

| 11 th & 12 th ENGLISH LANGUAGE ARTS | 11 th & 12 th FINANCIAL MANAGEMENT | 11 th & 12 th BIOLOGY | 11 th & 12 th SOCIAL STUDIES |
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| <p><u>Reading Standards for Literature</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it). 2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text. 3. Determine how characters change and develop over the course of the text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech; compare and contrast different word choices and their impact on meaning and tone. 5. Determine how an author’s choices concerning the structure of a text (e.g., sequence, where to begin or end a story, choice of details to emphasize) contributes to its meaning. 6. Compare and contrast the point of view of the narrator or characters when figurative language is interpreted as intended or literally. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), comparing and contrasting how each version interprets the source text. 8. (Not applicable to literature) 9. Determine explicit understanding of accounts of eighteenth-, nineteenth- and | <p>Understand the difference between wants and needs</p> <ol style="list-style-type: none"> 1. Compare personal and family needs versus wants 2. Make spending decisions based on priority needs and wants. <p>Understand that money comes from working</p> <ol style="list-style-type: none"> 1. Identify individual and family sources of income 2. Apply processes of documenting time worked and amount of money earned (paper and electronic) <p>Apply budgeting skills</p> <ol style="list-style-type: none"> 1. Evaluate products and compare quality and value by using various resources 2. Set simple financial goals 3. Use strategies to manage money to prevent impulse buying 4. Identify income and expenses to prepare a budget 5. Determine what amount of money earned should be designated for future use 6. Use various forms of record keeping (paper and electronic) to budget and manage money 7. Create a payment schedule to demonstrate that borrowed money must be repaid in the future <p>Understand appropriate methods for personal financial management and independent living</p> <ol style="list-style-type: none"> 1. Apply record keeping strategies to maintain a checking account. 2. Compare the advantages and disadvantages of checking and savings accounts | <p><u>Structure and Functions of Living Organisms</u></p> <p>Understand structures and functions of living organisms</p> <ol style="list-style-type: none"> 1. Identify that plants make their own food through a process called photosynthesis. 2. Explain function (e.g., Skin- protect; Heart-pump blood) of major external and internal body parts, including skin, brain, heart, lungs, stomach, eyes, and ears. 3. Identify that the cell is the smallest basic unit of life and most living things are composed of many cells. <p><u>Ecosystem</u></p> <p>Understand the interdependence of living organisms within their environments.</p> <ol style="list-style-type: none"> 1. Identify fruits, vegetables, and meats as things people eat. 2. Identify that plants and animals get energy from food. 3. Identify sources of energy for plants and animals (e.g., oats for horses, grass for cows, apple for people, fertilizer for plants). 4. Understand simple food chains (e.g., grass gets energy from the sun, grasshoppers from grass, snakes from grasshoppers, and hawks from snakes). 5. Understand ways living things compete with each other to get the things they need to live in their environment. <p>Understand the impact of human activities on the environment</p> <ol style="list-style-type: none"> 1. Identify natural resources (e.g. water, air, land) impacted by human activity. 2. Understand how pollution (e.g. waste dumping, littering, smog) affects natural | |

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| <p>early twentieth-century foundational works of American literature.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., <i>Read or listen to the text to determine how the sequence influences the meaning; Read or listen to this text to decide how the character changes during the story</i>).</p> <p style="text-align: center;"><u>Reading Standards for Informational Text</u></p> <p>Key Ideas and Details</p> <p>1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).</p> <p>2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text.</p> <p>3. Analyze specific individuals, ideas, or events and determine how they interact over the course of the text.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms, and figures of speech; determine how the author uses a key term over the course of a text.</p> <p>5. Determine how an author’s choices concerning the structure of a text (e.g., sequence, point to emphasize, amount of evidence to provide) contribute to its meaning.</p> | <p>3. Compare the advantages and disadvantages of the use of credit cards and debit cards</p> <p>4. Interpret billing statements</p> <p>Apply math skills to consumer spending</p> <p>1. Identify the value of a set of coins and bills</p> <p>2. Apply strategies to maintain own money</p> <p>3. calculate and count back the correct amount of money needed when purchasing items</p> <p>4. Use consecutive subtraction on a calculator to keep track of the cost of items as compares to amount budgeted</p> <p>5. Read price tags and count money to cover cost of item(s) and tax</p> <p>6. Explain ways of saving money when making consumer purchases</p> <p>7. Calculate sales tax</p> <p>8. Demonstrate ability to make purchases from stores and vending machines</p> <p>9. Calculate the cost of a restaurant meal including tax and tip to determine if there is enough money</p> | <p>resources.</p> <p>3. Understand ways humans can work to preserve natural resources (e.g. recycling, conservation of water, carpooling).</p> | |
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6. Determine an author's purpose in choosing to use rhetoric when writing a text.

Integration of Knowledge and Ideas

7. Analyze information presented in different media or formats (e.g., print, visual, auditory) to answer questions or solve problems.

8. Demonstrate understandings of claims and arguments in works of public advocacy presented in print, video, or recounted formats.

9. Determine the purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) presented in print, video, audio, or recounted formats.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., *Listen to parts of the President's speech to determine his purpose; Read this page to determine which words the author was trying to emphasize*).

Writing Standards

Text Types and Purposes

1. Write* an argument to support a claim that results from studying a topic or reading a text.

a. State claim clearly.

b. State one opposing or counterclaim.

c. Support claim with two reasons or other relevant evidence drawn from the

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| <p>text when appropriate.</p> <p>d. Use complete, simple sentences, as well as simple compound sentences when appropriate.</p> <p>e. Provide a closing or concluding statement.</p> <p>2. Write* informative or explanatory texts that convey ideas, concepts and information.</p> <p>a. Write* the topic.</p> <p>b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate.</p> <p>d. Use domain specific vocabulary.</p> <p>e. Provide a closing or concluding statement.</p> <p>3. Write* narratives about personal or imagined experiences or events.</p> <p>a. Introduce the narrative by stating the problem, situation or event; introduce a narrator or characters.</p> <p>b. Write* about multiple events in a logical sequence using temporal words to signal event order.</p> <p>c. Use dialogue as appropriate.</p> <p>d. Use precise words and phrases to convey details.</p> <p>e. Use complete, simple sentences, as well as simple compound sentences when appropriate.</p> <p>f. Provide a closing.</p> <p>Production and Distribution of Writing</p> <p>4. Produce writing* that addresses a particular task, purpose, or audience.</p> <p>5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it relative to the purpose or audience.</p> | | | |
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6. Use technology to produce and publish writing*.

Research to Build and Present Knowledge

7. Write* to answer and pose questions or solve a problem based on two or more sources of information.

8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.

9. Write* about information gathered from literary or informational texts.

a. Apply *grades 11-12 Extended Reading Standards* to literature (e.g., *Write* to recount the story.*)

b. Apply *grades 11-12 Extended Reading Standards* to literary non-fiction (e.g., *Write* to describe information provided in the book that was not in the video.*)

Range of Writing

10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate in communicative exchanges.

a. Come to discussions prepared to share

b. With guidance and support from communication partners, set foals, follow agreed upon rules for discussions and carry out assigned roles.

c. Pose and respond to questions regarding the reasoning or evidence to support comments.

d. Remain on the topic of the discussion

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| <p>or logically link (e.g., <i>that reminds me of...</i> <i>That makes me wonder...</i>) to new topics when asking or answering questions or making other contributions; shift own comments and questions as required by changing topics.</p> <p>e. Acknowledge when communication partners offer diverse or contradicting points of view and pose questions to increase understanding of their perspective.</p> <p>2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.</p> <p>3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present findings including relevant descriptions, facts, or details as well as alternative or opposing information, with an organization that supports purpose, audience and task.</p> <p>5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and interest.</p> <p>6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p> <p><u><i>Language Standards</i></u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate understandings of Standard English grammar when writing and communicating</p> <p>d. Apply understandings of the need for</p> | | | |
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| <p>Standard English in some settings (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).</p> <p>e. Seek support in editing final written products to insure message is conveyed clearly.</p> <p>2. Demonstrate understandings of capitalization, ending punctuation and spelling when writing*.</p> <p>a. Use ending punctuation.</p> <p>b. Capitalize the first word in a sentence and proper nouns.</p> <p>c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p>d. Spell high frequency words correctly.</p> <p>Effective Language Use</p> <p>3. Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.</p> <p>a. Vary syntax using a variety of simple and compound sentence structures.</p> <p>Vocabulary Acquisition and Use</p> <p>3. Demonstrate knowledge of words and phrases drawn from English language arts, math, and science content.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p> <p>b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>c. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.</p> <p>4. Demonstrate understanding of figurative language and words relationships.</p> <p>a. Interpret simple figures of speech (e.g.,</p> | | | |
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| <p>It's raining cats and dogs) encountered while reading or listening. 5. Analyze the meaning of multiple meaning words when encountered while reading or listening.</p> | | | |
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