

## Mathematics Learning Continuum

<b>Operations and Algebraic Thinking (K-5), Expressions and Equations (6-8)</b>								
[K] Understand addition as putting together and adding to, and subtraction as taking apart and taking from. Use objects, drawings, and equations to fluently add and subtract within 10.	[1] Represent and solve problems to understand the relationship between addition and subtraction.	[2] Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication.	[3] Represent and solve problems using the four operations. Understand the relationship between multiplication and division. Fluently multiply and divide within 100.	[4] Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns.	[5] Write and interpret numerical expressions. Analyze patterns and relationships.	[6] Apply previous understandings to algebraic expressions. Reason and solve one-variable equations and inequalities. Represent and analyze dependent and independent variables.	[7] Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	[8] Work with radicals and integer exponents. Connect proportional relationships, lines, and linear equations. Analyze and solve pairs of simultaneous linear equations.
<b>Numbers and Operations in Base Ten (K-5), Ratios and Proportional Relationships (6-7), Functions (8)</b>								
[K] Work with numbers 11-19 to gain foundations for place value. Compose and decompose into tens and ones using objects, drawings, and equations.	[1] Extend the counting sequence. Use place value understanding and properties of operations to add and subtract.	[2] Use place value understanding and properties of operations to add, subtract, and compare numbers.	[3] Use place value understanding and properties of operations to round and fluently add and subtract.	[4] Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.	[5] Understand the place value system. Fluently multiply and divide multi-digit whole numbers and with decimals to hundredths.	[6] Understand ratio concepts and use ratio reasoning to solve problems.	[7] Analyze proportional relationships and use them to solve real-world and mathematical problems.	[8] Define, evaluate, and compare functions. Use functions to model relationships between quantities.
<b>Counting and Cardinality (K), Numbers and Operations with Fractions (3-5), The Number System (6-8)</b>								
[K] Count to 100 by 1s and 10s. Count from any given number. Count to tell the number of objects. Compare numbers within 10. Write numbers to 20.			[3] Develop understanding of fractions as numbers.	[4] Compare two fractions with different numerators and denominators. Add and subtract fractions. Understand decimal notation and compare decimal fractions.	[5] Use equivalent fractions as a strategy to add and subtract fractions. Apply previous understandings of multiplication and division.	[6] Divide fractions by fractions. Fluently compute multi-digit numbers and find common factors and multiples. Apply previous understandings to the system of rational numbers.	[7] Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	[8] Know that there are numbers that are not rational, and approximate them by rational numbers.
<b>Measurement and Data (K-5), Statistics and Probability (6-8)</b>								
[K] Describe and compare measurable attributes of objects including length, height, and weight. Classify objects and count the number of objects in categories.	[1] Order and compare objects by length. Measure and express length. Tell and write time to the hour and half hour. Organize, represent and interpret data.	[2] Measure and estimate lengths in standard units. Tell time in five minute increments. Understand money in terms of dollars and cents. Draw graphs to represent data.	[3] Measure and estimate time, liquid volumes and object mass. Draw scaled graphs of data. Relate area to multiplication and addition. Solve real-world perimeter problems.	[4] Solve problems involving measurement and conversion of measurements. Make a line plot of data in fractions of a unit. Understand concepts of angle and measure angles.	[5] Convert like measurement units within a given system. Use operations on fractions to interpret line plots. Relate volume to multiplication and addition.	[6] Develop understanding of statistical variability. Summarize and describe distributions.	[7] Draw inferences about a population using random sampling. Draw informal comparative inferences about two populations. Investigate chance and evaluate probability models.	[8] Investigate patterns of association in bivariate data.
<b>Geometry (K-8)</b>								
[K] Identify and describe two and three dimensional shapes. Analyze, compare, create, and compose shapes and identify their positions.	[1] Define and distinguish shape attributes. Use 2D and 3D shapes to make new composite shapes. Partition circles and rectangles into halves and fourths.	[2] Draw shapes with specified attributes. Partition rectangles into rows and columns of equal squares. Partition circles and rectangles into equal shares.	[3] Understand that shapes in different categories may share attributes. Partition shapes into equal parts. Express each part as a fraction of the whole.	[4] Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	[5] Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures based on their properties.	[6] Solve real-world and mathematical problems involving area, surface area, and volume.	[7] Draw, construct, describe and relate geometrical figures. Solve real-life problems involving angle measure, area, surface area, and volume.	[8] Understand congruence and similarity. Apply the Pythagorean Theorem. Solve real-world problems involving volume of cylinders, cones and spheres.

## English Language Arts Continuum

<b>Reading Literature: Key Ideas and Details</b>								
[K] With prompting and support, ask and answer questions about key details in a text, retell familiar stories, and identify characters, settings, and major events in a story.	[1] Ask and answer questions about key details. Retell stories, including key details, and understand their central message. Describe characters, settings, and major events using key details.	[2] Ask and answer who, what, where, when, why, and how. Recount stories, including fables and folktales, and determine their moral. Describe how characters respond to challenges.	[3] Answer questions by referring explicitly to the text. Recount stories, including myths, and explain how the moral is conveyed. Explain how characters' actions contribute to event order.	[4] Refer to examples when drawing inferences. Determine a theme of a story, drama, or poem and summarize. Describe in depth a character, setting, or event drawing on specific details.	[5] Quote accurately to explain explicit meaning and to draw inferences. Determine how characters respond to challenges and summarize. Contrast characters, settings, or events.	[6] Cite evidence to analyze explicit meaning and inferences. Determine particular details indicating theme. Summarize without opinion. Describe how plot unfolds & character response.	[7] Cite several pieces of textual evidence to analyze explicit meaning and inferences. Analyze theme development. Summarize objectively. Analyze interaction of story elements.	[8] Cite the strongest evidence supporting analysis of meaning. Analyze theme's relationship to story elements. Analyze how dialogue or incidents propel action or reveal character aspects.
<b>Reading Literature: Craft and Structure</b>								
[K] Ask and answer questions about unknown words in a text. Recognize common types of texts like storybooks or poems. With prompting and support, name the author and illustrator of a story.	[1] Identify words and phrases that suggest feelings or appeal to the senses. Explain differences between books that tell stories and books that give information. Identify who is telling the story.	[2] Describe how words and phrases supply rhythm and meaning. Describe the overall structure of a story. Acknowledge differences in the points of view of characters.	[3] Use text to determine meaning, distinguishing literal from nonliteral language. Describe how successive parts build on earlier sections. Distinguish their own point of view from the characters'.	[4] Determine allusion to mythological characters. Explain differences between poems, drama, and prose. Refer to structural elements of a text. Contrast first and third-person narrations.	[5] Determine figurative language such as metaphors and similes. Explain how chapters, scenes, or stanzas fit together to provide structure. Describe how point of view influences description.	[6] Determine figurative and connotative meanings. Analyze impact of word choice. Analyze how sections develop theme, setting, or plot. Explain how point of view develops.	[7] Analyze impact of rhymes and repetitious sounds. Analyze how form contributes to meaning. Analyze how an author develops and contrasts the points of view of different characters.	[8] Determine analogies or allusions. Contrast structure and analyze how it contributes to meaning and style. Analyze how points of view of characters and readers create suspense or humor.
<b>Reading Literature: Integration of Knowledge and Ideas</b>								
[K] With prompting and support, describe the relationship between illustrations and the story, and compare and contrast the adventures and experiences of characters in familiar stories.	[1] Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.	[2] Use the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Compare and contrast two or more versions of the same story.	[3] Explain how specific aspects of illustrations contribute to what is conveyed by the words. Compare and contrast the themes, settings, and plots of stories written by the same author.	[4] Make connections between the text and a visual or oral presentation. Compare and contrast the treatment of similar themes and topics and patterns of events in stories and myths.	[5] Analyze how visual and multimedia elements contribute to meaning, tone, or beauty. Compare and contrast stories in the same genre on their approaches to similar themes and topics.	[6] Compare and contrast the experience of reading to listening or viewing. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	[7] Contrast a text to its audio, filmed, staged, or multimedia version. Contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	[8] Analyze the adaptation of a filmed or live production of a text. Analyze how modern fiction draws on themes, patterns of events, or character types from myths or traditional stories.
<b>Reading Informational Text: Key Ideas and Details</b>								
[K] With prompting and support, ask and answer questions about key details, identify the main topic and retell key details, and describe the connection between two individuals, events, or ideas.	[1] Ask and answer questions about key details in a text. Identify the main topic and retell key. Describe the connection between two individuals, events, ideas, or pieces of information.	[2] Ask and answer who, what, where, when, why, and how. Identify the topic of a text and of specific paragraphs. Describe connections between historical events or scientific ideas.	[3] Answer questions with explicit references. Recount key details and explain how they support the main idea. Describe the time, sequence, or cause/effect relationship between concepts.	[4] Refer to examples when drawing inferences. Explain how key details support the main idea and summarize. Explain events, procedures, or concepts including what happened and why.	[5] Quote accurately to explain explicit meaning and draw inferences. Explain how key details support main ideas. Summarize. Use information to explain the interactions of ideas.	[6] Cite evidence to analyze explicit meaning and inferences. Determine details indicating a central idea. Summarize without opinion. Analyze the exposition of individuals, events, or ideas.	[7] Cite several pieces of evidence to analyze explicit meaning and inferences. Analyze development of central ideas. Summarize objectively. Analyze how ideas influence individuals or events.	[8] Cite the strongest evidence supporting analysis of meaning. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

## English Language Arts Continuum

Reading Informational Text: Craft and Structure								
[K] Ask and answer questions about unknown words in a text. Identify the front cover, back cover, and title page of a book. With prompting and support, name the author and illustrator.	[1] Ask and answer questions to determine or clarify the meaning of words and phrases. Use text features to locate information. Distinguish information provided by illustrations or words.	[2] Determine word and phrase meaning across grade 2 topics. Use text features to locate information efficiently. Identify the main purpose, including what the author wants to explain.	[3] Determine academic and domain-specific word meaning across grade 3 topics. Use search tools to locate information efficiently. Distinguish their own point of view from the authors'.	[4] Determine academic and domain-specific word meaning across grade 4 topics. Describe overall structure. Contrast a firsthand and secondhand account of the same event or topic.	[5] Determine academic and domain-specific word meaning across grade 5 topics. Contrast structure in two or more texts. Note similarities and differences in multiple accounts of a topic.	[6] Determine figurative, connotative, and technical meanings. Analyze how particular sections develop ideas. Determine an author's point of view or purpose and how it is conveyed.	[7] Analyze impact of word choice on meaning and tone. Analyze organizational structure. Analyze how the author distinguishes his or her position from that of others.	[8] Determine analogies or allusions. Analyze the structure of a paragraph and concept refinement. Analyze how the author acknowledges and responds to conflicting evidence.
Reading Informational Text: Integration of Knowledge and Ideas								
[K] With prompting and support, relate illustrations and the text, identify author's reasons of support, and identify similarities and differences between two texts on the same topic.	[1] Use illustrations and details in a text to describe its key details. Identify the reasons an author gives to support points in a text. Identify similarities and differences in two texts.	[2] Explain how specific images clarify a text. Describe how reasons support specific points the author makes. Compare and contrast the most important points presented in two texts.	[3] Use information from illustrations and the text to demonstrate understanding. Describe the logical connection between sentences and paragraphs. Contrast key details in two texts.	[4] Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points. Integrate information from two texts.	[5] Locate an answer or solve a problem efficiently using print or digital sources. Identify which reasons and evidence support which points. Integrate information from several texts.	[6] Trace and evaluate argument. Distinguish claims supported by reasons and evidence from claims that are not. Contrast one author's presentation of events with that of another.	[7] Assess whether reasoning is sound and evidence is relevant and sufficient. Analyze how two authors emphasize different evidence or advancing different interpretations of facts.	[8] Delineate and evaluate specific claims. Recognize irrelevant evidence. Analyze conflicting information and identify where texts disagree on matters of fact or interpretation.
Writing: Opinions/Arguments								
[K] Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or text.	[1] Write to state an opinion on a topic or text, supply a reason for the opinion, and provide some sense of closure.	[2] Introduce a topic, state an opinion, supply supporting reasons, use linking words to connect opinion and reasons, and provide a conclusion.	[3] Introduce a topic, state an opinion, and create an organizational structure. Use linking words to connect opinion and reasons. Provide a concluding statement.	[4] Introduce a topic clearly, state an opinion, and create an organizational structure grouping related ideas. Provide reasons supported by facts and details and a related concluding section.	[5] Introduce a topic clearly, state an opinion, and create an organizational structure logically grouping ideas. Provide logically ordered reasons supported by facts and details.	[6] Write arguments to support claims with relevant evidence using credible sources. Use words, phrases, and clauses to clarify the relationships among claims. Maintain a formal style.	[7] Introduce claims and acknowledge alternate claims. Support claims with logical reasoning and relevant evidence, using accurate, credible sources. Create cohesion among ideas.	[8] Introduce claims, distinguish claims from alternate claims, and organize the evidence logically. Create cohesion and clarify the relationships among claims, counterclaims, and evidence.
Writing: Informative/Explanatory								
[K] 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.	[1] Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	[2] Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	[3] Introduce an informative topic and group related information together. Develop the topic with facts, definitions, and details. Use linking words. Provide a concluding statement.	[4] Introduce a topic clearly and group related information in paragraphs. Link ideas with concrete facts, details, or quotations. Use precise vocabulary. Provide a concluding section.	[5] Introduce a topic clearly, provide a focus, and group related information logically. Develop the topic and link ideas within and across categories of information. Use precise language.	[6] Develop the topic with relevant facts, definitions, concrete details, quotations, or examples. Use transitions to clarify the relationships among ideas. Use precise language and a formal style.	[7] Clearly introduce and preview the topic. Develop ideas with relevant facts, concrete details, quotations, and examples. Use transitions to create cohesion. Use precise language and a formal style.	[8] Organize ideas into broad categories. Develop the topic with relevant, well-chosen facts and examples. Use varied transitions to create cohesion. Use precise language and a formal style.

## English Language Arts Continuum

<b>Writing: Narrative</b>								
[K] Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order, and provide a reaction to what happened.	[1] Write narratives to recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	[2] Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words, and provide a sense of closure.	[3] Establish a situation. Introduce a narrator or characters. Naturally unfold events. Use dialogue and describe actions, thoughts, and feelings to develop experiences or characters' responses.	[4] Orient the reader by establishing a situation and characters. Naturally unfold events. Use concrete words and phrases and sensory details to convey experiences and events precisely.	[5] Use narrative techniques, such as dialogue, description, and pacing to develop events or show characters' responses. Use descriptive language. Provide a narrative conclusion.	[6] Engage the reader by establishing a context. Organize a natural, logical event sequence. Develop experiences, events, and characters. Signal shifts from one time frame or setting to another.	[7] Engage the reader by establishing a context and point of view. Organize a natural, logical event sequence. Develop experiences, events, and characters. Signal shifts in time frame or setting.	[8] Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. Show the relationships among experiences and events.
<b>Reading Foundations</b>								
[K] Demonstrate basic knowledge of letter-sound correspondences by producing the primary sound for each consonant and the 5 short vowel sounds.	[1] Understand and produce both short and long vowel sounds. Represent both with the common spellings for the five major vowels.	[2] Know the spelling-sound correspondences for common consonant digraphs as well as final -e and vowel teams for representing long vowel sounds.	[3] Decode two syllable words following basic patterns by breaking the words into syllables, including words with inflectional endings.	[4] Identify words with inconsistent but common spelling-sound correspondences and decode words with common prefixes and suffixes.	[5] Read with sufficient accuracy and fluency to support comprehension.			
<b>Language: Grammar</b>								
[K] Print letters. Use frequently occurring nouns, verbs, and prepositions. Form regular plural nouns orally. Understand and use question words. Produce and expand complete sentences.	[1] Use common, proper, possessive, singular, plural nouns. Use personal, possessive, indefinite pronouns. Use temporal verbs. Use adjectives, conjunctions, determiners, prepositions.	[2] Use collective nouns and irregular plural nouns. Use reflexive pronouns. Use past tense irregular verbs. Use adjectives and adverbs. Expand and rearrange simple and compound sentences.	[3] Use regular/ irregular plural nouns/verbs. Ensure subject-verb/ pronoun-antecedent agreement. Use comparative/ superlative adjectives/adverbs. Use conjunctions.	[4] Use relative pronouns, progressive verb tenses, modal auxiliaries, and prepositional phrases. Order adjectives within sentences. Correct fragments, run-ons, and frequently confused words.	[5] Explain the function of conjunctions, prepositions, and interjections. Use verb tense to convey various times, sequences, states, and conditions. Correct shifts in verb tense.	[6] Recognize and correct pronoun use. Recognize variations from standard English in writing and speaking, and identify and use strategies to improve expression in conventional language.	[7] Explain the function of phrases and clauses in general and their function in specific sentences. Recognize and correct misplaced and dangling modifiers. Vary sentences.	[8] Explain the function of verbals. Use verbs in the active and passive voice. Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
<b>Language: Mechanics</b>								
[K] Capitalize the first word in a sentence and the pronoun I. Recognize end punctuation. Write a letter for most consonant and short-vowel sounds. Spell simple words phonetically.	[1] Capitalize dates and people's names. Use end punctuation. Use commas in dates and words in a series. Use conventional spelling for high-frequency words. Spell untaught words phonetically.	[2] Capitalize proper nouns. Use commas in greetings and closings of letters. Use apostrophes in contractions and possessives. Generalize spelling patterns. Use tools to check spelling.	[3] Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Add suffixes to base words.	[4] Use correct punctuation. Use commas and quotation marks to mark direct speech and quotations. Use a comma before a coordinating conjunction in a compound sentence.	[5] Use a comma to separate an introductory element. Use a comma to set off a tag question and to indicate direct address. Use formatting to indicate titles of works.	[6] Use punctuation, such as commas, parentheses, or dashes, to set off nonrestrictive/ parenthetical elements.	[7] Use a comma to separate coordinate adjectives.	[8] Use punctuation, such as commas, ellipsis, or dashes to indicate a pause or break. Use an ellipsis to indicate an omission.

## English Language Arts Continuum

Language: Vocabulary Acquisition and Use								
[K] Apply new meanings for familiar words. Use inflections and affixes to determine meaning. Demonstrate understanding of verbs and adjectives by relating them to their opposites.	[1] Use sentence-level context as a clue to word meaning. Identify root words and their inflectional form. Define words by category and by one or more key attributes.	[2] Determine meaning when forming new words with prefixes. Use root words to determine meaning. Predict the meaning of compound words. Distinguish related verbs and adjectives.	[3] Determine meaning when forming words with affixes. Distinguish literal and nonliteral meanings. Distinguish descriptions of states of mind or degrees of certainty.	[4] Use context and Greek and Latin affixes and roots to determine meaning. Explain the meaning of similes, metaphors, idioms, adages, and proverbs. Relate words with similar meanings.	[5] Interpret figurative language. Use digital or print reference materials. Use the relationship between words, like synonyms, antonyms, and homographs to better understand them.	[6] Verify the preliminary determination of the meaning of a word or phrase. Interpret figures of speech. Distinguish among the associations of words with similar definitions.	[7] Consult print or digital, general and specialized reference materials. Distinguish among the connotations of words with similar denotations.	[8] Demonstrate understanding of figurative language, word relationships, and nuances. Gather vocabulary knowledge when considering a word important to comprehension or expression.

## Science Continuum

Science Processes								
[K] Use the five senses for purposeful observations. Raise questions. Make sense of observations and investigations. Demonstrate understanding through models and activities.	[1] Recognize the importance of multiple trials before drawing conclusions or presenting findings. Make purposeful observations to raise questions, investigate, and make meaning of findings.	[2] Make quantitative measurements. Organize data. Use evidence when communicating scientific ideas. Plan and conduct simple investigations. Generate questions based on observations.	[3] Use appropriate units of measure. Conduct simple, fair investigations. Use data to separate fact from opinion. Compare data from multiple trials. Identify environmental problems.	[4] Practice and apply inquiry skills as a process of testing ideas. Logically use evidence to formulate explanations, refine observations, measure, collect data and analyze.	[5] Generate scientific questions based on research. Consider fair tests, variables, and multiple trials. Relate findings to real-world problems. Share and discuss data collaboratively.	[6] Control multiple variables. Clarify the difference between scientific explanation and evidence. Confirm or challenge beliefs about the natural world. Design solutions to world challenges.	[7] Recognize different kinds of questions suggest different investigative approaches. Evaluate strengths and weaknesses of findings and the claims of others.	[8] Review experimental procedures, examine evidence, identify faulty reasoning, point out statements that go beyond the evidence, and suggest alternative explanations for observations.
Life Science								
[K] Identify that living things have basic needs. Identify and compare living and nonliving things.	[1] Mimick plant or animal parts to solve a human problem. Determine survival behaviors of parents and offspring. Construct an evidence-based account that offspring are like their parents.	[2] Investigate plant growth needs. Model animals dispersing seeds or pollinating plants. Make observations of plants and animals to compare the diversity of life in different habitats.	[3] Explore functions and structures in plants and animals that help them survive in their environment. Classify plants and animals by observable physical characteristics.	[4] Explore energy requirements of living organisms. Explore individual differences in organisms. Investigate food webs and the impact of environmental changes.	[5/6] Understand the main function of specialized animal systems. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	[5/6] Classify organisms by energy source. Explore interdependent relationships in ecosystems. Understand biotic and abiotic factors in an ecosystem. Explore how humans affect change.	[7] Use microscopy to explore single and multi-cellular organisms. Describe growth and development by cell division. Compare sexual and asexual reproduction.	[8] Argue with empirical evidence and scientific reasoning to explain animal behaviors and plant structures. Evaluate competing design solutions for maintaining biodiversity.
Earth Science								
[K] Identify different Earth materials and recognize the Earth materials necessary to grow plants.	[1] Use observations of the sun, moon, and stars to describe predictable patterns. Make observations at different times of year to relate the amount of daylight to the time of year.	[2] Show evidence that Earth events occur quickly or slowly. Compare solutions to prevent wind or water erosion. Model land and water. Identify solid and liquid water found on Earth.	[3] Explore causes of change on the Earth's surface and identify Earth materials. Explore natural resources and describe how humans protect and harm the environment.	[4] Model the motion of Earth and moon. Describe the apparent movement of sun and moon. Explore the history of Earth through fossils. Compare fossils of life forms with existing organisms.	[5/6] Model and explain Earth's place in the universe. Model, graph, and reason with data about Earth's systems, resources, and ways humans use science ideas to protect the environment.	[5/6] Analyze and interpret data to construct an explanation based on evidence for how geoscience processes have changed the Earth's surface at varying times and spatial scales.	[7] Explore the water cycle and the composition of the atmosphere. Explore frontal boundaries, major air masses, and the jet stream. Understand implications of pollution and climate change.	
Physical Science								
[K] Describe motion, compare motion, and develop an understanding of forces and their relationship to changes in motion. Understand that gravity affects the motion of all objects.	[1] Investigate the sound of vibrating materials. Observe that light is required to see different materials placed in light. Communicate over a distance using light or sound.	[2] Classify material properties. Test properties for an intended purpose. Deconstruct to create new objects. Provide evidence that heating and cooling changes can only sometimes be reversed.	[3] Explore force and motion. Explore light and shadow. Demonstrate that objects absorb heat energy when exposed to light. Explore vibrations of sound to create pitch.	[4] Describe heat production. Demonstrate conductors of heat and electricity, and electromagnet construction. Measure and observe properties of matter and changes in state.	[5/6] Observe and measure materials based on their properties. Model and describe matter as made up of microscopic particles. Use models to describe energy transfer from the sun to animals.	[5/6] Support an argument that the gravitational force exerted by Earth on objects is directed down.	[7] Explore light energy transfer to chemical energy through photosynthesis and wave energy transfer. Explore physical and chemical properties and change. Understand the Periodic Table.	[8] Understand chemistry and physics in terms of properties of matter, atomic structure, force, forms of energy, energy transformation, chemical bonds, entropy, and change.

## Social Studies Continuum

History								
[K] Distinguish yesterday, today, tomorrow. Create a timeline using personal events. Identify beginning, middle, and end. Describe ways people learn about the past.	[1] Distinguish past, present, future, days, weeks, and months. Investigate family history. Retell details in sequence. Use historical artifacts to draw conclusions. Identify holidays.	[2] Distinguish years and decades. Differentiate event descriptions. Exemplify individual roles in creating history. Identify a past problem and resolution. Construct a local historical narrative.	[3] Sequence early Michigan history. Use primary/secondary sources. Draw on American Indians' stories. Compare people's environmental interactions. Describe causal relationships.	[4] Use examples from Michigan history (from statehood to the present) as a case study for learning about U.S. geography, economics, and government.	[5/6] Use case studies to explore the goals and challenges of European exploration and colonization of the Americas. Compare how American Indians adapted to or modified the environment.	[5/6] Understand historical impact on geography from the beginnings of society, through early civilizations, pastoral societies, classical traditions, and major empires.	[7] Understand world history from the beginnings of society, through early civilizations, pastoral societies, classical traditions, and development of world religions.	[8] Understand American history from the revolution and new nation through expansion and reform, the Civil War, Reconstruction, and the development of an industrial U.S.
Geography								
[K] Recognize maps and globes represent places. Identify location with positional words. Describe places in the classroom. Describe ways to use the environment to meet needs and wants.	[1] Describe relative and absolute location. Distinguish land and water on maps and characteristics of place. Describe family diversity. Describe environmental modifications or adaptations.	[2] Construct maps and legends. Use relative location, distance, direction, scale. Relate community and region characteristics. Describe land use, transportation, community diversity.	[3] Use cardinal directions and thematic maps. Describe Michigan diversity. Describe movement of goods, people, and information. Describe cultural preservation. Analyze natural resource use.	[4] Use intermediate directions. Use geographic tools to describe elevation, climate, and patterns of population density. Define U.S. regions. Identify migration factors and cultural development.	[5/6] Locate peoples in the desert Southwest, Pacific Northwest, Great Plains nomadic nations, and woodland peoples east of the Mississippi River. Compare environment adaptation.	[5/6] Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics	[7] Relate people, places and environments in world history. Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.	[8] Argue the consequences of territorial expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.
Civics and Government								
[K] Identify our country's flag. Explain why people cannot do whatever they want. Describe fair ways to make decisions. Describe examples of self-discipline and individual responsibility.	[1] Identify reasons for rules. Explain how fair and just decisions can be made or conflicts might be resolved. Identify U.S. symbols. Describe responsibilities. Identify good citizenship.	[2] Explain local government purpose. Distinguish government/private action, responsibilities. Balance individual rights with common good. Exemplify enforcement, interpretation of laws.	[3] Describe Michigan's representative government and constitution's purpose. Describe state funding. Explain legislature, judiciary. Identify citizen rights and responsibilities.	[4] Examine the purpose and function of government in the U.S. Constitution Preamble. Explore federal limits of power and taxation. Identify guaranteed rights, right limits, and responsibilities.	[5] Describe roles of the Continental Congresses in unifying the colonies. Explain why colonists wanted to separate from Great Britain. Describe the challenges in creating a new government.	[6] Analyze competing ideas about government purposes and forms. Explain geopolitical relationships, challenges, and cooperation needed to address international issues.	[7] Contrast monarchies, theocracies, dictatorships, and representative governments. Explain how governments form policies and policy inconsistencies among countries.	[8] Analyze antebellum reform. Evaluate the causes, key events, and complex consequences of the Civil War and Reconstruction. Contrast the U.S. in 1800 with 1898.
Economics								
[K] Describe economic wants. Distinguish between goods and services. Recognize situations in which people trade.	[1] Distinguish producers/consumers of goods/services. Describe consumption of goods/services. Explain scarcity/choice. Describe trade, earning money, and how money simplifies trade.	[2] Identify opportunity cost. Describe how local businesses meet wants. Describe resources needed to produce goods and services. Show people depend on trade to meet their wants.	[3] Relate scarcity, choice, opportunity costs, incentives. Relate entrepreneurship, specialization, and interdependence of state, national and global economies.	[4] Apply concepts of price, competition, incentives. Develop understanding of specialization, division of labor, competition, interdependence and explore effects on productivity.	[5] Describe causes/effects of the Stamp Act, Boston Tea Party, and Intolerable Acts. Describe the advantages and disadvantages of each side during the American Revolution.	[6] Explain economic systems, incentive variation. Describe impact of government policies. Propose generalizations about economic interdependence. Diagram movement of products.	[7] Apply circular flow to a public service. Explain economic impact of trade. Explain how communications innovations have affected economic interactions and where and how people work.	[8] Contrast the Northeast and South with respect to agriculture, industry, labor, transportation, immigration, race and class relations before and after the Civil War.

## Social Studies Continuum

Public Discourse, Decision Making, and Citizen Involvement								
[K] Identify classroom issues. Use graphs to explain information. Compare their viewpoint with others'. Express a position on a classroom issue. Implement a plan to help or inform others.	[1] Identify public issues in the school community. Analyze graphic data. Identify alternative resolutions. Express a position and justify with a reasoned argument.	[2] Identify public issues in the local community. Analyze graphic data. Evaluate alternative resolutions. Exemplify how core democratic value conflicts lead to differing resolutions.	[3] Identify public issues in Michigan. Analyze graphic data, evaluate alternative resolutions. State a position and refine a reasoned argument. Know how, when, and where to inform others.	[4] Identify public issues in the U.S. Analyze data and evaluate resolutions. Increase proficiency in communicating positions on sophisticated public issues with a reasoned argument.	[5] Identify contemporary public issues related to the U.S. Constitution and related factual, definitional, and ethical questions. Express a position and justify with a reasoned argument.	[6] Trace public policy origins, analyze perspectives, and evaluate resolutions. Deeply examine to make reasoned decisions. Write arguments expressing and justifying decisions.	[7] Demonstrate how to conduct activities to advance public policy views, report results, and evaluate effectiveness. Contribute to solving an international problem.	[8] Identify, research, analyze, discuss, and defend a position on a national public policy issue. Apply core democratic values or constitutional principles to justify argument.