

9 <sup>th</sup> & 10 <sup>th</sup> ENGLISH LANGUAGE ARTS	9 <sup>th</sup> & 10 <sup>th</sup> ALGEBRA 1 A and B	9 <sup>th</sup> & 10 <sup>th</sup> LIFE SCIENCE	9 <sup>th</sup> & 10 <sup>th</sup> SOCIAL STUDIES
<p><u>Reading Standards for Literature</u></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).</li> <li>2. Determine the theme or central idea of the text and select details that relate to it; recount the text.</li> <li>3. Determine how characters change or develop over the course of a text.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.</li> <li>5. Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).</li> <li>6. Compare and contrast the experiences of characters in story or drama from outside the United States with personal experience.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Analyze the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) and determine what is present and absent in each.</li> <li>8. (Not applicable to literature)</li> <li>9. Determine how an author has drawn upon or included references to another text (e.g., book 3 in a series draws on information from 1 and 2; one author draws upon another author's text).</li> </ol>	<p><u>Number and Quantity: The Real Number System</u></p> <p><b>Extend the properties of the base ten system (limit to tenths and hundredths)</b></p> <ol style="list-style-type: none"> <li>1. Identify decimal values.</li> <li>2. Compare decimal values.</li> <li>3. Order decimal values.</li> </ol> <p><b>Use properties of the base ten system (limit to tenths and hundredths).</b></p> <ol style="list-style-type: none"> <li>4. Calculate the sum of decimal values.</li> <li>5. Calculate the difference of decimal values.</li> </ol> <p><u>Number and Quantity: Quantity</u></p> <p><b>Reason quantitatively and use units to solve problems</b></p> <ol style="list-style-type: none"> <li>1. Interpret the unit rate from a graph of equivalent ratios using scales greater than 1 on the y axis (e.g., speed= miles per hour).</li> </ol> <p><u>Algebra: Seeing Structure in Expressions</u></p> <p><b>Use equivalent expressions to solve problems</b></p> <ol style="list-style-type: none"> <li>1. Identify the equivalent addition expression from a multiplication expression (e.g., given <math>3r</math> student identifies equivalent <math>r+r+r</math>).</li> <li>2. Evaluate an algebraic expression (If <math>r=2</math>, then the value of <math>4r</math> is <math>4 \times 2=8</math>).</li> </ol> <p><u>Algebra: Creating Equations</u></p> <p><b>Use inequalities to describe numbers and relationships.</b></p> <ol style="list-style-type: none"> <li>1. Use inequalities to describe the relationship between two quantities (less than, <math>&lt;</math>, greater than, <math>&gt;</math>).</li> <li>2. Identify non-negative integers that would make an inequality true (e.g., <math>x</math> is less than 10, so <math>x</math> could be equal to 0,1,2,...9).</li> </ol>	<p><b>Apply safety measures and procedures in a variety of situations in the community and home</b></p> <ol style="list-style-type: none"> <li>1. Carry out common disaster/accident procedures for preparation (if advance warning is received) and response to: fire, winter storm, tornado, hurricane, flood</li> <li>2. Compare an emergency situation and a non-emergency situation</li> <li>3. Carry out (through role playing) the process for reporting an emergency to the proper authorities</li> </ol> <p><b>Apply skills associated with providing simple first aid and obtaining medical treatment when needed.</b></p> <ol style="list-style-type: none"> <li>1. Compare simple and serious injuries</li> <li>2. Demonstrate the proper procedures for providing first aid for these simple injuries: minor scrapes and cuts, insect bites, simple burns (including sunburn)</li> <li>3. Identify symptoms and routine home treatments of common non-serious illnesses: common cold, fever, headache, stomachache, body aches</li> <li>4. Compare community sources of medical care and the services that can be obtained from these agencies: health department, hospital, family medical practice, pharmacy, walk-in clinic</li> <li>5. Indicate personally identifiable information</li> </ol> <p><b>Apply the skills needed to practice healthful living and good nutrition</b></p> <ol style="list-style-type: none"> <li>1. Apply daily hygiene/grooming habits</li> <li>2. Apply common practices that help prevent illnesses and germ spreading</li> <li>3. Identify basic guidelines for the practice of good nutrition</li> </ol>	

<p><b>Range of Reading and Level of Text Complexity</b></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 this text to determine how the main character changes over time. Read or listen to this text to determine how the author has drawn upon the text we read last week.</i>).</p> <p style="text-align: center;"><u>Reading Standards for Informational Text</u></p> <p><b>Key Ideas and Details</b></p> <p>1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a 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 the text and select details that relate to it; recount the text.</p> <p>3. Determine how ideas or events in a text are related.</p> <p><b>Craft and Structure</b></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.</p> <p>5. Determine which sentences or paragraphs relate to the ideas or claims that an author has made (e.g., Read or listen to the text to tell me which sentences tell about the author’s belief that we need better recycling programs).</p> <p>6. Determine which sentences and paragraphs in a text reflect an author’s point of view or purpose.</p>	<p style="text-align: center;"><u>Algebra: Reasoning with Equations and Inequalities</u></p> <p><b>Solve equations and inequalities in one variable.</b></p> <p>1. Use equations to solve problems using addition and subtraction with decimals when a part is unknown (e.g., a can of soda cost \$0.75 and John has \$0.50 how much more money does he need?).</p> <p>2. Use inequalities to solve problems using addition and subtraction when a part is unknown (e.g. <math>3 + x &gt; 8</math>).</p>	<p>4. Identify the benefits of a regular exercise program including its relation to weight and health</p> <p>5. Plan a simple meal based on nutritional guidelines: develop a grocery list, purchase food, awareness of cooking terms, cooking methods, kitchen appliance usage</p> <p>6. Identify foods that are high-risk for contamination/spoilage</p> <p>7. Carry out the proper methods for handling, preparing, and storing foods</p>	
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**Integration of Knowledge and Ideas**

- 7. Analyze various accounts of a subject told in two different artistic mediums (e.g., a person’s life story in print and multimedia) and determine what is present and absent in each.
- 8. Analyze the argument or specific claims and determine what evidence is provided to support them.
- 9. Analyze accounts of U.S. documents and historical and literary significance and determine what themes are addressed in each.

**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., *Read or listen to the text to determine what it tells us about the man’s life that we did not learn in the video*).

Writing Standards

**Text Types and Purposes**

- 1. Write\* a claim that results from studying a topic or reading a text.
  - a. Support claim with two reasons or other relevant evidence drawn from the text when appropriate.
  - b. State one opposing or counterclaim.
  - c. Provide a closing or concluding statement.
- 2. Write\* an informative or explanatory text.
  - a. Write\* the topic.
  - b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
  - c. Develop the topic with three or more facts or concrete details.
  - d. Use domain specific vocabulary.

<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.</p> <p>b. Include a narrator or characters using words to signal event order.</p> <p>c. Write* about multiple events and use temporal words to signal event order.</p> <p>d. Use dialogue as appropriate.</p> <p>e. Provide a closing.</p> <p><b>Production and Distribution of Writing</b></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> <p>6. Use technology to produce and publish writing.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Write* to answer and pose questions or solve a problem based on two or more sources of information.</p> <p>8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.</p> <p>9. Write* about information gathered from literary or informational texts.</p> <p>a. Apply <i>grade 9 Extended Reading Standards</i> to literature (e.g., <i>Write* to recount the story</i>).</p> <p>b. Apply <i>grade 9 Extended Reading Standards</i> to literary nonfiction (e.g., <i>Write* to describe information provided in the book that was not in the video</i>).</p>			
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<p><b>Range of Writing</b>  10. Write* over extended time frames (adding to the same text over multiple sessions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>Speaking and Listening Standards</i></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Initiate and participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share</p> <p>b. With Guidance and support from communication partners, follow agreed upon rules for discussions and carry out assigned roles.</p> <p>c. Remain on the topic of the discussion or logically link (e.g., <i>that reminds me of...</i>) to new topics when asking or answering questions or making other connections.</p> <p>d. Acknowledge when a communication partner changes the topic and shift own comments and questions as warranted.</p> <p>2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible.</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><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present findings including relevant descriptions, facts, or details 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.</p>			
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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.

*Language Standards*

**Conventions of Standard English**

1. Demonstrate understandings of Standard English grammar when writing and communicating
  - a. Use adjectives and adverbs to convey specific meanings and add variety and interest.
2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
  - a. Use commas in greetings and closings of letters and other correspondence.
  - b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
  - c. Spell high frequency words correctly.

**Knowledge of Language**

3. Use knowledge of language to achieve desired meaning when writing\* or communicating, and to support comprehension while reading or listening.

**Vocabulary Acquisition and Use**

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
  - a. Use context to identify which word in an array of content related words is missing from a sentence.
  - b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
  - c. Use glossaries and beginning dictionaries (print or digital) to clarify the

<p>meaning of words and phrases.</p> <p>5. Demonstrate understanding of figurative language and words relationships.</p> <p>a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.</p> <p>b. Analyze the meaning of multiple meaning words when encountered while reading or listening.</p> <p>6. Acquire and use general academic and domain-specific words and phrases.</p>			
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