NA	NA	NA	NA	NA	NA
St. Martin North Elementary	NA	NA	NA	NA	NA	NA
St. Martin Upper Elementary	NA	NA	NA	NA	NA	NA
Vancleave High School	60.5	55.4	56.4	56	74.2	80.4
Vancleave Lower Elementary	NA	NA	NA	NA	NA	NA
Vancleave Middle School	NA	NA	NA	NA	NA	NA
Vancleave Upper Elementary	NA	NA	NA	NA	NA	NA

Graduation Rate



	2017	2018	2019	2020	2021	2022	2023
Jackson County	88.1	89.1	89.4	89	90.8	91	92.1
East Central High School	85.3	87.2	91.8	-	-	91.6	92.3
East Central Lower Elementary	NA	NA	NA	NA	NA	NA	NA
East Central Middle School	NA	NA	NA	NA	NA	NA	NA
East Central Upper Elementary	NA	NA	NA	NA	NA	NA	NA
St. Martin East Elementary	NA	NA	NA	NA	NA	NA	NA
St. Martin High School	88.2	88.1	87.5	-	-	89.5	90.3
St. Martin Middle School	NA	NA	NA	NA	NA	NA	NA
St. Martin North Elementary	NA	NA	NA	NA	NA	NA	NA
St. Martin Upper Elementary	NA	NA	NA	NA	NA	NA	NA
Vancleave High School	91.5	92.3	91	-	-	93.1	96
Vancleave Lower Elementary	NA	NA	NA	NA	NA	NA	NA
Vancleave Middle School	NA	NA	NA	NA	NA	NA	NA
Vancleave Upper Elementary	NA	NA	NA	NA	NA	NA	NA

Overall Points



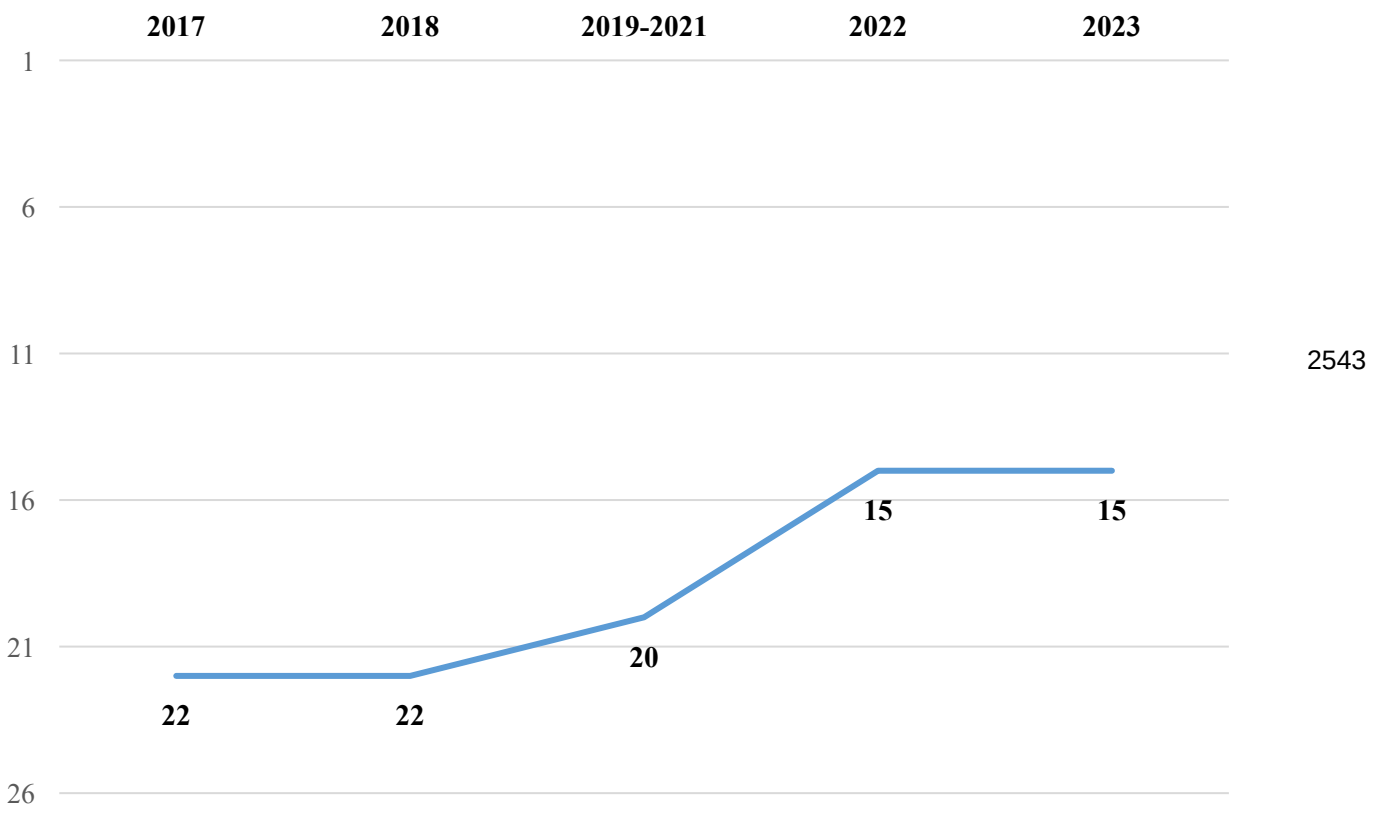
	2017	2018	2019-2021	2022	2023
Jackson County	**650**	**661**	**685**	**713**	**732**
East Central High School	796	714	746	744	774
East Central Lower Elementary	384	361	478	449	453
East Central Middle School	446	465	447	470	438
East Central Upper Elementary	403	417	478	445	450
St. Martin East Elementary	405	411	421	436	431
St. Martin High School	766	704	685	787	845
St. Martin Middle School	385	391	418	374	424
St. Martin North Elementary	344	401	401	413	440
St. Martin Upper Elementary	389	432	395	406	395
Vancleave High School	785	733	783	735	838
Vancleave Lower Elementary	391	434	442	443	468
Vancleave Middle School	430	411	439	460	462
Vancleave Upper Elementary	408	457	467	532	539

Coastal Comparison

Accountability Coastal Comparison	16-17			17-18			18-19			21-22			22-23		
	Rank	Score	Letter	Rank	Score	Letter	Rank	Score	Letter	Rank	Score	Letter	Rank	Score	Letter
Bay St Louis Waveland School District	9	640	B	14	598	C	8	675	A	8	702	A	4	752	A
Biloxi Public School District	3	685	A	2	710	A	2	720	A	4	724	A	3	755	A
George County School District	12	614	B	8	648	B	13	634	B	11	684	A	12	692	A
Gulfport School District	6	661	B	9	641	B	10	673	A	10	687	A	10	716	A
Hancock County School District	14	599	B	12	622	B	3	704	A	13	663	B	7	726	A
Harrison County School District	8	642	B	5	664	B	9	674	A	5	720	A	8	722	A
Jackson County School District	7	650	B	6	661	B	7	685	A	6	713	A	6	732	A
Long Beach School District	4	669	A	3	691	A	5	696	A	1	803	A	2	797	A
Moss Point Separate School District	16	493	D	16	515	D	16	521	D	16	566	C	16	602	B
Ocean Springs School District	1	690	A	1	723	A	1	731	A	2	771	A	1	810	A
Pascagoula Gautier School District	13	608	B	13	616	B	14	632	B	11	684	A	13	689	A
Pass Christian Public School District	5	665	B	4	685	A	4	704	A	3	735	A	5	743	A
Pearl River County School District	11	620	B	7	653	B	12	661	B	14	659	B	13	689	A
Picayune School District	15	556	C	15	593	C	15	624	B	15	594	C	15	633	B
Poplarville Separate School District	2	686	A	10	641	B	11	671	A	9	689	A	11	702	A
Stone County School District	10	635	B	11	636	B	6	696	A	7	708	A	9	720	A

State Rank

Year	Rank
2017	22
2018	22
2019-2021	20
2022	15
2023	15



CLIENT SERVICES AGREEMENT

Soliant Health, LLC (hereafter referred to as "Soliant"), and **Jackson County School District** whose primary location is 4700 Colonel Vickrey Rd., Vancleave, MS 39565 hereafter referred to as "Client") enter into this non-exclusive Client Services Agreement for the purpose of referring and placing its employees ("Consultants") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. **Scope of Services.**
Soliant, a licensed staffing agency in the business of providing supplemental staffing to the public and private education sector and not a healthcare provider, will use its commercially reasonable efforts to provide Consultants for assignment with Client. Soliant will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including workers' compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, Soliant will use its commercially reasonable efforts to find a replacement in a timely manner.

2. **Independent Contractor.**
The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of Soliant and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. Soliant agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. Soliant does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Soliant will notify Client in advance of the assignment in order to receive approval of this arrangement. 2544

3. **Telepractice Services.**
Soliant, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D –VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

4. **Insurance.**
Soliant will maintain at least the following minimum amounts of insurance:
   General Liability - $2,000,000 per occurrence and $4,000,000 aggregate.
   Workers Compensation - in accordance with state regulations.
   Employer's Liability - $1,000,000.
   Excess Liability over General Liability and Employer's Liability - $5,000,000 per occurrence and $5,000,000 aggregate.
   Professional Liability - $1,000,000 per occurrence and $3,000,000 aggregate.
   Sexual Abuse and Molestation - $1,000,000 per occurrence and $3,000,000 aggregate

5. **Competency and Licensing.**
Soliant will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. Soliant will endeavor to present only Consultant s who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While Soliant will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, Soliant will make available to Client all appropriate Consultant records that Soliant may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. Soliant will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

6. **On-Site Responsibility.**
Client is responsible for providing all orientation, support, facilities, training, direction, and means for the Consultant to complete the assignment. Client acknowledges that Soliant is not providing special education and/or related services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of practice and acknowledges that Soliant is not responsible for the Consultant's on-site performance given that Soliant does not have the capacity to provide direct, on-site supervision of daily activity. Client acknowledges that any deviation of the Client's policies and procedures as orientated to Soliant's Consultant should be reported in writing and directly to Soliant immediately so that Soliant may be provided an opportunity to offer correction and/or counseling of unacceptable practices by Consultant. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

7. **Employment of Consultants.**
Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by Soliant for a period of one year after the latest date of introduction, referral,

placement, or end of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to $21,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to Soliant upon start date.

8. **Equal Opportunity.**
It is the policy of Soliant to provide equal opportunity to all Consultants for employment. Soliant and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

9. **Timekeeping and Invoicing.**
Client will ensure that Consultants accurately record the start and stop times for all hours worked, in accordance with the Client's policies utilizing the Client designated method which may include the submission of Soliant's timesheet. Timesheets and/or timesheet approvals are due weekly by 12:00 PM on the Monday following the end of Client's designated workweek.

Soliant will generate an invoice for Client based on timesheets submitted. Client must review the invoice and notify Soliant of any errors, including billed hours or improper rates, within thirty (30) days of the date of invoice. Soliant shall resolve any error and provide corrected invoice mutually acceptable to both parties within a reasonable period. In the event client fails to dispute or report any errors within thirty (30) days, errors shall not be accepted as a disputed charge and invoices will be due and payable in full.

2545

10. **Payment Terms.**
Client will be billed on a weekly basis for all services provided during the previous week. Client will pay Soliant based on the service charges specified in the Consultant Assignment Confirmation included as an addendum to this Agreement. Soliant pays its Consultant(s) overtime in compliance with federal, state, and/or local laws. Soliant will bill Client at one and on-half times the regular bill rate for all hours Soliant is required to pay the Consultant(s) overtime. It is Client's responsibility to notify Soliant if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due within fifteen (15) days of receipt of invoice.**

11. **Default Charges.**
Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, Soliant reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

12. **Limitation of Liability.**
NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

13. **Administrative Responsibilities**.
Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify Soliant in writing within three (3) business days of alleged failure. Failure to notify Soliant before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant. Client agrees that all approved time sheets by Client's assigned representative are not subjected to billing dispute if Client fails to notify Soliant of time sheet and work performed discrepancies.

14. **Incident and Error Tracking.**
Client will report to Soliant any performance issues, incidents, errors and other events related to the care and services provided by Soliant employees. Soliant will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

15. **Reporting of Work-Related Injuries.**
Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which Soliant's Consultant has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to Soliant within guidelines set forth by governing entities. In the event of work-

place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to Soliant concurrently with Client for the purpose of reporting such event to Soliant's workers compensation carrier. If Client's reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both Soliant and Soliant's Consultant.

16. **Termination of Contracted Assignment with Cause.**
Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that Soliant facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless Soliant has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to Soliant's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that Soliant's Consultant s are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by Soliant in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 14 of this agreement. Soliant shall have five (5) business days to refill the position in the event of termination with cause. Should Soliant identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultant s assignment.

25/46

17. **Termination of Contracted Assignment without Cause.**
Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days' notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by Soliant as a result of such cancellation.

18. **Guaranteed Minimum Hours.**
Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours. Minimum work hours shall be reduced to reflect scheduled school closings for holidays and planning days.

19. **Paid Sick Leave.**
For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

20. **Unscheduled Facility Closure Policy.**
Soliant will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by Soliant. Soliant and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of $200 per day for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

21. **Multiple Locations.**
If client requires Consultant to travel to and perform services at more than one location, Client will compensate Soliant for travel time between facilities at the regular hourly bill rate and for mileage not to exceed the current acceptable IRS reimbursement rate.

22. **Issue Resolution.**

In the event Client encounters an issue that is not satisfactorily resolved by its Soliant representative, Client should escalate the issue to the appropriate Soliant manager by calling 800-849-5502. Please ask for your account representative's manager.

23. Indemnification.
To the extent permitted by law, each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

24. Confidentiality.
Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements and terms and conditions of this Agreement.** It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information.

Disclosures required by law including properly executed Freedom of Information Act requests and information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, shall be the only exceptions permitted under this Agreement.

Confidential Information of Soliant shall include, but is not limited to, any and all unpublished information owned or controlled by Soliant and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of Soliant and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

2547

25. Family Education Rights and Privacy Act.
Soliant shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by Soliant and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultant s assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

26. State Retirement System Notice.
This notice is intended to clarify the manner of payment in contemplation of a Consultant's mandatory or permissive participation in a state teacher retirement system, school employees' retirement system, and/or any similar or successor system applicable to the professionals provided by Soliant. Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultant s and fulfilling all associated administrative duties. Client shall immediately notify Soliant if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise Soliant of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to Soliant by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by Soliant. The Client and Soliant expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/ contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

27. Conflicts of Interest.
The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

28. Survival.

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

29. **Governing Law.**
This Agreement shall be governed by the laws of the state of Delaware.

30. **Notices.**
All notices required to be given in writing will be sent to the names/addresses listed below.

Soliant Health LLC	***To Client***
Contract Department 5550 Peachtree Parkway Suite 500 Peachtree Corners, GA 30092 ContractDepartment@soliant.com	Attention: Jackson County School District Address: 4700 Colonel Vickrey Rd., Vancleave, MS 39565

31. **Modification of Agreement.**
This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the Parties who are authorized to execute the agreement.

2548

32. **Entire Agreement.**
This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties. ***(Please return all pages of this Client Services Agreement)***

CLIENT ID – CLIENT NAME

26205 - Jackson County School District - Blazerworks

Client Representative Signature _____ Date _____

Print Name _____

Title _____

Soliant Health, LLC

Client Representative Signature _____ Date _____

Print Name _____

Title _____

CLIENT SERVICES AGREEMENT

26205 - Jackson County School District - Blazerworks

_____

Client Representative Signature Date

_____

Print Name

_____

Title

2549

COLLABORATIVE AGREEMENT BETWEEN

JACKSON COUNTY SCHOOL DISTRICT
AND
MILLCREEK SCHOOLS, LLC.

This agreement is between Jackson County School District and Millcreek School of Magee for the period of **August 2, 2023 through the end of Extended School Year, summer 2024.**

I. PURPOSE STATEMENT

The purpose of this agreement is to establish working procedures between ***The Jackson County School District (District)*** and ***Millcreek Schools, LLC (Facility)*** for the provision of services to children eligible for special education in compliance with Federal and Mississippi State Laws and Regulations.

2550

It is the intent of this Agreement to:

1. Define which service(s) will be provided by each Agency.

2. Ensure that children eligible for special education services receive a free and appropriate public education, as required by law, in the least restrictive environment.

3. Ensure that each Agency cooperatively maintains communication and shares leadership responsibilities at the local level to ensure that available resources are utilized in the most effective manner.

4. Ensure that cooperative arrangements between District and the facility are developed, implemented and preserved.

   This agreement applies to children ages six through twenty-one (6-21) who are eligible for special education services and to all other children enrolled in Millcreek School of Magee.

II. PROGRAM MANDATES

Responsibility of School District:

1. Provide services to children with disabilities on a mandatory basis following the Individual with Disabilities Act Amendments of July 1, 2004 (IDEA 04).

2. Provide children with disabilities ages six through twenty-one (6-21) a free appropriate public education (FAPE) including the development and implementation of the Individualized Education Program (IEP) procedural safeguards and the provision of related services, as deemed necessary.

3. Place children with disabilities in their least restrictive environment with an opportunity to interact with nondisabled peers to the maximum extent appropriate.

4. Work with appropriate community agencies to provide services to children with disabilities ages six through twenty-one (6-21).

Responsibility of Millcreek School of Magee:

1. Enroll and provide educational services to those students meeting entrance/admission requirements.

2. Provide assessment and evaluation of all enrolled children, establishing base-line data and identifying potential problems in all suspected areas.

3. Maintain communication with the previous educational provider securing the information necessary to ensure a global picture of the child's strengths and weaknesses

4. Work together with the referring agency to ensure children who are identified to be at risk receive the appropriate professional support and diagnostic evaluation.

5. Develop and implement Individual Education Plans (IEPs) for children with disabilities coordinating closely with the parent/guardian and referring school district.

6. Work closely with other community agencies as appropriate for each individual disabled child in order to provide strong transition/discharge.

III. PROGRAM DESCRIPTION

1. The Jackson County School District is a public-school district that provides special education services to individuals with disabilities. The District will provide these services to students whose IEP Committee has determined Jackson County School District setting to be their Least Restrictive Environment.

2. Millcreek School of Magee is a private facility, recognized by the Mississippi Department of Education as an approved Educable Child placement facility. Students served at this facility are referred by public school districts, The Department of Child Protective Services (DCPS), and parents.

IV. SERVICE IMPLEMENTATION

1. CHILD FIND/SCREENING

Jackson County School District will:

(a) Adhere to State/Federal Regulations in locating and identifying children with disabilities from birth to twenty-one (0-21) within their jurisdiction

(b) Issue Child Find releases; and

(c) Distribute Individual Child Find flyers.

Millcreek School of Magee will:

(a) Comply with Mississippi Department of Education regulations in conducting Child Find activities;

(b) Conduct agency needs assessments;

(c) Contact community agencies serving children with disabilities with referrals:

(d) Screen areas as noted:

1) Obtain signed Release of Information Form(s):

2) Obtain information from the previous education setting related to the functioning of the child;

3) Complete physical observation forms, as needed, by the District:

4) Complete hearing/vision:

5) Screen all areas of suspected problems through procedures set forth by the Mississippi Department of Education.

6) Complete a referral checklist with accompanying data collection as specified by the District; and

7) Participate in meetings with the District to determine the need for referral for possible evaluation for special education services.

2. REFERRAL FOR EVALUATION

Jackson County School District will:

(a) Ensure appropriate procedures and data collection requirements as mandated by the Mississippi Department of Education are followed.

Millcreek School of Magee will:

(a) Send Notice of Invitation to Committee meeting and Prior Written Notice (PWN) for Initial Evaluation and cover letter parent/guardian explaining cooperative agreement between the District and the Facility.

(b) Ensure a complete history of referral information/data has been collected on child being considered for referral for evaluation and assist in additional data collection, as deemed necessary, and

(c) Contact and obtain information regarding the child's functioning in the previous educational setting prior to the meeting to consider referral for evaluation:

(d) Inform facility staff that District has access to files referred for evaluation with parental and guardian approval; and

(c) Collect data as requested by the District and send a copy of this data to the District, including screening instruments/ documentation of suspected problem areas, physical observation and hearing/vision form and/or other screening information as requested and collected.

3. COMPREHENSIVE ASSESSMENT

Jackson County School District will:

(a) Establish and coordinate evaluation timelines; and

(b) Participate in meetings to determine data collection needs and determination of eligibility for children referred from the facility as deemed necessary by the District.

Millcreek of Magee will:

(a) Collect the data for Step B/curriculum-based assessment of functioning based on general education curriculums.

(b) Complete the data for Step C/administration of standardized assessment as warranted for the disability category:

4. INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT

Millcreek of Magee will:

(a) Coordinate IEP paperwork and meetings:

(b) Send the Notice of Invitation for the Committee Meeting and Prior Written Notice (PWN) for Initial Placement;

2553

(c) Write IEP goals and objectives in cooperation with District personnel

(d) Determine with District personnel the time and place of IEP meeting;

(e) Assure participation of appropriate Facility/School District staff as part of the IEP Committee; and

(f) Obtain parental permission to place the child in special education services and coordinate the implementation of the IEP

(g) Supply information needed regarding District services for IEP goals and objectives; and

(h) Facilitate the active involvement of District personnel by ensuring strong communication and s working together during this process.

5. PLACEMENT

District will:

(a) Consider for services at school sites within the District all children who reside within the jurisdiction of District if the child's Least Restrictive Environment as determined by the IEP Committee is Hancock County Public Schools.

(b) Coordinate efforts to place a child with disabilities in the Least Restrictive Environment considering every opportunity to interact with non-disabled peers as appropriate;

Facility will:

(a) Provide services for children with disabilities whose IEP Committee has determined the least restrictive environment to be Millcreek School of Magee.

(b) Provide services for parent placed children as deemed appropriate by the IEP Committee. Jackson County School District may or may not be involved in the placement. Whether Jackson County School District is involved in the placement or is not involved, Millcreek of Magee will inform Jackson County School District of the parent placement...

6. SPECIFIC PROGRAM SERVICE DELIVERY

Jackson County School District will:

(a) Ensure appropriate personnel are located at school sites to provide special education and related services to those children who will be receiving services at this placement including speech and language services; and

Millcreek of Magee will:

(a) Coordinate communication between districts and Millcreek of Magee personnel to ensure services as outlined in the IEP are provided.

(b) Provide transportation and/or other arrangements to ensure the child is present at school for the provision of IEP services;

2554

(c) Cooperate in communication efforts with the district and Millcreek of Magee personnel to ensure services as outlined in the IEP are provided

(d) **For those children enrolled at Millcreek of Magee by Jackson County Public School District, the daily rate will be $179.32 for the 2023-2024 school year. If transportation is to be provided by Millcreek of Magee it will be calculated per student at $80.00 per day. If the IEP Committee determines a 1:1 is required, an additional $100.00 a day will be added.**
Millcreek is required to provide services for all our residents. Educational services are part of this component. All residential students are required to follow Millcreek's school year and ESY calendars. Billing will reflect these dates.

7. PROCEDURES FOR REVIEW/MONITORING CHILD'S PROGRESS

The Jackson County School District will:

(a) Coordinate procedures for implementation of IEP requirements as set forth in regulations of the Mississippi Department of Education.

(b) Coordinate IEP review meetings; and

(c) Ensure needed reevaluation for special education services.

Millcreek School of Magee will:

(a) Ensure Facility Personnel will complete reports of progress related to IEP requirements as set forth in regulations of the Mississippi Department of Education;

(b) Participate in IEP reviews meetings; and

(c) Participate and collect data as needed for reevaluation for special education services;

(d) Coordinate needed reevaluation for special education services.

V. CONFIDENTIALITY

The District and Facility shall follow the requirements outlined in the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act Amendments of 2004 (IDEA 04).

VI. TRAINING AND TECHNICAL ASSISTANCE

The Jackson County School District and Millcreek School of Magee will:

(a) Develop a system of staff needs assessment in the area of training:

(b) Coordinate training calendars; and

(b) Train staff regarding regulations and philosophy of provision of special education services

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2555

VII. COUNTING AND REPORTING

The Jackson County School District will:

(a) Coordinate a system so that timelines and persons responsible for reporting are clear.

Millcreek of Magee will:

(a) Monitor staff regarding implementation of specific procedures and regulations as set forth by the Mississippi Department of Education.

VIII. TRANSITION

The Jackson County School District will:

(a) Develop a process for sharing information and data collected between Agencies:

(b) Coordinate in district services for those students who will be receiving additional services at school sites based on IEP Committee decisions; and

(c) Notify district personnel of changes in IEP services based on IEP Committee decisions.

Millcreek of Magee will:

(a) Begin discharge and transition planning back to the District at the time of admission and be coordinated throughout the child's stay at the Facility with the District.

(b) Release aftercare information in a timely manner to facilitate a smooth transition for the child from the Facility setting to the District setting on a full-time basis;

(c) Notify the District in a timely manner of any events that have occurred in the Facility that would impact services provided in the District setting; and

(d) Maintain open lines of communication to ensure a smooth transition for the child from the Facility setting to the District setting.

David Baggett, Superintendent
Jackson County School District

Date

Gwendolyn Stallworth, Director of Special Services
Jackson County School District

Date

Margaret F. Stept, Administrator/CEO

Date

2556

John Buchanan, Director of Education
Millcreek Schools, LLC

Date

MILLCREEK SCHOOL-MAGEE
2023 – 2024 CALENDAR

July 31 – August 2	Annual In-Service/Orientation
August 3	Fall Semester Begins
September 4	Labor Day Holiday
November 20 - 24	Thanksgiving Holidays
December 19	1st Semester Ends
December 20	Professional Development
December 21 – January 2	Christmas Holidays
January 3	Teacher Work Day
January 4	Spring Semester Begins
January 15	Martin Luther King, Jr. Holiday
March 11 - 15	Spring Break
March 29	Good Friday Holiday
May 14	Spring Semester Ends
May 15	Teacher Work Day

Instructional Days Monthly (180)

August	21	January	19
September	20	February	21
October	22	March	15
November	17	April	22
December	13 (93)	May	10 (87)

Jackson County Technology Center

12425 Highway 57, Vancleave, MS 39565

Phone: (228)283-3950

Dr. J.J. Morgan
Director

Becky Wages
Counselor

September 28, 2023

To: Mr. David Baggett
Superintendent
Jackson County School District

2558

From: Dr. Jerry J. Morgan
CTE Director
Jackson County Technology Center

We have an exciting opportunity in Jackson County for Career and Technical Education beginning 2nd Semester in the 2023-2024 school year. The Pascagoula-Gautier School District has offered to include our students in a 3rd year Medical Program/Work Based Learning program. They are offering 3 slots to our St. Martin High School Medical Class in the Spring. This would allow seniors to have CNA and Phlebotomy training in high school. We tried this before Covid with Singing River Health Systems. The students will drive to Pascagoula to participate much like the Maritime Program currently at Ingalls Shipbuilding. This will be a pilot year and if successful, slots will open in the future for East Central and Vancleave students.

I am asking for your approval and to be included on the School Board Agenda in the October 16, 2023 meeting of the Jackson County Board of Trustees. Attaching is the Agreement with the Pascagoula-Gautier School District.

BRIDGE ACADEMIES
PASCAGOULA-GAUTIER SCHOOL DISTRICT

MEMORANDUM OF AGREEMENT

Re: Pascagoula - Gautier School District & Jackson County Schools

In-School Agreement: The following constitutes a Memorandum of Agreement ("Agreement") between Pascagoula Gautier School District and Jackson County Schools (Collectively "The Parties"). This agreement reflects a clear and concise understanding of the need for advanced career and technical education training for Health Science students in Jackson County, (CNA and Phlebotomy Certification Training), and the responsibilities of each party for the development, implementation, and operation of the program. 2559

Summary of the Justification of the need for Program: To meet the needs of local healthcare facilities and to prepare and help train a highly skilled and motivated entry level workforce. Singing River Health System recognizes the need for strong career and technical training programs and a workforce development program. This program will accomplish this training and is designed to expose Health Science students various high skilled and high wage in the following areas:

Certified Nurse Aide
Phlebotomy

Operation and Location of Training: The parties understand and agree that the lecture for both Certified Nurse Aide and Phlebotomy courses will be taught by Mrs. Jenne King at the CCTI, 2602 Market Street, Pascagoula, MS 39567. The lecture will begin promptly at 1230 on the designated days, and will be completed by 1530. The clinical hours will be obtained through the Health Plex and various Singing River Health System Medical Clinics. The designated times will be 1230-1630 on scheduled days. Attendance each week, both lecture and clinical, is mandatory and absences will be nonnegotiable. The student must provide his or her own transportation to and from lecture and clinical sites. Excessive unexcused absences will result in removal from the program (Any Fees paid up to that point are non-refundable, any remaining fees will be waived).

Obligations and agreement of the parties involved for the development, implementation, and operation of the Certified Nurse Aide and Phlebotomy programs: PGSD will allow the students of JCSD to participate in the above mentioned courses. Derek Read, Career Academy Director for PGSD, Jenne King, instructor for CCTI, and Kim Hunt, instructor with Workforce Development, will serve as primary

points of contact for the students involved, and will provide supervision, coordination of schedules, and implementation of the course requirements.

Additional Terms: Each student of JCSD will be solely responsible for his/her cost of the program. Costs include, but are not limited to, TB testing, drug screening, background checks, practice exams, National Certification exams, and program patches displayed on scrubs while attending clinical. A fee sheet will be provided for all participants.

SIGNATURES OF THE PARTIES:

The Parties agree with and understand their obligations under this In-School Branch Agreement. It is understood by the Parties that this Agreement is a binding contract and any deviation from this Agreement without a mutually-approved modification in writing may void or terminate this contract. This document serves as the initial agreement and desire to move forward with detailed plans for the Certified Nurse Aide and Phlebotomy programs. The Parties are not bound by any other statements, representations or understandings, whether written or oral, not set forth in this document.

2560

Derek Read, Director CTE & Workforce Development	Jenne King, Instructor
Dr. Caterria Payton, Asst. Superintendent PGSD	Jackson County Schools CTE Representative/Title
Billy Ellzey, Superintendent PGSD	David Baggett, Superintendent JCSD
Student	Parent/Guardian

Fee List for Phlebotomy and CNA
Phlebotomy is 3rd term
CNA is 4th term

Description	Cost	Location
TB Test	$5.00	SRHS
Drug Screen	$30.00	SRHS
Background Check	$50.00	SRHS
Practice test for Phlebotomy	$40.00	CCTI computer lab. ****This is mandatory before the student can schedule the national exam.*
Phlebotomy National Exam	$125.00	*The student will schedule once all documentation is upload the age of 18 is reached.*
CNA National Exam	$101.00	*The student will schedule once all documentation is upload the age of 18 is reached.*
Patch for scrubs-Phlebotomy	$10.00	
Pacth for scrubs-CNA	$10.00	
Scrubs and clinic shoes	Varies	Phlebotomy- Red CNA- Charcoal Grey

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Change Order

PROJECT: *(Name and address)*
St. Martin Football Restrooms
10700 Yellow Jacket Road, Ocean Springs, MS 39564

CONTRACT INFORMATION:
Contract For: General Construction
Date: May 05, 2023

CHANGE ORDER INFORMATION:
Change Order Number: 001
Date: September 11, 2023

OWNER: *(Name and address)*
Jackson County School District
4700 Colonel Vickrey Road
Vancleave, MS 39565

ARCHITECT: *(Name and address)*
MP Design Group
918 Howard Avenue, Suite F
Biloxi, MS 39530

CONTRACTOR: *(Name and address)*
Dixon Contracting Group, LLC
PO Box 383
Pass Christian, MS 39571

THE CONTRACT IS CHANGED AS FOLLOWS:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)
The contract amount will be decreased by the amount of the unused Contingency Allowance.

The original Contract Sum was	$ 391,535.00
The net change by previously authorized Change Orders	$ 0.00
The Contract Sum prior to this Change Order was	$ 391,535.00
The Contract Sum will be decreased by this Change Order in the amount of	$ 17,195.44
The new Contract Sum including this Change Order will be	$ 374,339.56

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be NA

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

ARCHITECT *(Firm name)*	CONTRACTOR *(Firm name)*	OWNER *(Firm name)*
MP Design Group	Dixon Contracting Group, LLC	Jackson County School District
Brad Patano		
SIGNATURE	SIGNATURE	SIGNATURE
Brad Patano, PE, Principal	Jeff Dixon President	David Baggett, Superintendent
PRINTED NAME AND TITLE	PRINTED NAME AND TITLE	PRINTED NAME AND TITLE
September 11, 2023	9-11-2023	9/25/23
DATE	DATE	DATE

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User Notes:

St. Martin Football Restroom

Contingency Tracking Report Log

Job No: 0155.22.010

Date: 09/11/23

Prepared By: MP Design Group

ALLOWANCES	ORIGINAL AMOUNTS	REVISION AMOUNTS	BALANCES
1. Contingency Allowance	$30,000.00		$17,195.44
Permit		$1,639.00	
ASI 01-Demo of Existing HM Doors & Frames-PCO #1		$600.00	
ASI 01-Demo of Existing HM Doors & Frames-PCO #2		$1,670.00	
ASI 02-Flush Valves Credit		$1,569.44	
ASI 03.1-Concrete Pad		$10,465.00	

2563

Total Allowance Amount In Contract	$30,000.00	
Total Allowance Money Spent to Date		$12,804.56

Total Allowance Money Remaining **$17,195.44**

CONTRACT TIME

1. Contract Notice to Proceed Start Date of 05/08/2023

Mississippi Office of Homeland Security
State and Local Cybersecurity Grant Program
Interest Survey and Memorandum of Understanding

As part of the State and Local Cybersecurity Grant Program (SLCGP), the Mississippi Office of Homeland Security (MOHS) is conducting a survey to determine the interests and needs of the eligible populations toward cybersecurity. Attached is an Interest Survey to participate in the program, as well Memorandum of Understanding (MOU) that will allow for the State and the MOHS to retain grant funds for the FY22 SLCGP. Funds retained from the award will provide a statewide needs and readiness assessment to determine gaps, vulnerabilities, and capabilities of local jurisdictions, with an emphasis in rural jurisdictions.

According to the Federal Emergency Management, local jurisdictions are defined as county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized tribal organization, or in Alaska a Native village or Alaska Regional Native Corporation; and a rural community, unincorporated town or village, or other public entity.

Interest Survey: The survey is designed to collect information from local government entities who are eligible to participate in the State and Local Cybersecurity Grant Program (SLCGP). This participation survey may include receiving state provided services, programming, and funding with the future year(s) of the SLCGP funding opportunities.

The survey is an assessment, designed to ascertain a local entity's interest and potential need for cybersecurity services outlined through the grant period of performance ending August 31, 2026. Information regarding the grant's requirements can be found on the Mississippi Office of Homeland Security Cybersecurity webpage at: https://www.homelandsecurity.ms.gov/grants/homeland-security-state-and-local-cybersecurity-grant-program-slcgp

A local government entity's participation in this survey signals an interest and an intention to participate in the SLCGP. Participation in the survey and needs assessment will be used to understand and prioritize the use of awarded funds, but survey participation does not guarantee funding will be available to meet the needs for all submissions.

Memorandum of Understanding: The attached MOU is a document signed by the local jurisdiction to support the MOU in the retention of grant award funds for the purpose of providing the state, local, and rural jurisdictions with a readiness assessment for the evaluation of gaps, vulnerabilities, and capabilities. Data provided from the assessments will provide a path forward toward securing local jurisdictions into more secure cybersecurity postures.

Please return both the Interest Survey and the MOU to the following email address, to be part of this program. If you have any questions regarding the survey, please contact mohsgrants@dps.ms.gov

State of Mississippi
Fiscal Year 2022 State and Local Cybersecurity Grant Program
Interest Survey Form

_____ ("Local Governmental Entity"), located

at _____ (address)

☐ **IS** interested in participating in the State and Local Cybersecurity Grant Program

☐ **IS NOT** interested in participating in the State and Local Cybersecurity Grant Program

Grant Program (SLCGP) for Fiscal Year (FY) 2022, Funding Opportunity Number DHS-22-137-000-01, as authorized by Section 2220A of the Homeland Security Act of 2002, as amended (Pub. L. No. 107-296) (6 U.S.C. § 665g).

Organization Type: K12 Public School District

Point of Contact: _____

Contact Number: _____

Contact E-mail: _____

Is your organization interested in services/solutions procured, managed, and deployed by the state providing support to local government: ☐ YES ☐ NO

Signed, on _____ (day), _____ (month) _____ (year), in

_____ County, Mississippi.

_____
(Signature)

_____
(Printed Name)

_____
(Title)

State of Mississippi
Fiscal Year 2022 State and Local Cybersecurity Grant Program
Interest Survey Form

I, _____ (Printed Name), the duly appointed authorized agency on behalf of the _____ ("Local Governmental Entity"), located at _____ _____ (address) hereby **expressly consent** to the State of Mississippi's State Administrative Agency (SAA), namely the Mississippi Office of Homeland Security (MOHS), undertaking the following acts in accordance with the State and Local Cybersecurity Grant Program (SLCGP) for Fiscal Year (FY) 2022, Funding Opportunity DHS-22-137-000-01, as authorized by Section 2220A of the Homeland Security Act of 2022, as amended (Pub. L. No. 107-296) (6 U.S.C. §665g):

1. Retain **$654,731.00** in SLCGP for FY2022 at the State Level, as Management and Administration Costs, as well as SLCGP Operations Costs. Funds are in alignment and compliance with Federal allowances.
2. Utilize **$2,618,920.00** in SLCGP funds for FY2022 as follows:
    a. 96.18% for Asset Management Systems and Cybersecurity Readiness Assessments for local and rural entities. Assessment will provide an overall assessment of Mississippi cybersecurity structure, gaps, vulnerabilities, and capabilities.
    b. **3.81%** for cybersecurity training for local and rural entities, to include training sessions, cybersecurity exercises and training software programs.

This consent is given to be in the best interest of the Local Government Entity and is provided without duress or fear of reprisal. This consent is only effective for FY2022 SLCGP federal funds.

Signed, on _____ (day), _____ (month) _____ (year), in

_____ County, Mississippi.

_____
(Signature)

_____
(Printed Name)

_____ (Title)

REQUEST FOR PROPOSAL

TECHNICAL SERVICES AGREEMENT

JACKSON COUNTY SCHOOL DISTRICT

2567

REQUEST FOR PROPOSALS
Technical Services Agreement

The Jackson County School District is accepting proposals for **Technical Services Agreement** until **2:00 p.m. on December 6, 2023**. The proposals will be opened at the Jackson County Board of Education (4700 Col. Vickrey Rd, Vancleave, MS 39565) at 2:15 pm on December 6, 2023.

All proposals submitted after the 2PM deadline will not be considered and destroyed following the bid opening.

Proposals should be labeled:
Technical Services Agreement

Proposals may be submitted to:

Jackson County School District

Attention: Ryan Earley, Business Manager
4701 Col. Vickrey Rd
Vancleave, MS 39565
Telephone: (228) 826-4842
Fax: (228) 826-3871

The Jackson County School District reserves the right to reject any and/or all bids or any parts thereof, to waive any informality in any bid, to require a modification of the contract terms at any time, and to select the bidder who, in the opinion of the School District, will meet the best interests of the School District, provided that nothing herein shall be deemed to waive any requirement of federal, state or local law. Under no circumstances will the School District be responsible for the cost of preparing any bid.

General Instructions:

Proposals are to be:

* Submitted in duplicate unless otherwise indicated in the specifications
* For submissions made online they must contain all the documents listed below and be in a similar format
* Each copy must be bound in a one inch three ring binder
* Submitted using the blank proposal forms furnished.
* Submitted in a sealed opaque envelope utilizing the enclosed label, with the bidder's name and address in the upper left-hand corner.
* Made out and signed in the corporate, or other, name of bidder. In addition, an authorized person must fully and properly execute the bid.
* Sections of the Binder in the order Listed:
    1. The provided printed spreadsheet completed in excel with vendor pricing
    2. Required forms from this packet
    3. Description of services provided

Proposals received later than the time and date specified will not be considered.

Amendments to or withdrawal of proposals received later than the time and date set for the opening will not be considered.

Bidders or their representatives may be present at the bid opening.

The Jackson County School District may require further information and references on any individual or company placing a bid prior to the awarding of a bid.

The School Board reserves the right to amend and/or cancel the bid invitation prior to the time and date of the bid opening.

The School Board reserves the right to correct an award erroneously made as a result of a clerical error on the part of the Jackson County School District.

Quote for Jackson County School District
Technical Services Agreement

Name of Business submitting quote: _____

Address: _____

_____ , _____ _____
State zip

Name of contact: _____

Phone number of contact: _____

Please provide the names and phone numbers of three customers to be used as references:

Business Name: _____

Name and Phone Number of Contact: _____

Business Name: _____

Name and Phone Number of Contact: _____

Business Name: _____

Name and Phone Number of Contact: _____

Email Address of Contact: _____

SPECIFICATIONS

For

Technical Services Agreement

Scope of Work:

This agreement will be from October 1, 2024, through June 30, 2029 (4 years and 9 months)

Introduction

Jackson County School District consists of three attendance centers: St. Martin, Vancleave, and East Central. St. Martin has two lower elementary schools, one upper elementary, on middle school and one high school. Vancleave and East Central each have a lower elementary, an upper elementary, a middle school, and a high school, a District Office, a career education site, and a FabLab site. At each of these schools there may be multiple buildings and multiple floors per building.

District Office (DO):
Jackson County Board of Education
4700 Col. Vickrey Rd
Vancleave, MS 39565

Quote request for on-site technical services. Please note that all positions are expected to be on-site. Remote or off-site services will not be entertained.

The district uses Office 365 and Google Education and is standardized on Cisco, Lenovo and Dell Desktops, a mixture Dell, HP and Lenovo notebooks running Windows 10 or ChromeOS.

The district is seeking proposals for providing seven on-site technicians with the following duties:

- Installing new computers
- Imaging/reimaging existing computers
- End user support of computers and software (Office products, Online Curriculum products, ActiveInspire, and others)
- Installation of printers and other peripherals
- Reconfiguration of existing smartboards and peripherals
- Configuration of computers with appropriate copiers
- Assist with security cameras, phone systems, network components when other resources are not available.
- Assist with Inventory and computer updates.
- Assist with Wireless networks when necessary.

We are seeking one on-site network technician with the following duties:

- Troubleshoot problems to determine hardware problems in a wide variety of systems, including but not limited to wireless networks wide area networks, local area networks, phones, phone servers, surveillance systems, and components as well as other technologies.
- Assist network administrator in all aspects of the infrastructure side of the department.
- Assist IT Servicing as needed.

We are seeking one on-site IT Manager that will perform the following duties:

- Trouble shooting issues associated with networking, pc repair, VoIP, as well as project management skills.

- Manage the helpdesk.
- Provide a direct point of contact with the principals and maintain excellent customer service.
- Manage the technicians and provide parts orders in a timely manner.
- Work with the District Test Coordinator to ensure all equipment is ready and suitable for state testing.
- Creating and maintaining all documentation relating to customer service issues.

We are seeking a Network Administrator

- Troubleshoot problems to determine hardware problems in a wide variety of systems, including but not limited to wireless networks wide area networks, local area networks, phones, phone servers, surveillance systems, and components as well as other technologies.
- Keep on hand inventory of essential parts as needed for maintenance and repairs.
- Fabricate components as needed such cabling, servers, housings, etc.
- Schedule summer preventive maintenance and projects with technology leadership.
- Install new wireless access points, switches, routers, phones, phone servers, surveillance systems, cameras, cabling, as well as other technologies used in conjunction with these systems.
- Design networks and maintain best practices.
- Maintain the district DNS and DHCP services.
- Manage all networking, surveillance, access control, phone and wireless projects.
- Perform any other duties as directed or assigned.

We are seeking one Technical Services Director:

- Oversee all aspects of the operational side of the IT department.
- Assist the IT Director in administration duties for the department.
- Experience in implementing networks, operating systems, software and peripherals.
- Experience in administrative data function.
- Knowledge of application of technology in the teaching process and instructional television as well as instructional computing.
- Ability to effectively communicate, orally and in writing.
- Ability to function on an advanced technical level with equipment representatives and software programmer/designers to include the writing of hardware and network specifications.
- Ability to effectively instruct personnel in the use of technology.
- Ability to troubleshoot hardware and software malfunctions and identify appropriate maintenance requirements.
- Engage in professional development activities to maintain up-to-date knowledge and skills in all areas of job responsibilities to include the obtaining of applicable certifications as new technologies evolve.
- Establish security and anti-virus systems for all networked and stand-alone computer units.
- Serve as contact person for inquiries on educational technology and technology planning.
- Perform such other duties specified in the job description for the computer technician and duties assigned by appropriate authority.

Total positions:

- 7 – IT Technicians
- 1 – Network Technician
- 1 – IT Manager
- 1 – Network Administrator
- 1 – Technical Services Administrator

All positions would be considered Full-Time. The district will allow up to ten absences for any one

position per year in addition to the normal holidays for the district. Any time in addition to the ten days for any one technician would be credited back to the district. The district would insist on being involved in choosing the best candidate for the manager/administrator/director position. Certifications for the manager/administrator/director position in areas such as project management, networking, and general PC repair are beneficial as are advanced degrees. At least an associate degree from an accredited college or university is required for the manager/administrator positions.

The district will pay for mileage for intra-attendance center travel.

The Technical Services Director, IT Manager, and Network Administrator will need to be able to have professional development (certification training) as well as attend 1 regional and 1 national conference. The expenses for these are to be invoiced at cost to the district. All positions will require cell phones. This will need to be paid for through the contract.

Contact: For any questions regarding specifications, please contact via email: TSA2024rfp-2@jcsd.ms (Chris Collins)

GENERAL TERMS AND CONDITIONS

All bids are subject to the General Terms and Conditions, Bid Specifications and Contract Proposal as provided.

Price: Bid prices will include delivery, F.O.B. destination, without extra compensation.

Taxes: The Jackson County School District is exempt from the payment of the Excise Taxes imposed by the Federal Government, and the Sales and Use Tax of the State of Mississippi. Such taxes should not be included in the bid price. Exemption certificates will be furnished to the successful bidder.

Award: The School Board reserves the right to make an award which, in her judgment and recommendation from the department, following bid evaluations; best meets the specifications and is deemed in the best interest of The School District. The School District reserves the right to increase or decrease all quantities indicated in this bid.

The School Board further reserves the right to reject any or all bids, in whole or in part; to award any item, group of items or total bid unless otherwise specified by the bidder, and to waive informality or technical defects, if, in his judgment, the best interests of the Jackson County School District will be so served.

Price Discrepancies:
In the event there is a discrepancy between the unit price and extended price the unit price will prevail.

In the event there is a discrepancy between the written price and numeric price the written price will prevail.

Laws: All deliveries shall comply in every respect with all applicable laws of the Federal Government and/or the State of Mississippi.

Permits:
It is the responsibility of the successful bidder to obtain all Federal, State and local permits when needed.

Hold Harmless & Indemnification Agreement:
The bidder assumes full responsibility for its negligent acts, errors or omissions and agrees to hold harmless and indemnify The Jackson County School District, its agents and servants, from and against any and all claims, suits, damages, costs, losses and expenses resulting from such negligent acts, errors or omissions while conducting activities associated with this bid.

Additionally, the bidder acknowledges and agrees that the Jackson County School district in accordance with state law may not offer indemnification. Therefore, any such language on purchasing agreements shall be considered void.

Payment:
To Prime Contractor: a.) Invoices for items ordered, delivered and accepted shall be submitted by the contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the state contract number and/or purchase order number; social security number (for individual contractors) or the federal employer identification number (for proprietorships, partnerships, and corporations). b.) Any payment terms requiring payment in less than 45 days will be regarded as requiring payment 45 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 45 days, however. c.) All goods or services provided under this

contract or purchase order, that are to be paid for with public funds, shall be billed by the contractor at the contract price, regardless of which public agency is being billed. d.) The following shall be deemed to be the date of payment: the date of postmark in all cases where payment is made by mail, or the date of offset when offset proceedings have been instituted as authorized. e.) Unreasonable Charges. Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed.

Availability of Funds

It is understood and agreed between the parties herein that the agency shall be bound hereunder only to the extent of the funds available or which may hereafter become available for the purpose of this agreement

Non-Collusive Bid Statement:

The bidder, being fully informed regarding the accuracy of the statements made herein, certifies that:

a. The bid has been arrived at by the bidder independently and has submitted without collusion with, and without any agreement, understanding, or planned common course of action with, any other vendor of materials, supplies, equipment, or services described in the invitation to bid, designed to limit independent bidding or competition, and,

b. The contents of the bid have not been communicated by the bidder or its employees or agents to any person not an employee or agent of the bidder or its surety on any bond furnished with the bid, and will not be communicated to any such person prior to the official opening of the bid.

The bidder further certifies that this statement is executed for the purposes of inducing The Jackson County School District to consider the bid and make an award in accordance therewith.

Non Discrimination Clause:

The Contractor hereby agrees that neither he nor his subcontractors will refuse to hire or employ or to bar or to discharge from employment an individual or to discriminate against him in compensation or in terms, conditions or privilege of employment because of race, color, religious creed age, sex, national origin or ancestry, except in the case of bona fide occupational qualification or need.

Safety Standards:

All contractors and their employees, agents and subcontractors are required to comply with all EPA, NFPA and OSHA safety standards at all times while working on site. The Contractor and employees, agents and subcontractors found to be in non-compliance may be removed from the work site, as well as subject to forfeiture of payment and/or contract termination. The School District reserves the right to inspect the work site at any time for safety compliance.

Debarment:

The Purchasing office reviews any bid being considered to assure that neither the contractor nor any subcontractor being utilized is subject to state or federal debarment based on published debarment lists.

Liability Insurance (If Applicable):

The General Terms and Conditions require the bidder awarded the contract to maintain in force during the performance of the work policies of worker's compensation insurance, employer's liability, bodily injury liability and property damage insurance covering the operations of the contractor and the use of all motor vehicles employed by the contractor. A certificate of insurance evidencing this fact that the contractor has secured the required insurance shall be filed with the Jackson County School District at the time of the execution of this contract. **It is further required that the Jackson County School District be named as an additional insured**. This should be shown under the description of operations portion of the certificate of insurance. All certificates should also indicate a notice of cancellation complying with state statute.

Minimum Requirements for Certificate of Insurance

A. Commercial General Liability
   - General Aggregate: $ 2,000,000.00
   - Product/Completed Operations Aggregate: $ 1,000,000.00
   - Occurrence Aggregate: $ 1,000,000.00

B. Automobile Liability
   - Liability Limit: $ 1,000,000.00

C. Excess (Umbrella Liability) Liability
   - The requirement that an umbrella policy be provided will depend on a case-by-case evaluation. Your exposure to catastrophic loss arising from the work or service being performed will determine the limit required.

D. Worker's Compensation & Employers Liability
   - Per Mississippi Statutes

Performance Bond (If new construction is to be performed):
Contractor shall supply a Performance Bond and Labor and Material Payment bond in the amount of 100% of the value of the contract for each bond. Include a certified and current copy of the power of attorney for the attorney–in–fact who executes the bonds.

Stipulations:
A contract issued as the result of a bid shall not be considered exclusive. The Jackson County School District reserves the right to contract with other vendors for similar services when deemed appropriate.

The Jackson County School District maintains the right to withhold payment for unsatisfactory materials and/or workmanship until such time that the defect is corrected. If the defect is not satisfactorily repaired within 60 days, the Jackson County School District may elect to have the repair made by an alternate vendor and subtract the cost from the contractor's invoice. The Jackson County School District also reserves the right to deduct from the vendor's billing any costs incurred as a result of inferior or unsatisfactory materials and/or workmanship.

The Jackson County School District reserves the right to cancel the contract at any time with no cost to the district. If the cancellation is for inadequate performance, then the cancellation shall be immediate. If the cancellation is for budgetary considerations or is based upon the discretionary right of the Jackson County School District then the cancellation shall be upon thirty (30) days written notice.

The Jackson County School District reserves the right not to award the continuation of a multiple year bid. The award of each year's contract is contingent upon adoption and approval of budgetary funds for this purpose.

Jackson County School District
4700 Col Vickrey Rd
Vancleave, MS 39564
228-826-1757

TO: All Vendors

FROM: Jackson County School District

SUBJECT: Affirmative Action

The Jackson County School District is an Equal Opportunity Employer, and will not transact business with firms that are not in compliance with all Federal and State Statues and Executive Orders pertaining to non-discrimination.

In order to have your firm listed on our acceptable vendors' list and thereby be eligible for consideration as a source for goods and services, please complete and return the following Statement of Policy to us.

STATEMENT OF POLICY

It is the employment policy of _____
that there shall be no discrimination against anyone on the grounds of race, creed, national origin, sex, age, handicapped condition, sexual orientation, marital status, or religion in the hiring, upgrading, demotions, recruitment, termination and selections for training.

In addition, this firm is in full compliance with the letter and intent of the various Equal Employment Opportunities and Civil Rights Statutes noted above.

_____ _____
Date Signed (Name/Title of Company Officer)

_____ _____
Telephone Street Address

_____
City/State/Zip Code

CONTRACTOR INDEMNIFICATION

The Contractor shall at all times indemnify and save harmless the Jackson County School District (JCSD) and its officers, agents, and/or employees against any and all claims, demands, damages, losses, judgments, costs, worker's compensation payments, litigation expenses and counsel fees arising out of injuries to the person (including death) or damage to property alleged to have been sustained by:

a. officials, officers, agents and/or employees of the JCSD or;

b. the contractor, his subcontractors or material men or;

c. any other person, whose injuries are alleged to have occurred on or near the work or to have been caused in whole or in part by the acts, omissions or neglect of the Contractor or his sub-contractor or material men by reason of his or their use of faulty defective or unsuitable work.

The existence of insurance shall in no way limit the scope of this indemnification. The Contractor further undertakes to reimburse the JCSD for damage to property of the JCSD caused by the Contractor, or his employees, agents, subcontractors or material men or by faulty, defective or unsuitable material or equipment used by him or them.

The Contractor further acknowledges that Jackson County School District cannot and does not offer indemnification. Any such language on purchasing or billing documents of the contractor will be disregarded.

STATE OF MISSISSIPPI:

Signed_____
Contractor

By

_____
Name

_____
Street

_____
City/State/Zip Code

_____
Date

Subscribed and sworn to before me on this ___day of _____20_____

2578
_____
Notary Public

REQUEST FOR PROPOSAL

TECHNICAL SERVICES AGREEMENT

JACKSON COUNTY SCHOOL DISTRICT

2579

REQUEST FOR PROPOSALS
Technical Services Agreement

The Jackson County School District is accepting proposals for **Technical Services Agreement** until **2:00 p.m. on December 6, 2023**. The proposals will be opened at the Jackson County Board of Education (4700 Col. Vickrey Rd, Vancleave, MS 39565) at 2:15 pm on December 6, 2023.

All proposals submitted after the 2PM deadline will not be considered and destroyed following the bid opening.

Proposals should be labeled:
Technical Services Agreement

Proposals may be submitted to:

Jackson County School District

Attention: Ryan Earley, Business Manager
4701 Col. Vickrey Rd
Vancleave, MS 39565
Telephone: (228) 826-4842
Fax: (228) 826-3871

The Jackson County School District reserves the right to reject any and/or all bids or any parts thereof, to waive any informality in any bid, to require a modification of the contract terms at any time, and to select the bidder who, in the opinion of the School District, will meet the best interests of the School District, provided that nothing herein shall be deemed to waive any requirement of federal, state or local law. Under no circumstances will the School District be responsible for the cost of preparing any bid.

General Instructions:

Proposals are to be:

* Submitted in duplicate unless otherwise indicated in the specifications
* For submissions made online they must contain all the documents listed below and be in a similar format
* Each copy must be bound in a one inch three ring binder
* Submitted using the blank proposal forms furnished.
* Submitted in a sealed opaque envelope utilizing the enclosed label, with the bidder's name and address in the upper left-hand corner.
* Made out and signed in the corporate, or other, name of bidder. In addition, an authorized person must fully and properly execute the bid.
* Sections of the Binder in the order Listed:
    1. The provided printed spreadsheet completed in excel with vendor pricing
    2. Required forms from this packet
    3. Description of services provided

Proposals received later than the time and date specified will **not** be considered.

Amendments to or withdrawal of proposals received later than the time and date set for the opening will **not** be considered.

Bidders or their representatives may be present at the bid opening.

The Jackson County School District may require further information and references on any individual or company placing a bid prior to the awarding of a bid.

The School Board reserves the right to amend and/or cancel the bid invitation prior to the time and date of the bid opening.

The School Board reserves the right to correct an award erroneously made as a result of a clerical error on the part of the Jackson County School District.

Name of Business submitting quote: _____

Address: _____

_____ , _____ _____
State zip

Name of contact: _____

Phone number of contact: _____

Please provide the names and phone numbers of three customers to be used as references:

Business Name: _____

Name and Phone Number of Contact: _____

Business Name: _____

Name and Phone Number of Contact: _____

Business Name: _____

Name and Phone Number of Contact: _____

Email Address of Contact: _____

SPECIFICATIONS

For

Technical Services Agreement

Scope of Work:

This agreement will be from March 1, 2024, through September 30, 2024 (7 months/ESSER Funded)

Introduction

Jackson County School District consists of three attendance centers: St. Martin, Vancleave, and East Central. St. Martin has two lower elementary schools, one upper elementary, on middle school and one high school. Vancleave and East Central each have a lower elementary, an upper elementary, a middle school, and a high school, a District Office, a career education site, and a FabLab site. At each of these schools there may be multiple buildings and multiple floors per building.

District Office (DO):
Jackson County Board of Education
4700 Col. Vickrey Rd
Vancleave, MS 39565

Quote request for on-site technical services. Please note that all positions are expected to be on-site. Remote or off-site services will not be entertained.

The district uses Office 365 and Google Education and is standardized on Cisco, Lenovo and Dell Desktops, a mixture Dell, HP and Lenovo notebooks running Windows 10 or ChromeOS.

The district is seeking proposals for providing seven on-site technicians with the following duties:

- Installing new computers
- Imaging/reimaging existing computers
- End user support of computers and software (Office products, Online Curriculum products, ActiveInspire, and others)
- Installation of printers and other peripherals
- Reconfiguration of existing smartboards and peripherals
- Configuration of computers with appropriate copiers
- Assist with security cameras, phone systems, network components when other resources are not available.
- Assist with Inventory and computer updates.
- Assist with Wireless networks when necessary.

We are seeking one on-site network technician with the following duties:

- Troubleshoot problems to determine hardware problems in a wide variety of systems, including but not limited to wireless networks wide area networks, local area networks, phones, phone servers, surveillance systems, and components as well as other technologies.
- Assist network administrator in all aspects of the infrastructure side of the department.
- Assist IT Servicing as needed.

We are seeking one on-site IT Manager that will perform the following duties:

- Trouble shooting issues associated with networking, pc repair, VoIP, as well as project management skills.

- Manage the helpdesk.
- Provide a direct point of contact with the principals and maintain excellent customer service.
- Manage the technicians and provide parts orders in a timely manner.
- Work with the District Test Coordinator to ensure all equipment is ready and suitable for state testing.
- Creating and maintaining all documentation relating to customer service issues.

We are seeking a Network Administrator

- Troubleshoot problems to determine hardware problems in a wide variety of systems, including but not limited to wireless networks wide area networks, local area networks, phones, phone servers, surveillance systems, and components as well as other technologies.
- Keep on hand inventory of essential parts as needed for maintenance and repairs.
- Fabricate components as needed such cabling, servers, housings, etc.
- Schedule summer preventive maintenance and projects with technology leadership.
- Install new wireless access points, switches, routers, phones, phone servers, surveillance systems, cameras, cabling, as well as other technologies used in conjunction with these systems.
- Design networks and maintain best practices.
- Maintain the district DNS and DHCP services.
- Manage all networking, surveillance, access control, phone and wireless projects.
- Perform any other duties as directed or assigned.

We are seeking one Technical Services Director:

- Oversee all aspects of the operational side of the IT department.
- Assist the IT Director in administration duties for the department.
- Experience in implementing networks, operating systems, software and peripherals.
- Experience in administrative data function.
- Knowledge of application of technology in the teaching process and instructional television as well as instructional computing.
- Ability to effectively communicate, orally and in writing.
- Ability to function on an advanced technical level with equipment representatives and software programmer/designers to include the writing of hardware and network specifications.
- Ability to effectively instruct personnel in the use of technology.
- Ability to troubleshoot hardware and software malfunctions and identify appropriate maintenance requirements.
- Engage in professional development activities to maintain up-to-date knowledge and skills in all areas of job responsibilities to include the obtaining of applicable certifications as new technologies evolve.
- Establish security and anti-virus systems for all networked and stand-alone computer units.
- Serve as contact person for inquiries on educational technology and technology planning.
- Perform such other duties specified in the job description for the computer technician and duties assigned by appropriate authority.

Total positions:

- 7 – IT Technicians
- 1 – Network Technician
- 1 – IT Manager
- 1 – Network Administrator
- 1 – Technical Services Administrator

All positions would be considered Full-Time. The district will allow up to ten absences for any one

position per year in addition to the normal holidays for the district. Any time in addition to the ten days for any one technician would be credited back to the district. The district would insist on being involved in choosing the best candidate for the manager/administrator/director position. Certifications for the manager/administrator/director position in areas such as project management, networking, and general PC repair are beneficial as are advanced degrees. At least an associate degree from an accredited college or university is required for the manager/administrator positions.

The district will pay for mileage for intra-attendance center travel.

The Technical Services Director, IT Manager, and Network Administrator will need to be able to have professional development (certification training) as well as attend 1 regional and 1 national conference. The expenses for these are to be invoiced at cost to the district. All positions will require cell phones. This will need to be paid for through the contract.

Contact: For any questions regarding specifications, please contact via email: TSA2024rfp-1@jcsd.ms (Chris Collins)

GENERAL TERMS AND CONDITIONS

All bids are subject to the General Terms and Conditions, Bid Specifications and Contract Proposal as provided.

Price: Bid prices will include delivery, F.O.B. destination, without extra compensation.

Taxes: The Jackson County School District is exempt from the payment of the Excise Taxes imposed by the Federal Government, and the Sales and Use Tax of the State of Mississippi. Such taxes should not be included in the bid price. Exemption certificates will be furnished to the successful bidder.

Award: The School Board reserves the right to make an award which, in her judgment and recommendation from the department, following bid evaluations; best meets the specifications and is deemed in the best interest of The School District. The School District reserves the right to increase or decrease all quantities indicated in this bid.

The School Board further reserves the right to reject any or all bids, in whole or in part; to award any item, group of items or total bid unless otherwise specified by the bidder, and to waive informality or technical defects, if, in his judgment, the best interests of the Jackson County School District will be so served.

Price Discrepancies:
In the event there is a discrepancy between the unit price and extended price the unit price will prevail.

In the event there is a discrepancy between the written price and numeric price the written price will prevail.

Laws: All deliveries shall comply in every respect with all applicable laws of the Federal Government and/or the State of Mississippi.

Permits:
It is the responsibility of the successful bidder to obtain all Federal, State and local permits when needed.

Hold Harmless & Indemnification Agreement:
The bidder assumes full responsibility for its negligent acts, errors or omissions and agrees to hold harmless and indemnify The Jackson County School District, its agents and servants, from and against any and all claims, suits, damages, costs, losses and expenses resulting from such negligent acts, errors or omissions while conducting activities associated with this bid.

Additionally, the bidder acknowledges and agrees that the Jackson County School district in accordance with state law may not offer indemnification. Therefore, any such language on purchasing agreements shall be considered void.

Payment:
To Prime Contractor: a.) Invoices for items ordered, delivered and accepted shall be submitted by the contractor directly to the payment address shown on the purchase order/contract. All invoices shall show the state contract number and/or purchase order number; social security number (for individual contractors) or the federal employer identification number (for proprietorships, partnerships, and corporations). b.) Any payment terms requiring payment in less than 45 days will be regarded as requiring payment 45 days after invoice or delivery, whichever occurs last. This shall not affect offers of discounts for payment in less than 45 days, however. c.) All goods or services provided under this

contract or purchase order, that are to be paid for with public funds, shall be billed by the contractor at the contract price, regardless of which public agency is being billed. d.) The following shall be deemed to be the date of payment: the date of postmark in all cases where payment is made by mail, or the date of offset when offset proceedings have been instituted as authorized. e.) Unreasonable Charges. Under certain emergency procurements and for most time and material purchases, final job costs cannot be accurately determined at the time orders are placed.

Availability of Funds

It is understood and agreed between the parties herein that the agency shall be bound hereunder only to the extent of the funds available or which may hereafter become available for the purpose of this agreement

Non-Collusive Bid Statement:

The bidder, being fully informed regarding the accuracy of the statements made herein, certifies that:

a. The bid has been arrived at by the bidder independently and has submitted without collusion with, and without any agreement, understanding, or planned common course of action with, any other vendor of materials, supplies, equipment, or services described in the invitation to bid, designed to limit independent bidding or competition, and,

b. The contents of the bid have not been communicated by the bidder or its employees or agents to any person not an employee or agent of the bidder or its surety on any bond furnished with the bid, and will not be communicated to any such person prior to the official opening of the bid.

The bidder further certifies that this statement is executed for the purposes of inducing The Jackson County School District to consider the bid and make an award in accordance therewith.

Non Discrimination Clause:

The Contractor hereby agrees that neither he nor his subcontractors will refuse to hire or employ or to bar or to discharge from employment an individual or to discriminate against him in compensation or in terms, conditions or privilege of employment because of race, color, religious creed age, sex, national origin or ancestry, except in the case of bona fide occupational qualification or need.

Safety Standards:

All contractors and their employees, agents and subcontractors are required to comply with all EPA, NFPA and OSHA safety standards at all times while working on site. The Contractor and employees, agents and subcontractors found to be in non-compliance may be removed from the work site, as well as subject to forfeiture of payment and/or contract termination. The School District reserves the right to inspect the work site at any time for safety compliance.

Debarment:

The Purchasing office reviews any bid being considered to assure that neither the contractor nor any subcontractor being utilized is subject to state or federal debarment based on published debarment lists.

Liability Insurance (If Applicable):

The General Terms and Conditions require the bidder awarded the contract to maintain in force during the performance of the work policies of worker's compensation insurance, employer's liability, bodily injury liability and property damage insurance covering the operations of the contractor and the use of all motor vehicles employed by the contractor. A certificate of insurance evidencing this fact that the contractor has secured the required insurance shall be filed with the Jackson County School District at the time of the execution of this contract. **It is further required that the Jackson County School District be named as an additional insured**. This should be shown under the description of operations portion of the certificate of insurance. All certificates should also indicate a notice of cancellation complying with state statute.

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   - General Aggregate: $ 2,000,000.00
   - Product/Completed Operations Aggregate: $ 1,000,000.00
   - Occurrence Aggregate: $ 1,000,000.00

B. Automobile Liability
   - Liability Limit: $ 1,000,000.00

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Contractor shall supply a Performance Bond and Labor and Material Payment bond in the amount of 100% of the value of the contract for each bond. Include a certified and current copy of the power of attorney for the attorney–in–fact who executes the bonds.

Stipulations:
A contract issued as the result of a bid shall not be considered exclusive. The Jackson County School District reserves the right to contract with other vendors for similar services when deemed appropriate.

The Jackson County School District maintains the right to withhold payment for unsatisfactory materials and/or workmanship until such time that the defect is corrected. If the defect is not satisfactorily repaired within 60 days, the Jackson County School District may elect to have the repair made by an alternate vendor and subtract the cost from the contractor's invoice. The Jackson County School District also reserves the right to deduct from the vendor's billing any costs incurred as a result of inferior or unsatisfactory materials and/or workmanship.

The Jackson County School District reserves the right to cancel the contract at any time with no cost to the district. If the cancellation is for inadequate performance, then the cancellation shall be immediate. If the cancellation is for budgetary considerations or is based upon the discretionary right of the Jackson County School District then the cancellation shall be upon thirty (30) days written notice.

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Jackson County School District
4700 Col Vickrey Rd
Vancleave, MS 39564
228-826-1757

TO: All Vendors

FROM: Jackson County School District

SUBJECT: Affirmative Action

The Jackson County School District is an Equal Opportunity Employer, and will not transact business with firms that are not in compliance with all Federal and State Statues and Executive Orders pertaining to non-discrimination.

In order to have your firm listed on our acceptable vendors' list and thereby be eligible for consideration as a source for goods and services, please complete and return the following Statement of Policy to us.

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It is the employment policy of _____
that there shall be no discrimination against anyone on the grounds of race, creed, national origin, sex, age, handicapped condition, sexual orientation, marital status, or religion in the hiring, upgrading, demotions, recruitment, termination and selections for training.

In addition, this firm is in full compliance with the letter and intent of the various Equal Employment Opportunities and Civil Rights Statutes noted above.

_____ _____
Date Signed (Name/Title of Company Officer)

_____ _____
Telephone Street Address

_____
City/State/Zip Code

CONTRACTOR INDEMNIFICATION

The Contractor shall at all times indemnify and save harmless the Jackson County School District (JCSD) and its officers, agents, and/or employees against any and all claims, demands, damages, losses, judgments, costs, worker's compensation payments, litigation expenses and counsel fees arising out of injuries to the person (including death) or damage to property alleged to have been sustained by:

a. officials, officers, agents and/or employees of the JCSD or;

b. the contractor, his subcontractors or material men or;

c. any other person, whose injuries are alleged to have occurred on or near the work or to have been caused in whole or in part by the acts, omissions or neglect of the Contractor or his sub-contractor or material men by reason of his or their use of faulty defective or unsuitable work.

The existence of insurance shall in no way limit the scope of this indemnification. The Contractor further undertakes to reimburse the JCSD for damage to property of the JCSD caused by the Contractor, or his employees, agents, subcontractors or material men or by faulty, defective or unsuitable material or equipment used by him or them.

The Contractor further acknowledges that Jackson County School District cannot and does not offer indemnification. Any such language on purchasing or billing documents of the contractor will be disregarded.

STATE OF MISSISSIPPI:

Signed_____
Contractor

By

_____
Name

_____
Street

_____
City/State/Zip Code

_____
Date

Subscribed and sworn to before me on this ___day of _____20_____

_____
2590
Notary Public

HOWARD™
TECHNOLOGY SOLUTIONS

SERVICE LEVEL AGREEMENT

This document will memorialize the agreement between the Jackson County School District ("Customer") and Howard Technology Solutions, a division of Howard Industries, a Mississippi corporation ("Service Provider"), to provide Customer one (1) Technical Service Director, one (1) Network Administrator, one (1) Technical Service Manager and six (6) full-time PC Technicians to perform technical services on the Customer's premises on the terms and conditions set forth below.

Position(s):	**One (1) Technical Services Director** **One (1) Technical Manager** **One (1) Network Administrator** **Six (6) Full-Time PC Technicians**	
Agreement Inception Date:	**November 01, 2023**	
Agreement Termination Date:	**February 29, 2024**	
Period of Performance:	**4 months**	
Billing Rates:	**Total contract value is $200,368.00**	
Customer Contact:	**David Baggett, Superintendent**	Phone: **(228) 283-3000**
Service Provider Contact:	**David Perkins, VP Education Sales**	Phone: **(601) 399-5019**

This Agreement is subject to the following additional terms and conditions: **THIS IS A CONTRACT FOR A PERIOD OF TWENTY FOUR (24) MONTHS BEGINNING ON THE "AGREEMENT INCEPTION DATE" AND ENDING ON THE "AGREEMENT TERMINATION DATE".**

We are pleased to provide this technical service to you and look forward to our continued relationship with you. If you are in agreement with the terms and conditions hereof, kindly execute both copies and return one originally executed copy to us. Please retain the extra-executed copy for your files.

HOWARD TECHNOLOGY SOLUTIONS

By: _____

Name: **David Perkins**

Title **EVP , Sales**

AGREED TO AND ACCEPTED THIS DAY OF _____, 2022_____

JACKSON COUNTY SCHOOL DISTRICT

By: _____

Name: _____

Title _____

HOWARD TECHNOLOGY SOLUTIONS SERVICE LEVEL AGREEMENT

This Agreement is made between Service Provider and Customer, both parties designated on the reverse side hereof. Customer agrees to obtain from Service Provider, and Service Provider agrees to provide to Customer, technical services as hereinafter described, subject to the terms and conditions stated on the front page of this Agreement and hereinafter.

1.0 TERM

1.1 Coverage under this Agreement begins at the later of the Agreement Inception Date stated on the front page of this Agreement or upon signature of this Agreement by both Service Provider and Customer.

1.2 Coverage under this Agreement shall terminate on the Agreement Expiration Date indicated on the front page unless coverage under this Agreement is terminated sooner pursuant to Section 5.0.

2.0 SERVICES PROVIDED

2.1 The Services to be provided to Customer pursuant to this Agreement include the duties assigned to the Position's job description per the accompanying Statement of Work. The Services also include any additional requirements as set forth on the reverse hereof.

2.2 The [Position] shall perform Services in accordance with and pursuant to the priorities provided by the Customer. Customer may request that the Service Provider provide a different [Position] if such person fails to provide the Services requested by Customer in a prudent and businesslike manner, and such request shall not be unreasonably denied by Service Provider. In the event the scope of work defined in this contract and accompanying referenced documentation is changed, Service Provider reserves the right to adjust billing rates accordingly.

3.0 INVOICING OF SERVICES

3.1 The Service Provider uses three definitions to classify time: Standard Time (Customer standard eight hour business day), Over Time (time outside of standard business day before midnight), and Premium Time (weekdays between 12:00 am and start of Customer standard business day, weekends, and holidays).

3.2 Invoicing shall be on a monthly basis.

4.0 RENEWALS

4.1 This Agreement may be renewed by Customer at Service Provider's then current Billing Rate for additional terms, provided Customer provides Service Provider with a written notice of renewal two weeks prior to the Agreement Expiration Date and further provided that all amounts due Service Provider from Customer are paid at the time of renewal and the [Position] is available for additional terms. Any renewals of this Agreement will be valid only with Service Provider's written consent. Renewals signed by Service Provider prior to the renewal date become effective upon expiration of this Agreement.

5.0 TERMINATION AND WITHDRAWAL

5.1 Customer may terminate this agreement by providing Service Provider with written notice, which shall become effective thirty (30) after receipt. In the event of such termination, Customer shall not receive any refund or pro-ration of any fees paid to Service Provider.

5.2 Either party may immediately terminate this Agreement by reason of the other party's noncompliance with this Agreement after providing said party with five (5) days written notice and opportunity to cure such non-compliance. Upon termination on account of Customer's noncompliance, Customer shall remain liable for the payment of Services hereunder for a period of two weeks from the date of such notice.

6.0 HIRING OF SPECIALIST BY CUSTOMER

6.1 SERVICE PROVIDER INVESTS A SUBSTANTIAL AMOUNT OF TIME AND EXPENSE IN CONJUNCTION WITH RECRUITING, HIRING, MAINTAINING, AND TRAINING ITS TECHNICAL STAFF. [CUSTOMER] WILL NOT EMPLOY, ENGAGE, OR OTHERWISE OBTAIN THE SERVICES OF THE CONTRACTED TECHNICIAN DIRECTLY OR THROUGH ANOTHER PROVIDER WITHOUT WRITTEN PERMISSION FROM HOWARD COMPUTERS. THIS CONDITION SHALL APPLY DURING THE CONTRACT PERIOD AND 180 DAYS FOLLOWING THE AGREEMENT TERMINATION.

7.0 LIMITATION OF LIABILITY

7.1 (a) SERVICE PROVIDER MAKES NO WARRANTIES OF ANY KIND, EXPRESSED OR IMPLIED, INCLUDING BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OR MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

(b) IN NO EVENT WILL SERVICE PROVIDER BE LIABLE FOR ANY DAMAGES, LOST SAVINGS, OR OTHER ACTUAL, DIRECT, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING, BUT NOT LIMITED TO, DAMAGES ARISING FROM THE USE, LOSS OF USE, OR PERFORMANCE OF CUSTOMER'S COMPUTER EQUIPMENT AND ATTACHMENTS THEREOF, EVEN IF SERVICE PROVIDER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, OR FOR ANY CLAIM AGAINST CUSTOMER OR SERVICE PROVIDER BY ANY OTHER PARTY ARISING HEREUNDER.

(c) CUSTOMER AGREES TO INDEMNIFY PROVIDER TO THE EXTENT ALLOWED BY MISSISSIPPI LAW.

(d) SERVICE PROVIDER NOR IT'S EMPLOYEES WILL BE HELD LIABLE FOR VIRUS, RANSOMWARE OR MALWARE ATTACKS, BREACHES OR INCIDENTS.

(e) SERVICE PROVIDER'S LIABILITY HEREUNDER FOR DAMAGES FROM ANY CAUSE WHATSOEVER, AND REGARDLESS OF THE FORM OF ACTION, INCLUDING NEGLIGENCE, SHALL BE LIMITED TO MONIES ACTUALLY PAID BY CUSTOMER TO SERVICE PROVIDER FOR SERVICES HEREUNDER.

7.2 Neither party shall be liable for any delay in performance hereunder if such delay is caused by Acts of God, strikes or lock-out, war, riot, governmental acts or decrees, flood, fire, power outage, electrical fluctuation, telecommunications line failure, or any other event which is beyond that party's reasonable control and which is not caused by the negligence or misconduct of that party. However, none of the foregoing shall operate to excuse any failure to pay any amount due hereunder.

7.2.1 Provider agrees to provide each technician and director to customer for at least 220 of the customer's board approved 232 working days. For each technician and director the provider fails to provide the customer for at least 220 days, the provider agrees to provide the customer a credit on a per technician per day basis below 220 or a per manager per day basis below 220 as per contracted pricing provided based on per day cost to customer.

8.0 GENERAL

8.1 Any notice required or permitted hereunder, except a request for service by Customer, shall be in writing and delivered either by hand delivery or sent by certified mail, return receipt requested and postage prepaid, to the receiving party at the address of P.O. Box 1590 Laurel, MS 39441 or at such address and designated in writing by such party to the other.

8.2 The failure or delay by either party to enforce any provision of this Agreement shall not operate as a waiver of the right to enforce such provision or any other provision of this Agreement. No waiver of any provision of this Agreement shall act as a subsequent waiver of such provision, nor as a waiver of any other provision of this Agreement.

8.3 This Agreement constitutes the entire agreement with the parties with respect to the subject matter hereof. All prior and contemporaneous oral or written representations relating to the subject matter hereof are merged herein and shall not be used to contradict any provision of this Agreement. This Agreement may only be modified in writing and signed by both parties hereto. The terms and conditions stated herein shall prevail over any conflicting or additional terms contained in any purchase order or other document submitted by Customer unless Service Provider expressly accepts such conflicting or additional terms in writing.

8.4 This Agreement shall be governed by the laws of the State of Mississippi.

9.0 Employee Approved Absences

9.1 Employee time off that occurs during the normal business hours of the district must be approved by Technical Services Director and Jackson County School District Director of Information Technology prior to the employee submitting a vacation request form to Mike Jennings, Manager of Professional Services, for Howard Technology Solutions.

9.2 Approved employee absences that occur during the normal business hours of Jackson County School District will leave a vacancy in that position equal to the amount of time off that was approved. HTS does not keep a pool of technicians to backfill approved leave. If the district needs the position to be filled at all times, we can provided an updated quote to cover those times.

1.0 Employee Mileage Reimbursement

10.1 This contract does not include the cost of employee travel between district sites due to normal job functions. JCSD will reimburse the employee directly for any travel cost occurred as the direct result of normal job duties.

This is a new supplemental position to pay teachers a supplement for help with educational technology on their campus. This position has already been budgeted for the 2023-2024 school year so there is no additional budget cost. All of the teachers who will be chosen for this supplement are teachers who are currently going beyond their normal duties to help out their fellow teachers with educational technology.

JOB TITLE: School Technology Leader

SUMMARY:

The primary purpose of the School Technology Leader is to assist the faculty in integrating appropriate and innovative technologies to support, enhance, and extend student learning in a manner that contributes to a high student academic performance in Jackson County School District from a school level.

ESSENTIAL FUNCTIONS:

- Identify Technology Professional Development needs at the school and work with EdTech Specialist to develop training
- Identify and meet with key personnel at the school that can help assist with technology
- Hold monthly trainings for identified technology PD needs at the school
- Help information technology department by promoting changes or new initiatives
- Periodically meets with the EdTech department to plan/train on new technology
- Maintain school website and media outlets

QUALIFICATION REQUIREMENTS:

- Bachelor's Degree
- Hold at least a valid class "A" MS Educator License
- Five Years Teaching Experience
- Demonstrated ability to lead teachers in the implementation of research based effective programs to successfully meet all state curriculum requirements
- Knowledge, experience, and successful implementation of educational technology in a classroom setting

SPECIAL QUALIFICATIONS:

Advanced Technology and Instructional skills are required to perform the essential functions of this position.

LANGUAGE AND REASONING SKILLS:

Ability to understand written or oral instructions: read, analyze and interpret complex documents, instruction manuals, policies and procedures is essential. Excellent communication

skills are required. Strong interpersonal skills are essential to maintain effective working relationships with others. The ability to work effectively and efficiently, under stressful conditions, to ensure deadlines are met is essential.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is required to sit and stand for moderate periods of time and the ability to see and hear.

WORKING ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. This position typically works in a well-lit, climate controlled, and adequately ventilated office environment and requires observance of safe work practices, fire regulations, and avoidance of falls, trips, and similar office work hazards. The stress level for this position is moderate and the noise level for this position is low to moderate normally.

TERMS OF EMPLOYMENT:

This is a supplemental position.

EVALUATION:

Evaluation of this position will be performed by the EdTech Specialist and Administrativie Technology Supervisor with input from the building level principal. Criteria of success will include: surveys, formal training plans, delivered training,

Jackson County School District
Child Nutrition Department
Free and Reduced Percentages
September 2023

School Name	School Enrollment	Paid		Free		Reduced		Free + Reduced	
		Total	%	Total	%	Total	%	Total	%
ECL	601	270	44.93%	272	45.26%	59	9.82%	331	55.08%
ECU	555	250	45.05%	218	39.28%	87	15.68%	305	54.96%
ECM	567	270	47.62%	216	38.10%	81	14.29%	297	52.39%
ECH	793	441	55.61%	253	31.90%	99	12.48%	352	44.38%
ECAC	**2516**	**1231**	**48.30%**	**959**	**39.63%**	**326**	**13.07%**	**1285**	**51.07%**
SMH	1321	563	42.62%	605	45.80%	153	11.58%	758	57.38%
SMM	950	362	38.11%	479	50.42%	109	11.47%	588	61.89%
SMU	601	208	34.61%	319	53.08%	74	12.31%	393	65.39%
SMN	558	161	28.85%	330	59.14%	67	12.01%	397	71.15%
SME	700	313	44.71%	315	45.00%	72	10.29%	387	55.29%
SMAC	**4130**	**1607**	**37.78%**	**2048**	**50.69%**	**475**	**11.53%**	**2523**	**62.22%**
VL	657	292	44.44%	279	42.47%	86	13.09%	365	55.56%
VU	347	152	43.80%	142	40.92%	53	15.27%	195	56.19%
VM	548	272	49.64%	204	37.23%	72	13.14%	276	50.37%
VH	745	399	53.56%	255	34.23%	91	12.21%	346	46.44%
VCAC	**2297**	**1115**	**47.86%**	**880**	**38.71%**	**302**	**13.43%**	**1182**	**52.14%**
District Total	**8943**	**3953**	**44.20%**	**3887**	**43.46%**	**1103**	**12.33%**	**4990**	**55.80%**

Jackson County School District

Child Nutrition Department

Average Daily Participation

September 2023

School Name	Average Daily Attendance			Total Breakfast ADP	Total Breakfast ADP %	Breakfast Free ADP	Breakfast Free Percent	Breakfast Reduced ADP	Breakfast Reduced Percent	Breakfast Paid ADP	Breakfast Paid Percent	Total Lunch ADP	Total Lunch ADP%	Lunch Free ADP	Lunch Free Percent	Lunch Reduced ADP	Lunch Reduced Percent	Lunch Paid ADP	Lunch Paid Percent
	ADA	# Virtual Learners	Actual ADA																
ECL	570		570	218	38.2%	124	21.8%	28	4.9%	66	11.58%	333	58.4%	189	33.2%	41	7.2%	103	18.1%
ECU	524		524	212	40.5%	110	21.0%	48	9.2%	54	10.3%	354	67.6%	159	30.3%	70	13.4%	125	23.9%
ECM	538		538	117	21.7%	57	10.6%	20	3.7%	40	7.4%	352	65.4%	159	29.6%	55	10.2%	138	25.7%
ECH	747		747	196	26.2%	97	13.0%	32	4.3%	67	9.0%	402	53.8%	173	23.2%	58	7.8%	171	22.9%
ECAC	**2379**	**2**	**2377**	**743**	**31.3%**	**388**	**16.6%**	**128**	**5.5%**	**227**	**9.6%**	**1441**	**60.6%**	**680**	**29.1%**	**224**	**9.6%**	**537**	**22.6%**
SMH	1253	2	1251	230	18.4%	152	12.2%	37	3.0%	41	3.28%	654	52.3%	367	29.3%	97	7.8%	190	15.2%
SMM	893		893	196	21.9%	135	15.1%	31	3.5%	30	3.4%	602	67.4%	364	40.8%	84	9.4%	154	17.2%
SMU	570		570	204	35.8%	138	24.2%	25	4.4%	41	7.2%	421	73.9%	253	44.4%	57	10.0%	111	19.5%
SMN	523		523	288	55.1%	187	35.8%	41	7.8%	60	11.5%	381	72.8%	252	48.2%	48	9.2%	81	15.5%
SME	662		662	245	37.0%	148	22.4%	26	3.9%	71	10.73%	410	61.9%	236	35.6%	48	55.0%	126	19.0%
SMAC	**3901**	**2**	**3899**	**1163**	**29.8%**	**760**	**21.9%**	**160**	**4.5%**	**243**	**7.2%**	**2468**	**63.3%**	**1472**	**39.7%**	**334**	**18.3%**	**662**	**17.3%**
VL	624		624	252	40.4%	144	23.1%	35	5.6%	73	11.7%	393	63.0%	200	32.1%	56	9.0%	137	22.0%
VU	328		328	141	43.0%	72	22.0%	27	8.2%	42	12.8%	243	74.1%	115	35.1%	41	12.5%	87	26.5%
VM	524		524	161	30.7%	88	16.8%	21	4.0%	52	9.9%	357	68.1%	167	31.9%	53	85.0%	137	26.1%
VH	710	4	706	83	11.8%	58	8.2%	11	1.6%	14	2.0%	347	49.2%	171	24.2%	50	7.1%	126	17.8%
VCAC	**2186**	**4**	**2182**	**637**	**29.2%**	**362**	**17.5%**	**94**	**4.9%**	**181**	**9.1%**	**1340**	**61.4%**	**653**	**30.8%**	**200**	**28.4%**	**487**	**23.1%**
TOTAL	**8466**	**8**	**8458**	**2543**	**30.1%**							**5249**	**62.1%**						

Highest Breakfast Participation:			Highest Lunch Participation:		
Attendance Center:	ECAC	31.30%	Attendance Center:	SMAC	63.30%
Lower Elementary:	SMN	55.10%	Lower Elementary:	SMN	72.80%
Upper Elementary:	VUE	43.00%	Upper Elementary:	VUE	74.10%
Middle School:	VMS	30.70%	Middle School:	VMS	68.10%
High School:	ECH	26.20%	High School:	ECH	53.80%

Jackson County School District

CHILD NUTRITION

September 1, 2023

TO: Jackson County School District School Board of Trustees

FROM: Ashley Harris, MS, RD, SNS - Director of Child Nutrition

SUBJECT: Proposed New Policy – Job Description: Child Nutrition Field Supervisor

Proposed New Policy - Salary Scale: Child Nutrition Field Supervisor

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Attached is the proposed new policy Job Description: Child Nutrition Field Supervisor. The position will be a federally funded, budget neutral position that is replacing the bookkeeper vacancy in the department. Therefore, it is recommended that the JCSD board of trustees support the restructuring of the Child Nutrition department and approve the new policy Job Description: Child Nutrition Field Supervisor based on, but not limited to the following justifications:

- 62% of the cafeteria managers have less than 5 years experience. The goal of this position would be to support new and existing cafeteria managers and food service staff.
- The Field Supervisor would substitute during an extended absence of a cafeteria manager, providing the stability that the school environment and food service team requires and deserves during that extended leave.
- On the job, consitent training would be available to new staff members district wide, relieving the pressure from the cafeteria manager, and ensuring consistency across the JCSD CN program.
- Regular monitoring of established standards is necessary to ensure consistent, quality practices among the program district wide.
- This is a value added position that would result in cost effectiveness with better inventory management district wide and the ability to shift supplies from sites among the district.
- Neighboring districts of this size have the same or similar position(s) in their program with comparable proposed salary.

The recommendation also includes the proposal for a new policy Salary Scale: Chid Nutrition Field Supervisor. Your consideration in this recommendation is greatly appreciated.

Section: G Personnel Proposed 2023

Policy Code: MSBA to assign

Policy: Salary Scale: Child Nutrition Field Supervisor

The base salary for Child Nutrition Field Supervisor shall be as follows:

Yrs. Exp	CN Field Supervisor
0	$19.35
1	$19.60
2	$19.85
3	$20.10
4	$20.35
5	$20.60
6	$20.85
7	$21.10
8	$21.35
9	$21.60
10	$21.85
11	$22.10
12	$22.35
13	$22.60
14	$22.85
15	$23.10
16	$23.35
17	$23.60
18	$23.85
19	$24.10
20	$24.35
21	$24.60
22	$24.85
23	$25.10
24	$25.35
25	$25.60
26	$25.85
27	$26.10
28	$26.35
29	$26.60
30	$26.85
31	$27.10
32	$27.35
33	$27.60
34	$27.85
35	$28.10

Child Nutrition Field Supervisor will be paid in twelve (12) monthly payments with the hourly rate being based on working 1560 hours annually (195 days). Staff filling this position may be credited with previous experience if the previous employment was in a job with skills related to this position.

Proposed 2023

Section: G Personnel
Policy Code: MSBA to assign
Job Description: Child Nutrition Field Supervisor

QUALIFICATIONS:

1. High school diploma required.
2. ServSafe Certification required.
3. School Food Service Manager Certification required.
4. Supervisory experience, preferably in a similar institutional setting.
5. Demonstrates considerable knowledge in point of sale and back of house software.
6. Demonstrates knowledge in operation and maintenance of food service equipment.
7. Diplomatic; congenial manner; pleasing personality.
8. Good physical condition – able to stand for long periods and lift up to 40#

REPORTS TO: Director of Child Nutrition

JOB GOAL: To regularly monitor and train cafeteria managers and food service employees to ensure quality control practices and proper policies and procedures are followed. To report problems and deviations from standard procedures to Director.

DUTIES: Assumes responsibility for effective and efficient performance as assigned to this position, including but not limited to the following:

1. Management: Supervises school meals programs in accordance with federal, state, and local requirements. Completes monitoring requirements of administered meals programs.
    a. Acts as a substitute Cafeteria Manager during absences/vacancies.
    b. Regularly audits Sanitation and Safety:
        i. Assures sanitation and safety practices in all phases of the school food service operation meet established standards.
        ii. Ensures that HACCP SOPs are current and being followed for receiving, storing, handling, preparing, and serving of purchased and donated food according to established standards.
        iii. Assists sites receiving a Corrective Action Plan from Health Department.
        iv. Reviews and reports facility issues and safety hazards to Director.
    c. Monitors efficiency in cafeterias and recommends corrective action to Director.
        i. Regularly audits daily inventory transactions and physical inventory levels.
        ii. Regularly audits production records and reports findings to Director. Ensures Food Buying Guide and other resources are being used to meet menu requirements.
        iii. Monitors serving lines and cashier terminals to ensure required regulations are met.
    d. Promotes customer satisfaction by engaging students and staff.
    e. Tests recipes, prepares and offers taste tests on new or evolving recipes.

2. Training: Attends required meetings and professional development opportunities. Assists new Cafeteria Managers or those on Plans of Improvement achieve goals. Provides staff training based on needs of Cafeteria Manager or assigned by Director.
    a. End of day and end of month paperwork.
    b. Job rotation to ensure all staff members are cross-trained.
    c. Following set menus and standardized recipes.
    d. Culinary tactics to enhance presentation and production time and to ensure flavor, appearance, and nutritional value are retained.
    e. Substituting appropriate ingredients to reduce inventory.
3. Essential functions:
    a. Organizational and time management skills.
    b. Ability to report work orally or in writing to supervisor as required.
    c. Ability to carry out instructions furnished in written or oral form.
    d. Math skills: Ability to add, subtract, multiply and divide, performs complex arithmetic operations and use calculators.
    e. Ability to understand, apply and use personal computers and software applications (e.g., Word, Excel).
    f. Ability to process paperwork accurately according to standardized procedures.
    g. Ability to maintain confidentiality of information regarding school district financials, student eligibility and personnel issues.
    h. Ability to establish and maintain cooperative working relationships with others contacted during work
    i. Ability to recognize a problem and assist in its resolution.
    j. Transports food between school sites, as needed to control costs.
    k. Plans and operates special functions.

4. Performs other related tasks as assigned by the Director of Child Nutrition.

PHYSICAL DEMANDS:
Individual must be able to lift up to 40 lbs. in varying frequency. The job generally requires 10% sitting, 20% walking and 70% standing. The job requires kneeling, sitting, bending, carrying, pushing, pulling and/or squatting in various intervals as needed for long periods of time.

TRAVEL REQUIREMENTS:
Travel to school district buildings and professional meetings as required.

TERMS OF EMPLOYMENT:
Salary will be based on the years of experience within the district on Policy G (to be assigned by MSBA).

EVALUATION:
Performance of the position will be evaluated annually by the Director of Child Nutrition.

JACKSON COUNTY SCHOOL DISTRICT

OUTSIDE SPEAKER APPROVAL FORM

Teacher	Subject or Grade	School	Date
C. Lizana	Library 4-5	St. Martin Upper	

Speaker's Name	Occupation
Katy Roberts	Children's book author

Subject of Speech or Presentation	Date of Speech or Presentation
Reading & writing adventure of Italy	10/27/23

Is there any potential controversy relating to this speaker or the subject to be presented? ☐ *Yes* ☑ *No* *If Yes, explain.*

2601

TEACHER'S SIGNATURE

Cassandra Lizana

☒ APPROVED ☐ DISAPPROVED

PRINCIPAL'S OR DIRECTOR'S SIGNATURE

Valerie Martin

COMMENT:

☑ APPROVED ☐ DISAPPROVED

ASSISTANT SUPERINTENDENT'S SIGNATURE

COMMENT:

DocuSign Envelope ID: 5FBC8376-BF14-4E74-A5AC-7D2931B96686

PlayVS

ESPORTS ORDER FORM

Provider Name	Play Versus Inc ("PlayVS")	Order Date	7/18/2023
Provider Address	Dept LA 25156	Quote Number	Q-09521
	Pasadena, CA 91185-5156	Valid for	Fall 2023 - Spring 2024
	support@playvs.com		
Prepared By	Mike Buck	Customer Name	St Martin High School
Prepared By Email	mike.buck@playvs.com	Contact Name	Banita Ford
		Contact Phone	
		Contact Email	banita.ford@jcsd.ms
		Bill To Name	Banita Ford
		Bill To Address	11300 Yellow Jacket Blvd., Ocean Springs, Ms 39564
			Ocean Springs MS 39564

Product	Product Code	Product Description	List Price	Quantity	Subtotal
PlayVS Esports Academic Year Unlimited	Ignite - U2	Includes unlimited Player Passes and teams, plus access to all scholastic titles, onboarding/enrollment assistance and customer support for a full academic year (Fall-Spring).	3000.0	1.0	2400.0 2602

Additional Notes

Total Price	$	2400.00
Tax	$	
Grand Total	$	2400.00

An invoice will be sent and the full amount will be due 30 days after the invoice is delivered. Tax-exempt? Please email your school's tax-exempt form to accounting@playvs.com.

This Esports Order Form is valid for the schools years noted above. Any discounts provided are applicable only to the then-current Terms of Use, unless otherwise expressly agreed by the parties in writing, and will not be applied to any renewal term. The Jackson County School District Standard Contract Addendum attached hereto as Exhibit "A" is hereby incorporated into the Agreement between the parties.

Season seats are allocated per student, per game title, per esports season on the PlayVS platform.

PlayVS's Terms of Use (the "PlayVS Terms") as posted and available on PlayVS's website at: https://www.playvs.com/terms, which may be updated from time to time in PlayVS's discretion, are hereby incorporated by reference. Customer has read and agrees to the PlayVS Terms. Except as otherwise agreed by PlayVS in writing, in order to use PlayVS's services, Customer must provide its own internet access and equipment, which must meet or exceed PlayVS's then-current technical specifications. This Order and the PlayVS Terms are the entire agreement between the parties with respect to its subject matter and supersedes all prior agreements and understandings between the parties, written or oral, with respect to the same. No waiver, alteration or modification of the provisions of this Order or the PlayVS Terms will be valid unless made in a writing which refers explicitly to this Order and is signed by an authorized representative of each party. Any pre-printed forms, purchase orders, invoices or acknowledgements issued by Customer are for convenience only, and any terms and conditions stated therein will have no force or effect.

Accepted and agreed to as of the Order Date written above by the authorized representative of each party.

PLAYVS		CUSTOMER	
Signature	DocuSigned by: Josh Cobb EB8F1297E78548E...	Signature	DocuSigned by: Jesse Kanode 645D7245CD784FF...
Name	Josh Cobb	Name	Jesse Kanode
Title	National Scholastic Director	Title	Athletic Director
Date	7/18/2023	Date	7/18/2023

Exhibit "A"

JACKSON COUNTY SCHOOL DISTRICT
STANDARD CONTRACT ADDENDUM

WHEREAS St. Martin High School is part of the Jackson County School District, a political subdivision of the State of Mississippi and as such is restricted from entering into contracts and/or agreements with terms and/or provisions contrary to or prohibited by Mississippi Law.

NOW, therefore, in consideration of the mutual benefit to both parties, the undersigned contracting party, Play Versus, Inc. (PlayVS) does hereby agree to the following standard terms, 2603 conditions and provisions of the Jackson County School District Standard Contract Addendum, and the same are hereby adopted and incorporated into, and shall apply to the Agreement between the Jackson County School District and Play Versus, Inc. (PlayVS), Q-09521 (Order Date 07/18/2023) as follows:

1. Term/No Automatic Renewal: There shall be no automatic renewals. Further, terms and provisions to the contrary notwithstanding, no contract can be entered into that binds a successor board.

2. Renewal/Extension of Term: Any extension or renewal of the agreement between the parties is subject to approval by the Board of Education of the Jackson County School District and shall be subject to the terms of this addendum.

3. Governing Law: Mississippi law shall govern the interpretation of the agreement between the parties and any dispute that may arise between the parties.

4. Indemnity: The Jackson County School District shall not be subject to the terms of any provision or term in the contract requiring it to defend or indemnify any entity or party to the contract, and shall not be liable under any scenario for the other party's legal fees.

5. Venue/Exclusive Jurisdiction: The Courts of the State of Mississippi shall have exclusive jurisdiction of any dispute between the parties and the venue of said disputes shall be in Jackson County, Mississippi. Further, any entity or business which contracts with the Jackson County School District submits to the personal jurisdiction of the courts of Jackson County, Mississippi.

6. No waiver of Warranties: Notwithstanding any provisions to the contrary, any contract provision seeking to limit the Jackson County School District's recovery resulting from the breach of an express warranty or any implied warranty of merchantability or fitness for a particular purpose shall be of no force or effect. 2604

7. No Waiver of Damages: Notwithstanding any provision to the contrary that may be found in the contract, supplemental terms or terms of use that may be referenced therein, any provision seeking to limit and/or waive the recovery by the Jackson County School District of any type of damages, including but not limited to consequential, special and/or punitive damages shall be of no force and effect. Further, any provision seeking to limit damages of the contracting party to the contract price or some other amount shall be of no force and effect.

8. Arbitration: The Jackson County School District shall not be subject to the terms of any provision contained in the contract, supplemental terms or terms of use that would require the Jackson County School District to submit the resolution of a dispute to binding arbitration and that any such term or provision requiring the same shall be deemed to be of no force or effect.

9. No Waiver of the Right of Trial by Jury: Notwithstanding any provision to the contrary, any provision seeking a waiver by the Jackson County School District to its right to a jury trial as to any aspect of a dispute between the parties hereto shall be of no force or effect.

10. No Waiver or Statute of Limitations: Notwithstanding any provision to the contrary, any provision seeking to limit or modify a statute of limitation for any purpose shall be of no force and effect.

11. No Waiver of Limitation of Rights or Remedies Under the Uniform Commercial Code: Notwithstanding any provision and/or language of the contract to the contrary, any provision seeking a waiver or to limit any rights and/or remedies of the Jackson County School District under the Uniform Commercial Code shall be of no force and effect.

12. Conflict of Terms: To the extent there is a conflict between the terms of this addendum or the terms of the contract, the terms of this addendum will control. Upon expiration or termination of this contract, the terms of this addendum shall survive and will apply with respect to any dispute that may exist between the parties. 2605

13. Amendment: Even if not specifically provided for herein, the terms, conditions and provisions of the Play Versus, Inc. (PlayVS), Q-09521 (Order Date 07/18/2023) and the Terms of Use (Pgs. 1-14) (Provisions 1-17.8), as well as the Privacy Policy set forth at www.PlayVS.com/privacy and any other document and/or documents made a part of the agreement between the parties are hereby amended and modified, where necessary and applicable and to the extent necessary to comply with Mississippi law as set forth in the Mississippi Code of 1972, as amended, and as interpreted by the Attorney General of Mississippi and the Mississippi Supreme Court.

Play Versus, Inc. (PlayVS):	Jackson County School District:
_____	_____
NAME & TITLE (SIGNED)	NAME & TITLE (SIGNED)
Joe Gibson, VP Finance	_____
NAME & TITLE (PRINT)	NAME & TITLE (PRINT)
9/8/2023	_____
(DATE)	(DATE)

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: September 25, 2023
2. Date Usage Requested: October 29, 2023
3. Name of Applicant: Pastor, Chase Elkins; Magnolia Baptist Church
4. Address of Applicant: 2400 Magnolia Baptist Church Road (Vancleave, MS)
5. Facility Requested (School, Bldg.): Parking Lot
6. Time Building to be opened: N/A Estimated time to be closed: NA
7. Give Purpose and Details of Activity: Community Outreach, Festival Games, Worship, Preaching
8. Person in charge at program: Chase Elkins
9. Will security be provided? No
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: N/A Phone: N/A
    Address: N/A
12. Applicant agrees to pick up keys from: N/A
    On: by: (AM) (PM) and return keys to
    On: by: (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

Magnolia Baptist Church
Organization

Signature

September 25, 2023
Date

Pastor
Title

Application Approved ( ) Fees: $_____
Application Denied ( ) Bond: $_____

Application Approved ( )
Application Denied ( )

Principal

9-25-23
Date

Assistant Superintendent, Attendance Center

9/25/23
Date

Superintendent, Jackson County School District

Date

_____APPROVED (Jackson County School Board of Education)

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: 9/25/23
2. Date Usage Requested: 9/30/23
3. Name of Applicant: Amy Byrd
4. Address of Applicant: [redacted] 12100 Hwy 57
5. Facility Requested (School, Bldg.): HS parking lot
6. Time Building to be opened: Estimated time to be closed:
7. Give Purpose and Details of Activity: Overflow Parking
8. Person in charge at program: Quinn Ferguson
9. Will security be provided? yes on Hwy Patrol
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: Phone:
    Address:
12. Applicant agrees to pick up keys from:
    On: by: (AM) (PM) and return keys to
    On: by: (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

Vandevere Nights — Organization

Signature

9/25/23 — Date

VP — Title

Application Approved ( ) Fees: $_____
Application Denied ( ) Bond: $_____

Principal

9-25-30 — Date

Assistant Superintendent, Attendance Center

9/25/23 — Date

Superintendent, Jackson County School District

Date

_____APPROVED (Jackson County School Board of Education)

Descriptor Term: **EBH**

USE OF SCHOOL FACILITIES

ISSUE DATE: 5-22-00
REVISED: 3-14-11

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: 9/25/23
2. Date Usage Requested: 10/28/23
3. Name of Applicant: Vancleave Merchants Association
4. Address of Applicant: 12608 Hwy 57 Vancleave
5. Facility Requested (School, Bldg.): School Parking lot (High School)
6. Time Building to be opened: N/A Estimated time to be closed: N/A
7. Give Purpose and Details of Activity: We will be having Trunk or Treat at the gazebo and would use parking lot.
8. Person in charge at program: Amanda Sonnier
9. Will security be provided? NO
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: Amanda Sonnier Phone: 228-218-1510
    Address:
12. Applicant agrees to pick up keys from:
    On: N/A by: N/A (AM) (PM) and return keys to
    On: N/A by: N/A (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

Descriptor Term:

USE OF SCHOOL FACILITIES

EBH

ISSUE DATE: **5-22-00**
REVISED: **3-14-11**

VMA
Organization

Signature

9/25/23
Date

President
Title

Application Approved ( ) Fees: $_____
Application Denied ( ) Bond: $_____

Principal

9-25-30
Date

Assistant Superintendent, Attendance Center

9/25/23
Date

Superintendent, Jackson County School District

Date

_____APPROVED (Jackson County School Board of Education)

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: 11 Aug 23
2. Date Usage Requested: Aug 26,27
3. Name of Applicant: JAMES MAPPS
4. Address of Applicant: 11079 lexington drive Biloxi, MS
5. Facility Requested (School, Bldg.): Highshool gym
6. Time Building to be opened: 7:00 am Estimated time to be closed: 2pm
7. Give Purpose and Details of Activity: Basketball camp
8. Person in charge at program: JAMES MAPPS
9. Will security be provided? Yes
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: JAMES MAPPS Phone: 228-806-2019
    Address: 11079 lexington dr
12. Applicant agrees to pick up keys from:
    On: by: (AM) (PM) and return keys to
    On: by: (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

2612

US Amateur Basketball
Organization

Signature

11 Aug 23
Date

State director
Title

Application Approved (✓) Fees: $150 x 2
Application Denied (✓) Bond: $100 x 2
CK # 0101

Application Approved ( )
Application Denied ( )

Principal

8/11/2023
Date

Assistant Superintendent, Attendance Center

8/18/23
Date

Superintendent, Jackson County School District

8/18/23
Date

✓ APPROVED (Jackson County School Board of Education)

2613

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities

(Print) School Name St Martin East

Is the requesting club or activity a ☒ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☐ school employees or ☒ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization St. Martin Steam Team

(Print) Full Name of Sponsor/Coach/Outside Officer David Kiefer

Dates of fundraising activity (Beginning and Ending) 1-30-24 - 1-30-24

Location of fundraising ☐ In school only ☐ In Community Only ☒ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser Car Show at St Martin East

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form

# of students involved 30+ Anticipated revenue $ 6000

Anticipated use of revenue Use for Robotics, Drone, TSA and High School Steam team

Were students informed in writing that the fundraiser is voluntary? ☒ Yes ☐ No

Signature of Sponsor/Coach/Outside Organization Officer — Date 9/24/23

Approved by:

Signature of Principal — Date 9/28/23

Signature of Asst. Superintendent — Date 10/9/23

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

2614

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO
USE SCHOOL FACILITIES

1. Date of Application: 9/24/23
2. Date Usage Requested: 1/20/24
3. Name of Applicant: David Kiefer
4. Address of Applicant: 6800 Natchez Rd Biloxi ms 39553
5. Facility Requested (School, Bldg.): St. Martin East
6. Time Building to be opened: 7:00 A.M
7. Give Purpose and Details of Activity: Fundraising car show
8. Person in charge at program: David Kiefer
9. Will security be provided? No
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.

    Name: David Kiefer
    Phone2282430458
    Address: 6800 Natchez st

12. Applicant agrees to pick up keys from: N/A

    On: 1/19/2024 by: 5:00pm and return keys to
    On: 1/20/2024 by: 5:00PM

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

St Martin Steam Team
Organization

Signature

9/24/2
Date

Reporter
Title

Application Approved ( )
Application Denied ( )

Fees $_____
Bond $_____

Application Approved ( )
Application Denied ( )

2615

Principal _____ Date 9/28/23

Assistant Superintendent, Attendance Center _____ Date 10/9/23

Superintendent, Jackson County School District _____ Date

_____APPROVED (Jackson County School Board of Education)

Use of School Facilities

The Jackson County Board of Education encourages the use of school facilities for community purposes under provisions that permit board authority to determine, regulate and maintain such programs.

School facilities may be used for school-sponsored educational, social, or extra-curricular functions. It shall be the responsibility of the Superintendent to establish, maintain, and modify rules governing the use of the facilities, to provide for the protection of property, and to provide for the safety, welfare and health of persons using school properties. Copies of the rules shall be furnished to all groups authorized to use the school facilities. These rules are incorporated as part of the School Board Policies.

The use of the school facilities by organizations other than those sponsored by the Board of Education shall be limited to non-profit making functions, except when specific approval is given by the Board of Education. 2617

Permission to use school facilities does not include concession rights of any type, unless specified in writing.

Use of food service areas by organizations not connected with the school system is discouraged, but not prohibited. The use of food service areas shall require the presence of the cafeteria manager, or designee, and a minimum of one kitchen worker.

Fees and conditions for facilities usage shall be set by the Superintendent. Fees set shall include funds necessary to pay for the principal, or designee, other staff members, food, and supplies necessary for the activity being conducted.

The Jackson County School District, its employees, or the Board of Education, singly or collectively, hereby is held harmless and disclaims any and all liability of any kind in relation to this agreement.

The Jackson County School District, its employees, or the Board of Education, singly or collectively, hereby makes absolutely no warrant as to the condition or fitness of the facilities relative to this agreement.

RULES AND REGULATIONS
PERTAINING TO THE USE OF ANY SCHOOL FACILITIES

1. Request(s) for use of the school facilities by persons not officially connected with the school must be filed with the Superintendent two (2) weeks prior to the date for which it is requested.

2. Permit(s) for the use of the facilities will not be granted if the purpose or result of such use is personal gain to any individual or individuals, is of a political nature, or is sectarian in character.
3. All permits are revocable and shall not be considered as a lease. The Board of Education, or its authorized agents, may reject an application or cancel any permit. The charges will not be considered as rental charges, but will be limited to operating expenses with a reasonable allowance for wear and tear of the facilities.
4. In all cases the regular school activities or organizations of the school have preference when requesting the use of school facilities.
5. The applicant assumes responsibility for the preservation of order at the school facility and assumes strict observance of all regulations of the Board of Education with reference to the facilities.
6. The person or group requesting the permit shall provide sufficient bond for uniformed police protection. The person or group shall furnish proof that uniformed police protection is provided.
7. Smoking and possession or consumption of alcoholic beverages or non-prescriptive drugs on or at any part of the school facilities shall be prohibited. Exception shall be only for a recognized demonstrational program.

8. Pianos, motion picture projectors, scenery, or other apparatus shall not be moved onto the school facilities unless specific permission is granted.
9. The person or group requesting the permit shall provide sufficient bond for any damage sustained to the facility, except normal wear and tear.
10. Persons/Organizations who use their own equipment or property shall remove said equipment immediately following the activity and no later than noon the following day. The school will not be responsible for any equipment left at the building or grounds.
11. The Board of Education or its representative(s) shall at all times have free access to all parts of the school facilities. The Board reserves the right to revoke any permit should such action be necessary or desirable in the best interest of the school system and/or the public.
12. The Jackson County School District, its employees, or the Board of Education, singly or collectively, hereby is held harmless and disclaims any and all liability of any kind relative to this agreement.
13. The Jackson County School District, its employees, or the Board of Education, singly or collectively, makes absolutely no warrant as to the condition or fitness of the facilities relative to this agreement.
14. A duplicate of the application filed with the Superintendent, when approved, will be returned to the applicant as a permit.
15. All functions involving meal preparation and service shall require arrangements through the Food Service Office. For accounting purposes, requisitions for all food, supplies, and labor are to be put on separate requisition forms, designating the function for which these items are to be used. Food and supplies other than those requisitioned through the Central Office will not be permitted on school premises. Direct labor payments from any organization shall not be accepted as proper payroll procedures. Payroll procedures set by the Board of Education must be followed. The Central Office shall make the final determination of charges.

Descriptor Term: **EBH**

USE OF SCHOOL FACILITIES

ISSUE DATE: **5-22-00**
REVISED: **3-14-11**

The Jackson County Board of Education encourages the use of school facilities for community purposes under provisions that permit board authority to determine, regulate and maintain such programs.

School facilities may be used for school-sponsored educational, social, or extra-curricular functions. It shall be the responsibility of the Superintendent to establish, maintain, and modify rules governing the use of the facilities, to provide for the protection of property, and to provide for the safety, welfare and health of persons using school properties. Copies of the rules shall be furnished to all groups authorized to use the school facilities. These rules are incorporated as part of the School Board Policies.

The use of the school facilities by organizations other than those sponsored by the Board of Education shall be limited to non-profit making functions, except when specific approval is given by the Board of Education.

2619

Permission to use school facilities does not include concession rights of any type, unless specified in writing.

Use of food service areas by organizations not connected with the school system is discouraged, but not prohibited. The use of food service areas shall require the presence of the cafeteria manager, or designee, and a minimum of one kitchen worker.

Fees and conditions for facilities usage shall be set by the Superintendent. Fees set shall include funds necessary to pay for the principal, or designee, other staff members, food, and supplies necessary for the activity being conducted.

The Jackson County School District, its employees, or the Board of Education, singly or collectively, hereby is held harmless and disclaims any and all liability of any kind in relation to this agreement.

The Jackson County School District, its employees, or the Board of Education, singly or collectively, hereby makes absolutely no warrant as to the condition or fitness of the facilities relative to this agreement.

RULES AND REGULATIONS PERTAINING TO THE USE OF ANY SCHOOL FACILITIES

1. Request(s) for use of the school facilities by persons not officially connected with the school must be filed with the Superintendent two (2) weeks prior to the date for which it is requested.

2. Permit(s) for the use of the facilities will not be granted if the purpose or result of such use is personal gain to any individual or individuals, is of a political nature, or is sectarian in character.

3. All permits are revocable and shall not be considered as a lease. The Board of Education, or its authorized agents, may reject an application or cancel any permit. The charges will not be considered as rental charges, but will be limited to operating expenses with a reasonable allowance for wear and tear of the facilities. 2620

4. In all cases the regular school activities or organizations of the school have preference when requesting the use of school facilities.

5. The applicant assumes responsibility for the preservation of order at the school facility and assumes strict observance of all regulations of the Board of Education with reference to the facilities.

6. The person or group requesting the permit shall provide sufficient bond for uniformed police protection. The person or group shall furnish proof that uniformed police protection is provided.

7. Smoking and possession or consumption of alcoholic beverages or non-prescriptive drugs on or at any part of the school facilities shall be prohibited. Exception shall be only for a recognized demonstrational program.

8. Pianos, motion picture projectors, scenery, or other apparatus shall not be moved onto the school facilities unless specific permission is granted.

9. The person or group requesting the permit shall provide sufficient bond for any damage sustained to the facility, except normal wear and tear.

10. Persons/Organizations who use their own equipment or property shall remove said equipment immediately following the activity and no later than noon the following day. The school will not be responsible for any equipment left at the building or grounds.

11. The Board of Education or its representative(s) shall at all times have free access to all parts of the school facilities. The Board reserves the right to revoke any permit should such action be necessary or desirable in the best interest of the school system and/or the public.

12. The Jackson County School District, its employees, or the Board of Education, singly or collectively, hereby is held harmless and disclaims any and all liability of any kind relative to this agreement.

13. The Jackson County School District, its employees, or the Board of Education, singly or collectively, makes absolutely no warrant as to the condition or fitness of the facilities relative to this agreement.

14. A duplicate of the application filed with the Superintendent, when approved, will be returned to the applicant as a permit.

15. All functions involving meal preparation and service shall require arrangements through the Food Service Office. For accounting purposes, requisitions for all food, supplies, and labor are to be put on separate requisition forms, designating the function for which these items are to be used. 2621

    Food and supplies other than those requisitioned through the Central Office will not be permitted on school premises. Direct labor payments from any organization shall not be accepted as proper payroll procedures. Payroll procedures set by the Board of Education must be followed.

    The Central Office shall make the final determination of charges.

16. The Superintendent and Assistant Superintendent for the Attendance Center may at their joint discretion, waive all rules in this section, except #3, #7, #11, #12, #13, and #15.

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO
USE SCHOOL FACILITIES

1. Date of Application: 9/25/2023
2. Date Usage Requested: Weekdays 11/6/23-2/23/24, Saturdays 1/6/23-2/24/2024
3. Name of Applicant: St. Martin Youth Basketball League
4. Address of Applicant: 16110 Krohn Road, Ocean Springs, MS 39565
5. Facility Requested (School, Bldg.): SMMS Gym & SMUE Gym 2622
6. Time Building to be opened: 5:30 Weekdays 7:30 Saturdays Estimated time to be closed: 8:00 Weekdays 4:00 Saturdays
7. Give Purpose and Details of Activity: Enrich the community through the sport of basketball
8. Person in charge at program: Tyler Manser
9. Will security be provided? Yes
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: Tyler Manser Phone: (228) 282-0932
    Address: 16110 Krohn Road, Ocean Springs, MS 39565
12. Applicant agrees to pick up keys from:
    On: 11/6/23 by: 8:00 (AM) (PM) and return keys to
    On: 2/26/24 by: 8:00 (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

Descriptor Term: **EBH**

USE OF SCHOOL FACILITIES

ISSUE DATE: **5-22-00**
REVISED: **3-14-11**

St. Martin Youth Basketball — Organization

Tyler Manser — Signature

9/25/2023 — Date

President — Title

Application Approved ( ) Fees: $ ___ Application Approved ( )
Application Denied ( ) Bond: $ ___ Application Denied ( )

Principal — 9/29/2023 Date

Assistant Superintendent, Attendance Center — 10/3/23 Date

Superintendent, Jackson County School District — Date

_____APPROVED (Jackson County School Board of Education)

* Men,

After meeting with Tyler and Vendell, I recommend we approve this use of facility and ask that we waive all fees in order to help this league which is a great benefit to our community.

AC

2623

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: 10/9/23
2. Date Usage Requested: 11/4, 11/11, 11/18, 12/2, 12/9 and 12/16
3. Name of Applicant: Lacey Darnell
4. Address of Applicant: 8600 Section Rd Lucedale MS 39452
5. Facility Requested (School, Bldg.): EC middle school gym
6. Time Building to be opened: 7:30 Estimated time to be closed: 5:30-6pm
7. Give Purpose and Details of Activity: EC Youth basketball league games
8. Person in charge at program: Jason Forland - President - 251-408-2660
   Lee Darnell - Vice President - 228-990-8741
   Matt Forman - Treasurer - 228-990-8551
9. Will security be provided? NO
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: Lee Darnell Phone: 228-990-8741
    Address: Lacey Darnell 228-990-6965
    8600 Section Rd Lucedale
12. Applicant agrees to pick up keys from: Sherie Tanner
    On: 11/3/23 by: 3:00 (AM) (PM) and return keys to
    On: 1/2/24 by: 3:00 (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

ECYBL
Organization

Lacey Darnell
Signature

10/9/23
Date

Secretary
Title

Application Approved ( ) Fees: $_____
Application Denied ( ) Bond: $_____

Application Approved ( )
Application Denied ( )

Stacie Jarnes
Principal

10/9/23
Date

Assistant Superintendent, Attendance Center

10/11/23
Date

Superintendent, Jackson County School District

Date

_____APPROVED (Jackson County School Board of Education)

EBH

Descriptor Term:

USE OF SCHOOL FACILITIES

ISSUE DATE: 5-22-00
REVISED: 3-14-11

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: Oct 11, 2023
2. Date Usage Requested: Dec 9, 2023
3. Name of Applicant: MELISSA FOSTER ON BEHALF OF OCEAN SPRINGS ELKS LODGE #2501
4. Address of Applicant: 2501 BEACHVIEW OCEAN SPRINGS MS. 39564
5. Facility Requested (School, Bldg.): ST. MARTIN GYM
6. Time Building to be opened: 7AM Estimated time to be closed: 12PM
7. Give Purpose and Details of Activity: LOCAL HOOP SHOOT COMP FOR VANCLEAVE, OCEAN SPRINGS + ST MARTIN SCHOOLS OPEN FOR KIDS 5-13
8. Person in charge at program: MELISSA FOSTER
9. Will security be provided? NO
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total $250.00 per day. THIS IS A FREE EVENT FOR 18 STUDENTS AND FAMILY, CAN THIS FEE BE WAVED?
11. Person responsible for cleaning/repair charges when applicable.
    Name: OCEAN SPRINGS Phone:
    Address: ELKS
    INSURANCE RIDER WILL BE PROVIDED
12. Applicant agrees to pick up keys from: TBD
    On: by: (AM) (PM) and return keys to
    On: by: (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

MELISSA FOSTER
OCEAN SPRINGS ELKS #2501

EBH

Descriptor Term:

USE OF SCHOOL FACILITIES

ISSUE DATE: 5-22-00
REVISED: 3-14-11

OCEAN SPRINGS ELKS #2501
Organization

Signature

10/11/23
Date

PAST EXALTED RULER
Title

Application Approved ( ) Fees: $
Application Denied ( ) Bond: $

Application Approved ( )
Application Denied ( )

Principal

10/12/2023
Date

Assistant Superintendent, Attendance Center

Date

Superintendent, Jackson County School District

Date

_____APPROVED (Jackson County School Board of Education)

* Chris,

I recommend waiving all fees as this is a very worthy cause and a positive impact on our community.

SMAC Facilities Agreement 101223

Final Audit Report 2023-10-12

Created:	2023-10-12
By:	Tiffany Lowery (tlj3517@jcsd.ms)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3gj7tpuj0CDKQg58dRT3_uL_LhGDiIIW

"SMAC Facilities Agreement 101223" History

Document created by Tiffany Lowery (tlj3517@jcsd.ms)
2023-10-12 - 4:26:50 PM GMT

Document emailed to clj3941@jcsd.ms for signature
2023-10-12 - 4:27:44 PM GMT

Email viewed by clj3941@jcsd.ms
2023-10-12 - 4:28:25 PM GMT

Signer clj3941@jcsd.ms entered name at signing as Chris LeBatard
2023-10-12 - 4:29:02 PM GMT

Document e-signed by Chris LeBatard (clj3941@jcsd.ms)
Signature Date: 2023-10-12 - 4:29:04 PM GMT - Time Source: server

Agreement completed.
2023-10-12 - 4:29:04 PM GMT

JACKSON COUNTY School District

2024 BOARD CALENDAR

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Board Meeting | MSBA Board Development | Federal Holiday

Thanksgiving/Christmas TBA

Board meetings begin at 5:00 p.m., unless otherwise noted on the JCSD website

ANNUAL AGENDA ITEMS

January

Recognize New Board Members Elected (even years)

Approve Administrative Recommendations

February

School Board Recognition

Approve Certified Recommendations

Attendance Report February 1

March

Administrator, Teacher, Parent of the Year Presentations

Present 2024-2025 School Calendar

April

Approve 2024-2025 School Calendar

Approve 2024- 2025 Meal Prices

Teacher and Administrative Assistant Appreciation Week

f.y.i. All Board Member Must File Ethics Commission Statement of Economic Interest by May 1st

Approve Student Transfer Agreement

May

Approve SPED ESY

Approve IDEA Part B and Preschool Application

Bus Driver Appreciation

f.y.i. Gifted Program Presentation

Approve Non-Certified Recommendations

Approve ESY Requests

Approve MSBA Dues

Flood and Property Insurance Renewal

Award Janitorial Contract (SMAC)

Present 2024-2025 Student and Employee Handbooks

Ethics Report: May 1

June

FY24 Budget Hearing

Approve 2024–2025 Student Employee Handbooks

f.y.i. 3rd Grade Summative Reading Test Data

Renew Encore Contract

Approve School Board Attorney Contract

f.y.i. Annual Health and Wellness Report

July

f.y.i. Athletic Performance Reports

f.y.i. Athletic Financial Report

Approve Supplements

Approve FY25 Budget

Approve LSC and MET Recommendations

Approve Resolution for Ad Valorem Taxes

Approve 2024-2025 Dropout Prevention Plan

MSBA Policy Updates

August

Approve National Board Recommendations

Approve 2024-2025 Instructional Management Plan

Approve 2024-2025 Professional Learning Plan

September

Present Athletic / Activities Award

Approve Worker's Comp Insurance Renewals

Approve Graduation Contracts

Approve FY24 Amended Budget

October

f.y.i. Year End Workers Comp Update

f.y.i. Accountability and Test Data

Present 2025 Board Calendar

Approve District Test Security Plan

November

Approve 2025 Board Calendar

MSBA Policy Updates

December

Election of Board Officers

Graduation Dates

May 20th - St. Martin

May 21st - Vancleave

May 23rd - East Central

School Tours

October - East Central

November - Vancleave

December - St. Martin

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: Jackson County Technology Center

Is the requesting club or activity a ☑ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☑ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: Mosspoint Tornado Recovery Effort

(Print) Full Name of Sponsor/Coach/Outside Officer: Fred L. Walton

Dates of fundraising activity (Beginning and Ending): September through November 2023

Location of fundraising: ☑ In school only ☐ In Community Only ☐ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Cleaning supplies, food to help Mosspoint

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 300 Anticipated revenue supplies

Anticipated use of revenue donations will be given to Moss Point victims

Were students informed in writing that the fundraiser is voluntary? ☑ Yes ☐ No

Fred L Walton — Aug. 31, 2023
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Signature of Principal — 8/31/23 Date

Signature of Asst. Superintendent — 9/8/23 Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: St. Martin High School

Is the requesting club or activity a ■ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☐ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: Basketball (Boys and Girls)

(Print) Full Name of Sponsor/Coach/Outside Officer: Coaches Pavlus and Kennedy

2631

Dates of fundraising activity (Beginning and Ending): 10/13/2023

Location of fundraising: ■ In school only ☐ In Community Only ☐ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Students against teachers basketball game - annual event

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved all Anticipated revenue 1500.00

Anticipated use of revenue uniforms, team meals, team incentives

Were students informed in writing that the fundraiser is voluntary? ■ Yes ☐ No

Signature of Sponsor/Coach/Outside Organization Officer — Date 9/19/23

Approved by:

Signature of Principal — Date 9/19/23

Signature of Asst. Superintendent — Date 9/22/23

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised October 2018

2632

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: ECHS

Is the requesting club or activity a ☑ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☑ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: Lifeskills

(Print) Full Name of Sponsor/Coach/Outside Officer: Sara Gautier

Dates of fundraising activity (Beginning and Ending): Nov - Dec

Location of fundraising: ☐ In school only ☐ In Community Only ☑ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: CandyGram

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 11 Anticipated revenue $500

Anticipated use of revenue Community Based Instruction

Were students informed in writing that the fundraiser is voluntary? ☑ Yes ☐ No

Signature of Sponsor/Coach/Outside Organization Officer — Date 9/18

Approved by:

Signature of Principal — Date 9/19/2023

Signature of Asst. Superintendent — Date 9/22/23

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: ECHS

Is the requesting club or activity a ☑ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☑ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: Lifeskills

(Print) Full Name of Sponsor/Coach/Outside Officer: Sara Gautier

Dates of fundraising activity (Beginning and Ending): October 1 - 31st

Location of fundraising: ☐ In school only ☐ In Community Only ☑ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Donate for Rowell

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved_____ Anticipated revenue $500

Anticipated use of revenue Community Based Instruction

Were students informed in writing that the fundraiser is voluntary? ☑ Yes ☐ No

Signature of Sponsor/Coach/Outside Organization Officer — Date 9/18/23

Approved by:

Signature of Principal — Date 9/19/2023

Signature of Asst. Superintendent — Date 9/22/23

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

1

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: East Central High School

Is the requesting club or activity a ☑ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☑ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: ECHS Yearbook

(Print) Full Name of Sponsor/Coach/Outside Officer: Blakeli Henry (Hendley)

Dates of fundraising activity (Beginning and Ending): 10/23 - 5/24

Location of fundraising: ☐ In school only ☐ In Community Only ☑ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Sweatshirt fundraiser, concessions at Powderpuff game, and other holiday themed primotions/contests, etc.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 18 Anticipated revenue $2,500 +/-

Anticipated use of revenue Purchase much needed equipment + offset cost of yearbook production to minimize cost to students

Were students informed in writing that the fundraiser is voluntary? ☑ Yes ☐ No

Blakeli Henry — Signature of Sponsor/Coach/Outside Organization Officer — Date 9/13/23

Approved by:

Signature of Principal — Date 9/13/2023

Signature of Asst. Superintendent — Date 9/22/23

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: East Central Upper Elm.

Is the requesting club or activity a ☒ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☒ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: ECUE ART

(Print) Full Name of Sponsor/Coach/Outside Officer: Jessica Fletcher

Dates of fundraising activity (Beginning and Ending): 10/1/2023 - 12/20/2023

Location of fundraising: ☐ In school only ☐ In Community Only ☐ In School and Community

☒ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Square 1 ART

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 511 Anticipated revenue 300 - 700 $

Anticipated use of revenue ART ROOM SUPPLIES

Were students informed in writing that the fundraiser is voluntary? ☒ Yes ☐ No

Jessie Fletcher — 10/10/2023
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Donna Knight — 10/10/2023
Signature of Principal — Date

Signature of Assistant Superintendent — Date 10/11/23

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: VANCLEAVE HIGH SCHOOL

Is the requesting club or activity a ☐ school student activity program/club or an ☒ outside organization?

Will the resulting money be collected by ☐ school employees or ☒ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: VHS SOFTBALL BOOSTERS

(Print) Full Name of Sponsor/Coach/Outside Officer: DONNA BRAGG

Dates of fundraising activity (Beginning and Ending): 10/23/2023 - 11/13/2023

Location of fundraising: ☐ In school only ☐ In Community Only ☒ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: SOFTBALL CAMP EACH MONDAY TO BE HELD AT VHS SOFTBALL FIELD

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 60 Anticipated revenue $5000

Anticipated use of revenue SOFTBALL EXPENSES AND UPGRADES TO FACILITY

Were students informed in writing that the fundraiser is voluntary? ☐ Yes ☒ No

D Bragg — 10/10/23
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

[signature] — 10-10-23
Signature of Principal — Date

[signature] — 10/11/23
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: Vancleave High School

Is the requesting club or activity a ☐ school student activity program/club or an ☑ outside organization?

Will the resulting money be collected by ☐ school employees or ☑ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: VHS Band Parent Assoc.

(Print) Full Name of Sponsor/Coach/Outside Officer: Missy Lock

Dates of fundraising activity (Beginning and Ending): September 21, 2024

Location of fundraising: ☐ In school only ☐ In Community Only ☑ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Southern Wrestling Assoc. They travel to different schools "performing" wrestling matches. They are family friendly, no vulgarity. They provide all workers & equipment needed.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 80 Anticipated revenue $2000.00

Anticipated use of revenue Misc. band equipment and band trailor maintenance/upgrade.

Were students informed in writing that the fundraiser is voluntary? ☐ Yes ☑ No

Missy Lock — 09/25/2023
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

[signature] — 9-25-23
Signature of Principal — Date

[signature] — 9/26/23
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised October 2018

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: Vancleave High School

Is the requesting club or activity a ☐ school student activity program/club or an ☒ outside organization?

Will the resulting money be collected by ☐ school employees or ☒ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: VHS Band Boosters

(Print) Full Name of Sponsor/Coach/Outside Officer: Jenny Groves, Treasurer

Dates of fundraising activity (Beginning and Ending): October - May (2023-2024)

Location of fundraising: ☐ In school only ☐ In Community Only ☒ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: World's Finest Chocolate

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 80 Anticipated revenue _____

Anticipated use of revenue Band trip to Disney

Were students informed in writing that the fundraiser is voluntary? ☐ Yes ☒ No

Jenny Groves - Treasurer — 10/10/2023
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

[signature] — 10/11/23
Signature of Principal — Date

[signature] — 10/11/23
Signature of Asst. Superintendent — Date

_____ — _____
Signature of Superintendent — Date

_____ — _____
Signature of Board Chairman — Date

Revised October 2018

R To be removed after school.

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: East Central High School

Is the requesting club or activity a ☐ school student activity program/club or an ☒ outside organization?

Will the resulting money be collected by ☐ school employees or ☒ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: Boys Basketball

(Print) Full Name of Sponsor/Coach/Outside Officer: ECHS Boys Booster Club

Dates of fundraising activity (Beginning and Ending): _____

Location of fundraising: ☐ In school only ☒ In Community Only ☐ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: _____

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 23 Anticipated revenue 6,947.32

Anticipated use of revenue Donation by booster club to purchase travel uniforms, shoes, etc.

Were students informed in writing that the fundraiser is voluntary? ☒ Yes ☐ No

Wesley Brown — 9-12-23
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

[signature] — 9/13/2023
Signature of Principal — Date

[signature] — 9/20/23
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

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Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: Vancleave Schools

Is the requesting club or activity a ☐ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☐ school employees or ☐ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: VHS Girl's Basketball

(Print) Full Name of Sponsor/Coach/Outside Officer: Jonathan Lawler

Dates of fundraising activity (Beginning and Ending): _____

Location of fundraising: ☐ In school only ☐ In Community Only ☐ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: Donation- team apparel

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved_____ Anticipated revenue $3,396.27

Anticipated use of revenue Basketball Team Gear

Were students informed in writing that the fundraiser is voluntary? ☐ Yes ☐ No

Jonathan Lawler — 9/29/23
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

[signature] — 10-11-23
Signature of Principal — Date

[signature] — 10/11/23
Signature of Asst. Superintendent — Date

_____ — _____
Signature of Superintendent — Date

_____ — _____
Signature of Board Chairman — Date

Revised October 2018

EMERGENCY TRAVEL AUTHORIZATION

School/Department: Jackson County Technology Center

Employee's Name: Dr. Jerry J. Morgan

Type of Travel: Non-Local

Trip/Name of Workshop: 2023 Perkins V Needs Assessment Meetings

Destination: Jones College

Deadline for Board Agenda Items (prior to travel): 10/09/2023

Date of Notification of Event (attach supporting documentation): 10/04/2023

Date(s) of Travel: Start: 10/30/2023 Return: 10/30/2023

Deadline for Board Agenda Items (following travel): 11/07/2023

Justification of how this travel was an emergency:

I was notified of this meeting via email on 10/04/2023 which was during the time that I was out of town on a family vacation. I returned to work on 10/09/2023 and began handling emails received during my vacation, while also preparing for the CMI Audit scheduled for 10/11/2023 and 10/12/2023.

Employee's Signature
(by signing, the employee acknowledges having read the JCSD Travel Policy BJDAA and the JCSD Travel Procedure's Manual)

Principal's Signature:

Director's Signature:

Assistant Superintendent's Signature:

Superintendent's Signature:

Insert Board Approved Stamp Here

Jerry Morgan <jmj2025@jcsd.ms>

CTE Director/Contact Person Meeting Follow-up

Brett Robinson <brobinson@mdek12.org> Wed, Oct 4, 2023 at 1:01 PM
To: "Dr. Jerry J. Morgan, Director" <jmj2025@jcsd.ms>

Good afternoon CTE!

This email serves as a follow-up to our meeting last Monday (9/25). I have attached the PP, and here is a link to the recording (Click Here).

Reminder that our next meeting is scheduled for Monday, Nov. 27 at 1:00pm. I will share a link to the meeting closer to time.

As always, our office is always available to support you in any way we can.

Have great end of the week!

Brett

BRETT H. ROBINSON, State Director Career and Technical Education
Office of Career & Technical Education

Mississippi Department of Education
Phone 601-359-3974

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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or send a blank email to leave-981666-243363.5c67ee1f17bfce2e6d05d420da7ddca7@list.mde.k12.ms.us

2023 Perkins V Needs Assessment Meetings - TENTATIVE

Workforce Sector	Date/Time	Location	Community College Districts
MS Partnership	10/24/23 *9:00 – 3:00*	Belden Center-Itawamba Community College 3200 Adams Farm Road Belden, MS	Itawamba Community College Northeast MS Community College Northwest MS Community College
Twin Districts	10/30/23 *9:00 – 3:00*	Ronald E. Whitehead Advanced Technology Center 72 Technology Blvd Ellisville, MS	Jones College East MS Community College MS Gulf Coast Community College Pearl River Community College Meridian Community College East-Central Community College
Delta	11/6/23 *9:00 – 3:00*	*Holmes Community College* *1 Hill Street* *Goodman, MS*	MS Delta Community College Holmes Community College Coahoma Community College
Southcentral MS Works	11/9/23 *9:00 – 3:00*	*Hinds Community College* *11 Community College Blvd* *Pearl, MS*	Hinds Community College Copiah-Lincoln Community College Southwest Community College

ATTENDANCE REPORT FOR STUDENTS

	July	August	September	October	November	December	January	February	March	April
ECLE	98.13%	94.24%	93.08%							
ECUE	98.50%	95.35%	95.15%							
ECMS	98.62%	93.79%	94.01%							
ECHS	97.56%	94.17%	94.12%							
SMEE	98.09%	93.88%	94.09%							
SMNE	97.60%	94.00%	93.04%							
SMUE	95.00%	94.42%	94.56%							
SMMS	98.04%	94.06%	94.18%							
SMHS	97.43%	93.26%	92.08%							
VLE	98.13%	94.64%	88.30%							
VUE	98.68%	95.14%	92.96%							
VMS	98.95%	94.36%	93.83%							
VHS	98.61%	93.54%	94.31%							
Overall	98.32%	94.09%	93.29%							

May

2647

ATTENDANCE REPORT FOR CERTIFIED CLASSROOM TEACHERS

	July	August	September	October	November	December	January	February	March	April	
ECLE	91%	91%	87.00%								
ECUE	100%	96%	90.14%								
ECMS	99.30%	97%	93.70%								
ECHS	100%	95%	97.00%								
SMEE	100%	99%	98.00%								
SMNE	92%	91%	91.84%								
SMUE	94%	97%	95.87%								
SMMS	88%	96%	95.60%								
SMHS	98%	99%	96.96%								
VLE	100%	96%	94.60%								
VUE	100%	97%	93.00%								
VMS	97%	98%	97.10%								
VHS	96%	98%	96.30%								2648
JCTC	93%	96%	81.39%								

May

JCSD DRUG TESTING RESULTS

	POSITIVE RESULTS
AUGUST	1.7%
SEPTEMBER	0%
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	