# COLE•R1 SCHOOL DISTRICT

**Cole County R-1 School District**
**2023 Power Standards**

Power standards provide school administrators, teachers, parents and students a road map for learning expectations in each grade and course. Our district has deemed these power standards as the most critical goals to master before a student may successfully move to the next grade. While these are the standards teachers will emphasize throughout the year, it doesn't mean the other standards are neglected.  Many of those standards become sub-standards to the power standards and are taught side-by-side. By reducing the number of standards to the most critical, teachers are able to find the time to reteach and provide for deeper learning.

## Pre-Kindergarten

| Communication Arts | Mathematics | Science | Social Studies (Social & Emotional Learning) |
|---|---|---|---|
| Students will write their name using correct letters | Students will be able to rote count to 10. | Students will be able to talk about the physical characteristics of an object. | Students will be able to follow simple rules. |
| Students will follow simple 2 step directions. | Students will count up to 5 objects, one to one correspondence. | Students will be able to tell that living things need food and water. | Students will learn how to transition and follow daily routines. |
| Students will be able to hold a book appropriately, where it can be read from left to right and top to bottom. | Students will read and write numbers from 0 to 10 in numerical order. | Students will be able to notice the change weather and seasons | Students will be able to play corporatly with other students |
| Students will be able to identify the characters, setting and problem of a fiction text that is read to them. | Students will identify square, circle, triangle, heart, star, rectangle. | | Students will be able to develop friendships |
| Students will produce a rhyme. | Students will put objects into groups based on their characteristics. | | |

| Counseling | PE |
|---|---|
| Students will identify how they are feeling and spot their feelings when they are feeling overwhelmed. (SE.1.A.OK) | Students will show a variety of locomotor movements. (HPE 4) |
| Students will identify that there are four Zones of Regulation and will know the four colors of the Zones | Students will identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee) (E.1 HPE 1, HPE 4) |

# Kindergarten

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will connect books to a personal event/memory from their life with help from an adult (K.R.1.A.d) | Students will rote count to 100 by 1s and rote count to 100 by 10s (NS.A.1) | Students will tell about size, shape, color, and mass of objects (PS1.A.1) | Students will tell about locations within the classroom using positional words front, back, behind, beside, over, under (K.EG.5.B.a) |
| Students will name all upper and lower case letters and sounds (K.RF.1.A.a &K.RF.3.A.a) | Students will read and write numbers from 0-20 (NS.A.2) | Students will tell about the local weather and how it changes and stays the same (ESS2.D.1) | Students will tell the reasons we have our school rules (K.PC.1.B.a) |
| Students will be able to read short words by blending letter sounds together. (K.RF.2.A.f) | Students will count objects using one to one correspondence up to 20 (NS.B.1) | Students will Investigate pushes and pulls (PS2.A.1) | Students will explain how to resolve disputes peacefully in the classroom and on the playground (K.RI.6.B.a) |
| Students will tell that words are made up of letters (K.RF.1.A.d) | Students will count objects and know that the number of objects stay the same even if they are rearranged.  (NS.B.2) | Students will identify ways humans impact changes to land, water, air and environment (ESS3.C.1) | Students will Identify that the flag is a symbol of our nation (K.PC.1.F.a) |
| Students will write their own first and last name using a capital letter at the beginning. (K.L.1.B.c) | Students will name and describe features of a square, triangle, rectangle and circle (GM.A.1) | Students will understand how plants and animals can change the environment to meet their needs (ESS2.E.1) | Students will create a personal family tree and compare family's life in the past and present (K.H.3.B.a-b) |
| | | Students will understand living things have basic needs that help them stay alive (1.S1.C.1) | |

| Art | Computers | Counseling | Library |
|---|---|---|---|
| Students will use art tools correctly and successfully. VA:Cr2B.2 | Students will name the parts of a computer and identify their purpose. (K.CS.HS.01) | Students will identify how they are feeling and spot their feelings when they are feeling overwhelmed. (SE.1.A.OK) | Students will ask a question about a topic that interests them. (K.W.3A.a) |
| | | Students will identify that there are four Zones of Regulation and will know the four colors of the Zones | |
| | | Students will identify one emotion from each Zone | |

| Music | Physical Education |
|---|---|
| Students will Identify and keep a steady beat in song. (MU:Re8.1.Ka) | Students will show a variety of locomotor movements . (HPE 4) |
| | Students will identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee) (E.1, HPE 1, HPE 4) |

# 1st Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will identify closed syllable words by recognizing and sounding out the letters. | Students will add 2 numbers between 0 and 20 without regrouping. RA.C.1 | Students will ask questions and make observations during hands on experiments. ETS1.A.1 | Students will show acts of good citizenship within their classroom and community. 1.PC.1.D.a |
| Students will summarize the main idea of a fiction/non fiction story when read to them. 1.R.1.A.d, 1.R.2.A.b,1.R.3.C.b | Students will solve two digit subtraction problems up to 20 without regrouping. RA.C.1 | Students will predict the weather patterns based on the season. ESS2.e.1 | Students will identify landmarks in my community. (school, pool, gas station) 1.EG.5.B.a |
| Students will identify the characters in a fiction/non fiction story when read to them. 1.R.2.A.a | Students will tell time to the nearest half hour. GM.C.1 | Students will make a list of similarities and differences of offspring and parent LS3.A.1 | Students will understand symbols of Missouri (capital, state monuments, state flag) 1.PC.1.F.a-b |
| Students will explain the problem and solution in a fiction/ non fiction story when read to them. 1.R.2.A.a | Students will rote count by 2's and 5's to 100 | Students will identify a source of energy as heat or light PS3.A.1 | Students will understand goods and services in their community 1.E.4.A.b |
| Students will write legibly on lines and use capitalization when appropriate. | Students will identify least and greatest on a graph. DS.A.2 | | |
| Students will read and spell short words 1.R.F.3.A.a | | | |

| Art | Computers | Counseling | Library |
|---|---|---|---|
| Students will produce a variety of line types using many different materials (vertical, horizontal, diagonal, etc.). VA:Cr2A.K | Students will identify simple hardware and software problems that can occur during use. (1.CS.T.01) | Students will identify how they are feeling and be able to identify their feelings. (SE.1.A.OK.) | Students will identify the differences between fiction and non-fiction text (1R.1C.a) |
| | | Students will identify that there are four Zones of Regulation and will know the four colors of the Zones. | |
| | | Students will identify one emotion from each Zone. | |

| Music | Physical Education |
|---|---|
| Students will participate in echo singing and clapping. | Students will perform locomotor skills in different directions, pathways, and levels (height). (HPE 4) |
| | Students will identify and demonstrate a variety of relationships (over, under, through) with objects (wands, hula hoops) (E.1 HPE 1, HPE 4) |

# 2nd Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will read, understand and draw conclusions from nonfiction stories they read. 2.R.3.C.a | Students will do addition and subtraction within 100. 2.NBT.A.8 | Students will ask questions, make observations, and gather information to solve a simple problem. EST1.A.1 | Students will see the differences of regions of the United States based on their landforms. 2.EG.5.F.a-c |
| Students will write paragraphs with 1 main idea. 2.W.1.B.b | Students will tell time on both kinds of clocks to 5 minutes using am and pm. 2.GM.D.1 | Students will understand that sound is caused by vibrations. PS4.A.1 | Students will understand the importance of the Pledge of Allegiance and other national symbols. 2.PC.1.F.a-b |
| Students will write using the correct letter formation.2.L.1.B.a | Students will count money using all coins and dollar bills.2.GM.D.12 | Students will understand the amount of force applied to an object changes the motion of the object. PS2.A.1 | Students will understand that inventors impact the progress of our country. 2.PC.1.E.a |
| Students will write using capital letters and punctuation.2.L.1.B.d / 2.L.1.A.h | Students will read and make picture graphs and bar graphs. 2.DS.A.3 | Students will understand that different environments affect how plants grow. LS2.A.1 | Students will understand the difference between goods and services. 2.E.4.A.a-b |
| Students will identify and read vowel patterns. 2.RF.3.A.a,b,c,d,e,h | Students will measure to the nearest half inch. 2.GM.B.5 | Students will understand that weather can change the Earth's surface. ESS2.A.1 | Students will understand the compass rose and use a simple map key. 2.EG.5.A.a-b |
| Students will identify and read vowel consonant e words.2.RF.3.A.b | | Students will understand that the water on Earth can be solid and/or liquid. ESS2.C.1 | Students will understand the advantages of different types of communication and transportation. 2.EG.5.E.a-b |
| Students will communicate their ideas verbally in ways in which their teachers and peers understand. 2.SL.3.A | | | Students will be good citizens. 2.PC.1.D.a-b |

| Art | Computers | Counseling | Library |
|---|---|---|---|
| Students will create works of art about events in home, school, or community life. VA:Cn10A.2 | Students will type with their fingers on the home row of the keyboard. | Student can identify the Zones of Regulation and three feelings that belong in that zone. (SE.1.A.02) | Students will identify similarities and differences in points of view of characters and how stories are told (2.R.2A.f) |
| | Students will independently and collaboratively debug programs, which include sequencing and simple loops in coding. (2.AP.PD.03) | Student can identify one method of self-regulation from each Zone that can help get them back to the "Green Zone." | |

| Music | Physical Education |
|---|---|
| Students will read quarter notes and eighth notes using "TA"s and "TI-TI"s while keeping a steady beat. | Students will put together two or more locomotor skills in different directions, pathways, and levels when asked. (HPE 4) |
| | Students will identify and demonstrate symmetrical and non symmetrical shapes at different levels (body letters, rope spelling) (E.1 HPE 1, HPE 4) |

# 3rd Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will put the main events of a story in sequence. (3.R.2.A.a) | Students will identify, read, and write a number up to 100,000. (NBT-A) | Students will conduct an experiment using the steps of the scientific method. (C3ET.S1.1) | Students will identify and describe the Missouri Symbols. (3.RI.6.A.a) |
| Students will find the main idea and details of the story. (3.R.3.A.b) | Students will find equivalent fractions.  Students will compare fractions using pictures. (NF-A) | Students will describe how a habitat can change. (3.LS3.D.1) | Students will explain the importance of the Louisiana Purchase and Westward Expansion in Missouri's History. (3.H.3.F.a-c) |
| Students will identify a statement as a fact or an opinion. (3.R.3.B.b) | Students will complete multiplication facts with answers up to 144.  Students will explain the relationship between multiplication and division. (RA-C) | Students will describe how and why a magnet works.  Students will  describe how magnets and electricity are related. (3.PS2.B1) | Students will identify and describe the regions and geographic features of Missouri. (3.EG.5.C.a-b and 3.EG.5.F.a) |
| Students will write a complete sentence with proper punctuation and a subject and predicate. (3.L.1.A.c) | Students will tell time to the nearest minute. (GM-B) | Students will identify the 3 states of matter and how temperature will affect them. (3.PS1.A.1) | Students will identify and explain the functions of the 3 branches of state government. (3.GS.2.D.a) |
| Students will state an opinion and provide 3 reasons that support that opinion in a paragraph. (3.W.2.A.b and g) | Students will measure to the nearest quarter inch. (GM-B) | Students will compare and contrast plant and animal life cycles. (3.LS1.B.1) | Students will  explain Missouri's role in the Civil War. (3.H.3.G.a-b) |
| Students will follow 3 step directions. (3.SL.1.a.b) | | Students will identify the difference between inherited traits and environmental traits (adaptations) (3.LS3.A-C.1) | Students will explain supply and demand. (3.E.4.A.d) |
| | | Students will use weather related instruments to make decisions about how to appropriately dress for recess. (3.ESS2.D2 & 3.ESS3.B1) | Students will name and locate cities, rivers, regions, and border states of Missouri. (3.EG.5.B.a) |

| Art | Computers | Counseling | Library |
|---|---|---|---|
| Students will identify and explain how and where different cultures record and illustrate stories and history of life through art. VA:Pr5A.3 | Students will open a Google document and change text 7 ways. | Student can identify the Zones of Regulation and three feelings that belong in that zone. (SE.1.A.02) | Students will identify similarities and differences between various genres of fiction. (historical fiction, mystery, science fiction, etc.) (3.R.2A.e.) |
| | Students will identify, using correct computer vocabulary, simple problems that may occur during everyday use, discuss problems with peers and adults and apply strategies for solving these problems  (e.g. refresh the screen, closing and reopening an application or file, unmuting or adjust the volume on headphones).  (3.CS.T.01) | Student can identify two methods of self-regulation from each Zone that can help get them back to the "Green Zone." | |

| Music | Physical Education |
|---|---|
| Students will identify notes on a treble clef staff by their letter name. | Students will show correct form and transition smoothly during multiple locomotor skills using different directions, pathways, and levels. (e.g. skipping to jumping, to hopping, etc.) (HPE 4) |
| | Students will identify and demonstrate a combination of directional movement while performing various skills. (E.1, HPE 1, HPE 4) |

# 4th Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will research and write a report on provided topic. 4.W.3.A.d-h. | Students will write a number in the millions in word form and expanded form.  4.NBT.A | Students will make improvements to an existing product.4.ESS3.A.1 pg 28  &  4.ETS1.C.1 | Students will understand what the Bill of Rights is and why it is important. 4.PC.1.C.a-b |
| Students will identify words in a sentence by their parts of speech. (Diagram)          4.L1.A a-i | Students will divide a four digit number by a single digit number with remainders.  4.NBT.A | Students will understand how mass and force affect an object's motion by using simple machines.4.PS2.A.1 4. PS3.C.1 | Students will understand how to make economic decisions based on resources and how to invest money.  4.E.4.A.c |
| Students  will draw conclusions based on text evidence and support inferences with details from text.  4.R.1Aa | Students will  use a protractor to measure and draw angles. 4.G M.B | Students will understand how rock formations change over time by looking at examples of fossils within layered rock.. 4. ESS1. C.1 | Students will understand the jobs for each of the 3 branches of federal government.          4.GS.2.D.a |
| Students will  follow and repeat multi-step directions in order according to classroom procedures.  SL1. A.c | Students will solve problems with perimeter and area. 4.G M.C | Students will identify the steps of the water cycle and understand how to reduce erosion.  4. ESS1. C.1 | Students will be able to discuss the cause and effect of Westward expansion.  4.H.3.F.a |
| Students will  read and infer to draw conclusions to explain the author's purpose.  4. R3 Cc | Students  will use geometry vocabulary correctly to  identify shapes, lines, and angles.  4.GM.A | Students  will see how wave lengths cause objects to move and patterns in amplitude.4. PS4. A.1 | Students will identify the causes and consequences of the Civil War.  5.H.3.G.a |
| Students will write a fiction narrative with a beginning, middle and end.  4.W.2.Cc | Students will construct a line plot using data.  4.DS.A.3 | Students will construct a 3D map of land features to include land & water features. (Such as volcano, mountain, ocean and more) ESS2.B.1 Only 2&4 | Students will create a model of geography features. 4.EG.5.B.a |
| | Students will  add and subtract fractions and mixed numbers with common denominators.  4.NF.B.6 | Students will understand flow of electricity in a circuit and the energy change that occurs.  Energy Transfer:  4.PS3.B.2 | Students will identify primary and secondary sources. 4.TS.7.A.a |

| Art | Computers | Counseling | Library |
|---|---|---|---|
| Students will collaboratively set goals and create artwork that is meaningful and has purpose to the makers. VA:Cr1B.4 | Students will  insert pictures, tables, and shapes into a Google document. | Student can identify the four Zones of Regulation and four feelings that belong in that zone. (SE.1.A.02) | Students will identify a variety of relevant sources to find the answers when researching a topic. (4.W.3A.c) |
| | Students will  practice grade-level appropriate behavior and responsibilities while on-line  (e.g. using strong passwords, creating a positive online community). (4.IC.SI.01) | Student can identify two methods of self-regulation from each Zone that can help get them back to the "Green Zone." | |

| Music | Physical Education |
|---|---|
| Students will identify and label treble clef staff notes. | Students will change speed with different pathways, levels and directions in game-like setting. (HPE 4) |
| | Students will identify body parts and functions in relationship to movement.  (E.1, HPE 1, HPE 4) |

# 5th Grade

| Communication Arts | Mathematics | Social Studies | Science |
|---|---|---|---|
| Students will make text to text connections 5.R.1.C.a | Students will label place values up to billions. (5.NBT.A.1) | Students will explain the purpose and roles of the government. 5.GS.2.A.a | Students will demonstrate that a plant receives a majority of its nutrients through the air and water. 5.LS1.C.1 |
| Students will write informational / explanatory texts. 5.W.2.B. | Students will write a rule to describe a number pattern. (5.RA.A.2) | Students will explain the causes and consequences of the American Revolution. 4.H.3.D.a | Students will demonstrate that mixtures are physically combined and can be separated using physical processes. 5.PS1.B.1 |
| Students will properly use and understand the following parts of speech: nouns, pronouns, and adjectives. 5.L.1.A.a. | Students will multiply two digit by two digit whole numbers (5..NBT.A.8) | Students will understand how scarcity, supply and demand, and other economic concepts have impacted our present and future. 5.E.4.A.a | Students will demonstrate that Earth's gravity pulls objects toward the center of the planet. 5.PS2.B.1 |
| Students will state the problem and solution of a story. 5.R.2.A.b. | Students will divide multi-digit whole numbers. (4.NBT.A.8 | Students will identify the concepts of the Declaration of Independence. 5.PC.1.A.a | Students will diagram how energy in food is from the sun as a result of photosynthesis. 5.PS3.D.1 |
| Students will use text features and graphics to find information. 5.R.3.A.a | Students will add and subtract decimals to the thousandths. (5.NF.A.6) | Students will identify and explain the significance of our nation's symbols. 5.PC.1.F.a | Students will use scientific data to explain that the Sun appears brighter than other stars because of how close the Earth is to the sun. 5.ESS1.A.1 |
| Students will actively listen then summarize main points. 5.SL.1.A.D | Students will convert fractions to decimals and decimals to fractions. (5.NF.A.2) | Students will create a timeline to show information of a social studies' era. 5.TS.7.B.b | Students will create a model demonstrating different amounts of daylight based on the season. 5.ESS1.B.1 |
| | Students will create and interpret a line graph. (5.DS.A.1) | Students will understand how changes in communication and transportation have an impact on people's lives. 5.EG.5.E.a | Students will use scientific resources to design a solution to a real world problem. 5.ESS3.C.1 |
| | | | Students will graph data about the changes in length and direction of shadows based on the time of day and the different seasons. 5.ESS1.B.2 |

| Art | Computers | Counseling | Library |
|---|---|---|---|
| Students will experiment and develop skills in multiple art making techniques and approaches through practice. VA:Cr2A.5 | Students will give appropriate credit when using resources. (5.IC.SLE.02) | Student can identify the four Zones of Regulation and the feelings that belong in that zone. (SE.1.A.02) | Students will use text information to draw conclusions (5.R.1A.b) |
| | | Student can identify multiple methods of self-regulation from each Zone that can help get them back to the "Green Zone." | |

| Music | Physical Education |
|---|---|
| Read and play a short melody on 1 of the following: voice, recorder or ukelele. | Students will demonstrate the use of fundamental drills in order to prepare for team sports. (Standard 1, HPE 4) |
| | Students will connect the importance of posture and body positions with performance of various skills (swinging a bat, rope jumping, throwing a ball) (E.1 HPE 1, HPE 4) |

# 6th Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will research several sources in order to write a research paper. (W.1.A) | Students will write and solve one-step equations with addition, subtraction, multiplication, and division. (EEI.B.4.a) | Students will explain the interactions between living and nonliving parts of an ecosystem. (LS2.B.1) | Students will explain how early river valley societies were created.<br><br>Examples: Egypt, India, Mesopotamia, China<br><br>WH. 2.CC.A |
| Students will present to classmates using presentation skills. Students will give a presentation to classmates using a computer program (PowerPoint, Google Slides, etc). (S&L.2.A   S&L.2.C) | Students will find the least common multiple (LCM) and greatest common factor (GCF) of two given numbers. (NS.B.4.A) | Students will diagram various land forms to support Earth's changing surface throughout history. (ESS2.A.2) | Students will identify the impacts of conflicts within both Ancient Greece and Ancient Rome.<br><br>WH.3.CC.B |
| Students will follow the writing process to create an organized paper. (W.2.A. & W.3.A) | Students will solve problems involving ratios and unit rates. (RP.A.3.C) | Students will design and develop a model that illustrates the cycle that water follows and the factors that contribute to it. (ESS2.C.1) | Students will compare and contrast the powers of political leaders in monarchies, theocracies, city-states, and empires.<br><br>WH. 2.GS.B |
| Students will read and understand texts (literature/informational) on my own at the 6th grade level. (RL/RI.3.D) | Students will solve problems by adding, subtracting, multiplying and dividing decimals. (NB.B.3) | Students will compare and contrast the role of gravity in the motions within the galaxies and solar system. (ESS1.A.3) | Students will compare and contrast three characteristics (Education, Language, Religion, Art, Traditions, Roles of Men and Women, etc.) of different cultures around the world. WH.3.G.A |
| Students will figure out the meanings of words using context clues, word parts, and/or other resources. (RL/RI.1.B) | Students will find the mean, median, mode and range of a given set of numbers. (DSP.B.4.A) | Students will explain how air masses create various weather patterns which result in changing weather conditions. (ESS2.C.2) | Students will identify how technology/tools have changed over different time periods.<br><br>WH.2.PC.D |
| Students will describe the main idea(s) of a text and cite specific evidence of the main idea throughout the text. (RL/RI.1.D) | Students will find the area of a square and the volume of a cube.  (GM.A.1, GM.A.2) | Students will evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (ETS 1.B.1) | Students will locate the continents and oceans.<br><br>6-8.WH.3.G.C |
| Students will explain how a stories plot unfolds and moves toward a resolution. (RL.2.D) | Students will graph ordered pairs and state the quadrant it is located. (GM.A.3a) | | Students will recognize some reasons why early civilizations traded.<br><br>6-8.WH.4.EC.A |
| Students will compare and contrast the difference between reading a text and watching a video version of the text. (RI.3.A) | | | Students will create a timeline about important world history dates.<br><br>6-8.WH.1.HCC.A |

| Art | Computers | Counseling | Choir |
|---|---|---|---|
| Students will properly complete their self-assessment forms, including writing about their artwork (categorizing subject matter and characteristics of form). VA:Re8A.6 | Students will recognize and determine computer threats and be able to identify programs and methods to protect electronic information. (6-8.NI.C.01) | Student can identify the four Zones of Regulation and the feelings that belong in that zone. (SE.1.A.02) | Students will identify notes on a grand staff by letter name; play or sing beginning pieces |
| | | Student can identify multiple methods of self-regulation from each Zone that can help get them back to the "Green Zone." | |

| Band | Physical Education |
|---|---|
| Students will read and perform the notes of concert Bb, C, D, Eb, F and G on their instrument | Students will combine locomotor and fundamental skills to apply to  partner and small-group activities. (6.1 HPE4) |
| | Students will identify critical elements to improve performance in selected skills (throw various objects) (E.1, HPE 1, HPE 4) |

# 7th Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will be able to draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text saysR1A, R2A, B, C | Students will add, subtract, multiply, and divide rational numbers. (NS.A.3) | Students will demonstrate how the mass of an object and the forces acting on it change the motion of an object. (PS2-2) | Students will label the states of the United States, major cities of Missouri, major cities of the United States, and major landforms of the United States. DT.6-8.3.1.C, DT.6-8.3.1.D |
| Students will know how to compare and contrast how two or more authors writing about the same topic make decisions about craft and structure R1C. | Students will find the additive inverse of a number and the absolute value of a number. (NS.A.1c) | Students will inspect components of electrict and magnetic forces to determine the factors that affect their strength. (PS2-3) | Students will label the continents, major nations, and major landforms of the world. DT.6-8.3.1.E DT.6-8.3.1.F |
| Students will understand how to analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. RL.2.C | Students will convert rational numbers into fractions, decimals, or percents; including repeating decimals. (NS.A.2e) | Students will examine how mass and speed of an object affects its kinetic energy. (PS3.A.1) | Students will describe how physical processes shape the environment of the world, such as earthquakes, mountains, deserts, beaches, etc. KCU.6-8.3.2.A |
| Students will be able to draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says. 8.RL.1 | Students will find and solve for the unit rate (constant of proportionality) based on a table, equations, and graph. (RP.A.2.b) | Students will explain how changes in distance between objects causes changes in the amount of stored potential energy. (PS3.A.2) | Students will describe current human environmental issues such as water pollution, water shortages, droughts, etc. DT.6-8.2.1.B |
| Students will use the writing process and technology to create a multiple paragraph (3-5) essay appropriate for the given assignment and audience. 7W.2/3.A | Students will collect like terms, expand, and factor algebraic expressions. (EEI.A.2, EEI.A.1) | Students will explain how various materials interact with light and sound waves. (PS4.A.2) | Students will explain how groups and institutions (schools, hospitals, etc) of a place develop to meet people's needs. KCU.6-8.5.2.B |
| | Students will find the area of circles, triangles, and quadrilaterals and the circumference of circles. (GM.A.4b, GM.B.6a) | Students will develop a model that describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. (PS1.A.4) | Students will evaluate economic decisions to determine costs and benefits on a society. *Destruction of rainforests. DT.6-8.4.1.A |
| | Students will find the volume and surface area of prisms, pyramids, and cylinders. (GM.B.6b) | Students will develop models to describe the atomic composition of simple molecules and extended structures. (PS1.A.1) | Students will examine the causes and consequences of geographic issues as well as the challenges and opportunities faced by those addressing the problems. *Rainforest- We need land and logs for income. However, we need rainforests for plants, animals and oxygen. DT.6-8.1.1.E |

| Art: | Counseling: | Computers | Choir |
|---|---|---|---|
| Students will create a landscape by recycling magazines using a variety of values to show foreground, middle ground, and background. VA:Cr2a.2 | I can identify careers and education it takes to obtain that career. (CD.7.A.06) | Students will demonstrate basic word processing skills (NF:007) (PQ) | Students will sight sing simple melodies alone in a group. |
| | | Students will demonstrate basic presentation applications (NF:008) (PQ) | Students will perform 2-3 part choral music with accurate pitch, rhythm, intonation, style, articulation, diction, dynamics, breathing, and phrasing. |
| | | Students will demonstrate basic spreadsheet applications (NF:010) | |

| Band |
|---|
| Students will know the notes of the concert F, Bb, and Eb scales one octave and be able to play them on their instrument |

Students will identify proper body positioning while working with computers IT.IV.1.1

Students will deliver an oral presentation COMM.I.3.5

# 8th Grade

| Communication Arts | Mathematics | Science | Social Studies |
|---|---|---|---|
| Students will use the writing process and technology to create a multiple paragraph (3-5) essay appropriate for the given assignment and audience. W.2/3.A | Students will write large and small numbers in scientific notation and perform operations with them. (EEI.A.3, EEI.A.4) | Students will provide reasoning to support that all living things are made of cells that carry out basic life functions. (LS1.A.1) | Students will list factors leading to European nations settling in the New World 6-8 AH.2CC.B |
| Students will be able to draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says. 8.RL.1 | Students will graph proportional relationships, identify the unit rate as slope and graph using slope intercept form. (EEI.B.5, EEI.B.6) | Students will describe how different body systems interact to allow organisms to perform daily functions. (LS1.A.4) | Students will list the strengths and weaknesses of the American colonies and of Great Britain to help explain the American victory in the American Revolution. 6-8 AH.3.CC.C |
| Students will understand how to analyze two or more texts that provide conflicting information on the same topic. 8.RI.3 | Students will solve and graph linear equations and systems of linear equations. (EEI.C.7, EEI.C.8) | Students will explain how genetic traits can increase the potential to survive and reproduce in specific environments. (LS4-2) | Students will list reasons for the Declaration of Independence. 6-8.AH.3.CC.B |
| Students will be able to conduct research to answer a question (including a self-generated question); gather relevant, credible sources. W.3A | Students will graph a function based on input/output and determine the relationship between the two. (F.A.1, F.A.2, F.B.4a) | Students will describe how human populations and actions contribute to the natural world around them. (ESS3-3) | Students will explain the events leading to the conflict between Northern and Southern states. (Civil War) 6-8.AH.5.C.B |
| Students will understand how to analyze how word choice and sentence structure contribute to meaning and tone. 8.RL.2D | Students will describe the effect of transformations on two-dimensional figures using coordinates. (GM.A.3) | | Students will examine the origins and impact of social structures on societies and relationships between peoples. 6-8.AH.1.PC.B Immigration 608.AH.2.PGC.A-C |
| | | | Students will be able to develop a research plan using problem solving strategies. 608.AH.1.CC.C |
| | | | Students will lists world events and developments on a timeline. 608.AH.1.CC.A |

| Art: | Careers | Choir | Band |
|---|---|---|---|
| Students will use a ruler to create parallel lines and perpendicular lines and converging lines. VA:Cr2C.7 Apply visual organizational strategies… | Students will develop an educational and career plan (Domain 7: Cluster A) | Students will sight sing simple melodies alone and in a group. | Students will play major scales of 4 flats and 4 sharps, as well as the chromatic |
| | Students will compare personal interests with information about careers and education (Domain 8: Cluster A) | Students will perform 2-3 part choral music with accurate pitch, rhythm, intonation, style, articulation, diction, dynamics, breathing, and phrasing. | |

| Careers | Health | 8th Grade Agriculture |
|---|---|---|
| Students will identify the training and education required for career paths (Domain 8: Cluster B) | | Students will determine and implement needs of plants CCSS.Science.6-8.LS1.C.1 |
| Students will identify and demonstrate job seeking skills of interviewing and completing applications (Domain 8: Cluster B) | Students will develop how peers, media, family, technology, and other factors can affect a health decision. | Students will understand animal classification and selection. CCSS.Science.6-8.LS4.B.2 |
| Students will recognize career clusters within career paths (Domain 7: Cluster B) | Students will demonstrate effective goal-setting skills to enhance their health. | Students will understand the importance of Missouri Agriculture. CCSS.ELA.8.SL.2.C |
| | | Students will create an Informational Speech. |
| | | Students will discover safety principles in wood and metal shop. CCSS.ELA.8.W.3.A.C |

# High School Social Studies

| World History | American History | Government | Geography |
|---|---|---|---|
| Students will identify how the Black Death impacted the socioeconomic status in Medieval Europe. 4.CC.C | Students will identify the Civil War Amendments (13th, 14th, and 15th) and the impact of the Black Codes. S2T3A | Students will master the knowledge and understanding of United States history, government, and the legal system required of an individual applying for United States citizenship. GV.1.GS.B | Students will locate the major cities of the world, the continents, oceans, and major topographical features. WH.1.G.C. |
| Students will learn the major reasons why Martin Luther and his fellow reformers broke from the Catholic Church. 4.PC.D | Students will identify the importance of the railroads, natural resources, and population growth in terms of industrialization and urbanization. S1T2B | Students will identify the responsibilities and powers of the three branches of the United States government. GV.1.GS.B | Students will be able to tell the difference between various government structures and systems. |
| Students will examine how European overseas expansion impacted Africa and the American native populations. 3.CC.B | Students will identify the six contributing factors to the Great Depression. S1T4B | Students will identify key events that led to the establishment of the major documents of the United States government. GV.1.CC.E | Students will draw connections between geographic locations and economic/diplomatic relationships. |
| Students will identify the 5 main causes and effects of the French Revolution. 4.GS.C | Students will identify the root causes for America's entrance into World War II. S1T4D | Students will identify the basic structure and principles of Missouri government. GV.1.GS.A | Students will compare and contrast between different climates, and physical features as well as different economic and political systems. |
| Students will identify how industrialization impacted the life of the average citizen . 3.CC.A | Students will identify the reasons for America utilizing the atomic bomb to end World War II and the negative aspects that followed. S1T4C | | |
| Students will analyze the impact on foreign lands during the age of imperialism and which nations rose/fell to power during this period. 5.CC.A | Students will analyze the economical and political actions by the United States during the Cold War. S1T5B | | |
| Students will identify the four main causes of World War I. 5.CC.B | Students will identify how society adapted from Plessy v. Ferguson to Brown v. Board of Education. S2T5C | | |
| Students will identify the world leaders for each major nation of WWII and analyze their impact/significance. 5.CC.B | | | |

| Current Events | History of Sport | Ancient History | World War 2 (not offered every year) |
|---|---|---|---|
| Students will demonstrate an ability to distinguish between reliable and unreliable news sources | Students will examine the origins of organized competition and the earliest examples found in history | Students will examine the transition between the Paleolithic Age and the Neolithic Age. (Moving from Hunters and Gatherers to Farmers) WH.2.CC.B. | Students will approach the writing task as a researcher by utilizing community resources to research information to incorporate into a clear and coherent writing with a narrow focus. W.1.A.a |
| Students will participate in structured discussions centered on current events. | Students will be able to understand the historical context around certain moments in sports history and the importance of those moments. (miracle on ice, Jesse Owens, the 1972 Munich Olympics) | Students will examine the significance of river valleys and how civilizations were formed. Examples: Egypt, India, Mesopotamia, China WH.2.CC.A | Students will create and use tools to analyze a chronological sequence of events leading to the onset of World War 2. AH.1.CC.A |
| Students will research and give presentations in which they discuss the different facets of various current events. | Students will be able to draw connections between the origins of sports and their modern equivalents | Students will examine the relationship between the Ancient Greek and Persian societies and their impact on history. WH.1.PC.B | Students will explain the connections between the events of World War 2 and people's perspectives at the time. AH.1.CC.B |
| Students will demonstrate an ability to do research on various current events topics, using various reliable sources to determine the important factors and sides of each issue. | Students will create and manage their own fantasy sports teams in order to begin to understand the difficulties and intricacies of running an athletic team. | Students will identify the contributions of the Ancient Greeks on their own society. WH.3.CC.B | Students will locate countries, bodies of water, and major cities involved in World War 2. AH.1.G.C |
| | | Students will examine technological and cultural advancements of the Roman Empire. WH.2.PC.D | Students will present information and defend insights gathered after independently reading a chosen book covering some aspect of World War 2. SL.1.C |
| | | Students will analyze the rise and fall of the Roman Empire and the sigificance on future societies. WH.3.CC.A | Students will present an argument for the most important people involved in World War 2. WH.1.PC.B |
| | | Students will describe and examine the origins and essential beliefs of East Asian religions. WH.2.PC.B | |
| | | Students will compare how the collapse of government led to the development of feudal kingdoms in Europe and Japan. WH.4.CC.A | |

# High School Language Arts

| Language Arts 1 | Language Arts 2 | Language Arts 3 | Language Arts 4 (not offered every year) |
|---|---|---|---|
| Students will describe a speaker's argument and claims, evaluating the speaker's point of view, reasoning and evidence and respond thoughtfully to diverse perspectives including those presented in diverse media. 9-10.SL.1 | Students will describe a speaker's argument and claims, evaluating the speaker's point of view, reasoning and evidence and respond thoughtfully to diverse perspectives including those presented in diverse media. 9-10.SL.1 | Students will follow the writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task. 11-12 W.2.A | Students will approach the writing task as a reader who revises and edits writing by correctly spelling the common English words given. W.3.A.c |
| Students will approach the writing task as a reader to revise and edit writing to use grammar, transitions, and punctuation correctly while making choices regarding organization and content. W.3.A.a & d | Students will approach the writing task as a reader to revise and edit writing to use grammar, transitions, and punctuation correctly while making choices regarding organization and content. W.3.A | Students will gather relevant information from multiple print and digital sources, 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.11-12.W.1.A.b | Students will approach the writing task as a reader to revise and edit writing to utilize grammar and punctuation correctly. W.3.A.c |
| Students will comprehend and interpret grade appropriate texts by using contextual evidence to draw conclusions and determine the meaning of words and phrases, including symbolic meanings and feelings RL/RI 1.A and RL/RI 1.B | Students will comprehend and interpret grade appropriate texts by using contextual evidence to draw conclusions and determine the meaning of words and phrases, including figurative and connotative meanings. RL/RI 1.A and RL/RI 1.B | Students will relate events and themes of literature to the culture of the timeframe in which it was written. RL/RI 3.A | Students will comprehend and interpret grade appropriate texts by using contextual evidence to draw conclusions and determine the meaning of words and phrases, including figurative and connotative meanings. RL/RI 1.A and RL/RI 1.B |
| Students will write a clear and to the point essay with paragraphs, using the appropriate organization, style, and voice for the purpose and audience of the writing and cite the appropriate evidence when necessary. W.2.A | Students will write a clear and to the point essay with paragraphs, using the appropriate organization, style, and voice for the purpose and audience of the writing and cite the appropriate evidence when necessary. W.2.A | Students will be able to read independently and demonstrate an understanding and retention of information. RL3D.11-12 | Students will write a clear and concise essay with paragraphs, utilizing the appropriate organization, style, and voice for the purpose and audience of the writing and cite the appropriate evidence when necessary. W.2.A |
| Students will comprehend and interpret grade-appropriate texts to determine two or more themes/central ideas and relate those themes to their life experiences and events within society at the time of the writing and currently. RL/RI 1.D | Students will comprehend and interpret grade-appropriate texts to determine two or more themes/central ideas and relate those themes to life experiences and events within society at the time of the writing and currently. RL/RI 1.D | Students will respond thoughtfully to diverse perspectives including those presented in diverse media, qualify or justify their own views, and understanding and make new connections in light of the evidence and reasoning presented. SL 1C.11-12 | Students will comprehend and interpret grade-appropriate texts to determine two or more themes/central ideas and relate those themes to life experiences and events within society at the time of the writing and currently. RL/RI 1.D |
| Students will evaluate how effectively two or more texts develop similar ideas/topics.in an informational text. 9-10.RI.3.B | Students will evaluate how effectively two or more texts develop similar ideas/topics.in an informational text. 9-10.RI.3.B | Students will identify the author's intent in the writing of a piece of literature to convey a thematic message to the reader.. RL1D.11-12 | Students will approach the writing task as a researcher by utilizing community resources to research information to incorporate into a clear and coherent writing with a narrow focus. W.1.A.a |

| Creative Writing (not offered every year) | Speech & Debate (not offered every year) | Theatre (not offered every year) | Novels |
|---|---|---|---|
| Students will approach the writing task as a reader who revises and edits writing by correctly spelling words utilized within writings. W.3.A.c | Students will gather information from multiple sources and integrate information into text to maintain flow and avoid plagiarism. | Students will use their voices and bodies to create a believable character. | Students will draw conclusions and analyze by citing relevant and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. 11-12.RL.1 |
| Students will approach the writing task as a reader to revise and edit writing to utilize grammar and punctuation correctly. W.3.A.c | Students will know how to behave as an audience member for a theatrical performance. | Students will know how to behave as an audience member for a theatrical performance. | Students will approach the writing task as a reader to revise and edit writing to utilize grammar and punctuation correctly. W.3.A.c |
| Students will comprehend and interpret grade appropriate texts by using contextual evidence to draw conclusions and determine the meaning of words and phrases, including figurative and connotative meanings. RL/RI 1.A and RL/RI 1.B | Students will perform a piece of literature. | Students will perform a piece of dramatic literature. | Students will relate events and themes of literature to the culture of the timeframe in which it was written. RL/RI 3.A |
| Students will write a clear and concise essay with paragraphs, utilizing the appropriate organization, style, and voice for the purpose and audience of the writing and cite the appropriate evidence when necessary. W.2.A | Students will respond thoughtfully to diverse perspectives and make new connections in light of the evidence and reasoning presented. | Students will learn to relate character choices to personal life experiences. | Students will be able to read independently and demonstrate an understanding and retention of information. RL3D.11-12 |
| Students will comprehend and interpret grade-appropriate texts to determine two or more themes/central ideas and relate those themes to life experiences and events within society at the time of the writing and currently. RL/RI 1.D | | | Students will respond thoughtfully to diverse perspectives, synthesize claims made on all sides of an issue, and justify their own point of view. 11-12.SL.1.C |
| Students will approach the writing task as a researcher by utilizing community resources to research information to incorporate into a clear and coherent writing with a narrow focus.W.1.A.a | | | Students will identify the author's intent in the writing of a piece of literature to convey a thematic message to the reader. RL1D.11-12 |

| EN 110 | EN 111 | Journalism | Applied Communications (not offered every year) | World War 2 (not offered every year) |
|---|---|---|---|---|
| Students will focus on a clear and sustained purpose in writing while responding to the needs of different audiences and the demands of different rhetorical situations. | Students will write in several genres and understand the conventions of those genres. | Students will acquire and use accurately general academic and content-specific words and phrases standard in the journalism industry in the following areas: reporting, writing, editing, photography, design, ethics, and technology. | Students will approach the writing task as a reader who revises and edits writing by correctly spelling the common English words given. W.3.A.c | Students will approach the writing task as a researcher by utilizing community resources to research information to incorporate into a clear and coherent writing with a narrow focus. W.1.A.a |
| Students will understand writing as an open process with multiple drafts and with significant rethinking and revision. | Students will find and evaluate research sources. | Students will discuss and generate ideas with classmates, teachers, and/or community members; identify relevant issues and events; conduct short and more in depth research assignments. | Students will approach the writing task as a reader to revise and edit writing to utilize grammar and punctuation correctly. W.3.A.c | Students will create and use tools to analyze a chronological sequence of events leading to the onset of World War 2. AH.1.CC.A |
| Students will critique their own writing and will edit for style, correctness, and clarity. | Students will summarize, contextualize, and synthesize information. | Student will formulate an inquiry question; gather relevant information from multiple authoritative sources; assess the strengths and limitations sources; avoid plagiarism and overreliance on any source. | Students will comprehend and interpret grade appropriate texts by using contextual evidence to draw conclusions and determine the meaning of words and phrases, including figurative and connotative meanings. RL/RI 1.A and RL/RI 1.B | Students will explain the connections between the events of World War 2 and people's perspectives at the time. AH.1.CC.B |
| Students will understand information by looking carefully at texts, recognizing use of rhetoric in texts, and summarizing and quoting information accurately. | Students will document sources honestly and accurately within appropriate conventions. | Students will evaluate how visual techniques or design elements carry or influence messages in various media layouts and apply techniques. | Students will write a clear and concise essay with paragraphs, utilizing the appropriate organization, style, and voice for the purpose and audience of the writing and cite the appropriate evidence when necessary. W.2.A | Students will locate countries, bodies of water, and major cities involved in World War 2. AH.1.G.C |
| Students will develop and support ideas by identifying, describing, analyzing, and explaining appropriate information and explaining and developing thoughts and ideas fully and specifically. | Students will create complex sentences that are stylistically and tonally varied. | Students will apply the writing process to plan, develop, draft, and revise and use technology to generate, produce, publish, and update individual or shared writing products (including but not limited to the following: news articles, feature articles, editorial articles, headlines, and captions). | Students will comprehend and interpret grade-appropriate texts to determine two or more themes/central ideas and relate those themes to life experiences and events within society at the time of the writing and currently. RL/RI 1.D | Students will present information and defend insights gathered after independently reading a chosen book covering some aspect of World War 2. SL.1.C |
| | Students will utilize various argumentative strategies including resemblance, causal, ethical, evaluative, and proposal while avoiding logical fallacies-- culminating in a final capstone project combining all strategies. | Students will actively apply basics of photography, attending community events, creating a collection of photos, manipulating photos for optimal creative use with Photoshop, and writing captions to offer a more in-depth and accurate conveyance beyond the photographer's image. | Students will approach the writing task as a researcher by utilizing community resources to research information to incorporate into a clear and coherent presentation with a narrow focus. W.1.A.a | Students will present an argument for the most important people involved in World War 2. WH.1.PC.B |
| | | Students will work with peers to promote collegial discussions and professional decision-making, set clear goals and deadlines, and establish individual roles as needed. | | |

# High School Science

| Physical Science | Chemistry 1 | Chemistry 2 (not offered every year) | Earth Science (not offered every year) |
| --- | --- | --- | --- |
| Students will identify the pattern of chemical and atomic properties using the periodic table. | Students will demonstrate that objects and the materials they are made of have properties that can be used to describe and classify them. | Students will use the Atomic theory to describe an atom's physical makeup and chemical and physical properties of the elements | Students will develop a model to illustrate how Earth's interior and surface processes (constructive and destructive) operate at different spatial and temporal scales to form continental and ocean-floor features. (9-12.ESS2.A.1 ) |
| Students will use mathematical representations to support an argument for the conservation of mass in a chemical reaction. | Students will create diagrams to show that the atomic model describes the electronically neutral atom. | Students will use the Valence Bond theory and Molecular Orbital theory and will be able to identify intermolecular and intramolecular bonds and compound formation. | Students will analyze geoscientific data to make the claim that one change to Earth's surface can create changes to other Earth System. (9-12.ESS2.A.2) |
| Students will show the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration as they relate to Newton's 2nd Law. | Students will demonstrate how the periodic table organizes the elements according to their atomic structure and chemical reactivity. | Students will assess a gas phenomenon and relate it to a gas law and calculate the unknown variables related to the gas. | Students will develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (9-12.ESS2.A.3 ) |
| Students will use evidence to compare the effects of forces on an object's motion as related to Newton's 1st Law | Students will diagram and explain how chemical bonding is the combining of different pure substances (elements, compounds) to form new substances with different properties. | Students will use oxidation reduction reactions and electrochemistry calculations to predict and design voltaic cells. | Students will use a model to describe how variations in the flow of energy into and out of Earth's System result in changes in climate. (9-12.ESS2.A.4) |
| Students will describe a design that involves the conversion of energy and refine the design to improve conservation of energy. | Students will perform calculations to show that mass is conserved during any physical or chemical change. | Students will identify and define acids and bases with differing chemical definitions and properties. | Students will develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. (9-12.ESS2.D.1) |
| | | Students will identify samples of unknown metals using the law of thermodynamics and calorimetry calculations. | Students will develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy in the form of radiation. (9-12.ESS1.A.1 ) |
| | | | Students will communicate scientific ideas about the way stars produce elements over their life cycle. (9-12.ESS1.A.3 ) |
| | | | Students will classify celestial bodies in the solar system into categories: sun. moon, planets and other small bodies based on physical properties. |

| Biology 1 | Biology II | Anatomy and Physiology (not offered every year) | Environmental Science (not offered every year) |
| --- | --- | --- | --- |
| Students will provide evidence that feedback mechanisms maintain homeostasis in all living things. (9-12.LS1.A.3 ) | Students will use the structure of DNA to show that DNA makes RNA through transcription and RNA to proteins through translation. (9-12.LS1.A.1 ) | Students will identify the key structures and functions of the heart, arteries, veins, and blood, and understand the importance they have on the body. | Students will use multiple science disciplines (biology, chemistry, physics) to generate hypotheses to test and solve problems experienced in nature and Earth's systems. |
| Students will relate the structure of organic compounds (e.g., proteins, nucleic acids, lipids, carbohydrates) to their role in living systems. (9-12.LS1.C.3 ) | Students will use a punnett square to determine the probability of a trait being expressed. (9-12.LS1.A.1 ) | Students will state the structure, function, and location of the three major layers of skin along with their subcompartments. | Students will use scientific research to diagram and support the concept that biotic and abiotic factors, within an ecosystem, impact biomes. |
| Students will illustrate how photosynthesis transforms light energy into stored chemical energy. (9-12.LS1.C.1 ) | Students will construct an explanation based on evidence for how natural selection leads to adaptation of populations. (9-12.LS4.A.1 & LS2.C.1 ) | Students will name the essential bones in the body and how they move with one another. | Students will use diagrams of populations to connect biodiversity and population trends by examining the reproductive and survival success of species within their environments. |
| Students will illustrate that cellular respiration is a chemical process whereby the bonds of molecules are broken and the bonds in new compounds are formed resulting in production of energy. (9-12.LS1.C.1 ) | Students will identify key structures and functions found in the integumentary, muscular, skeletal, digestive, excretory, and reproductive system. | Students will name the essential muscles in various parts of the body, their functions, and how they contract. | Students will analyze the value of water, air, and land resources on Earth as these resources relate to the product(s)/service(s) they provide. |
| Students will develop and use models to communicate the role of mitosis, cellular division, sexual and asexual reproduction, and differentiation in producing and maintaining complex organisms and genetic variation. (9-12.LS1.B.1 ) | | Students will identify the structure and function of the four lobes of the cerebrum, the cerebellum, and the three parts of the brain stem, as well as the stages of nerve activation. | Students will identify how their personal actions can have a global effect on their environment. |
| | | Students will locate glands and identify the hormones they produce and the functions of those hormones. | |
| | | Students will identify the parts of the nephron and describe the process of producing urine | |

| Astronomy (not offered every year) | Physics (not offered every year) | Forensics (not offered every year) | Zoology (not offered every year) |
| --- | --- | --- | --- |
| Students will explain that the history of astronomy predates written records and the majority of information comes from archaeological sites.. | Students will mathematically and graphically prove linear motion components (including but not limited to equilibrium, Newton's 3 Laws, and momentum) | | Students will evaluate the different categories of animals and be able to recognize the similarities between each animal group member. |
| Students will cite scientific data that provide evidence to support the historical shift from the geocentric model to the heliocentric model of the universe. | Students will mathematically and graphically prove Newton's law of universal gravitation | | Students will investigate how animals have an overall effect on the environment. |
| Students will explain how calendars are governed by the movement of celestial bodies and their current and historical contributions to cultures. | Students will mathematically and graphically prove circular motion components (including but not limited to equilibrium, torque, and momentum) | | Students will connect past animals to today's animals, explaining the many traits animals have and how they diversified. |
| Students will analyze and interpret data to determine scale properties and distance of objects in the universe using appropriate astronomical measurements and tools. | | | Students will analyze how humans impact animal populations by way of urban development, industrialization, pet ownership, and farming. |
| Students will communicate scientific ideas about the way stars change and affect motion in a galaxy over their life cycle and how the production of a black hole can produce new galaxies. | | | |
| Students will diagram the moon's evolution and composition, as well as its phases and the effects of the moon's characteristics on Earth's systems. | | | |

# High School Mathematics

| Algebra 1 | Geometry | Algebra 2 | Math Analysis |
|---|---|---|---|
| Students will solve multi-step equations and inequalities. (A1.REI.A) | Students will use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (SRT.C.8) | Students will factor the GCF, difference of squares, sum or difference of cubes, diamond method, diamond method with bottoms up, and by grouping. (A2.APR.A.1) | Students will learn to solve triangles given ASA, SAS, SSS, SSA, AAS through trigonometric functions, law of sines and law of cosines. |
| Students will graph linear equations in slope intercept form and standard form. (A1.CED.A) | Students will use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. (SRT.B.5) | Students will solve quadratic functions (ax^2+bx+c=0) by Factoring, Quadratic Formula, and Completing the Square. (A2.REI.B.1) | Students will graph 6 different trigonometric functions and their transformations. |
| Students will write equations in slope-intercept and standard form given different pieces of information(2 points, point & slope, slope & y-intercept). (A1.CED.A.1) | Students will be 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. (SRT.A.2) | Students will graph quadratic functions (parabolas) in standard and vertex form. (A2.BF.A.3) | Students will learn to graph and write equations for all four conic sections (circle, ellipse, parabola, & hyperbola). |
| Students will solve two variable systems of equations. (A1.CED.A) | Students will use coordinates to prove simple geometric theorems. (GPE.B.4) | Students will find Zeros (roots, solutions) of Polynomials functions of any degree. (A2.APR.A.5) | Students will learn to +, -, x, / matrices. Students will also be able to solve systems of equations using matrices. |
| Students will add, subtract, multiply, and divide polynomial expressions. (A1.APR.A) | Students will prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (GPE.B.5) | Students will add, subtract, multiply, and divide rational functions (functions that have a variable in the numerator and denominator). (A2.NQ.A.1-5) | Students will solve and expand algebraic and geometric sequences and series. |
| Students will factor the GCF, difference of squares, diamond method, diamond method with bottoms up, and grouping. (A1.SSE.A.1) | Students will 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. (CO.C.9) | Students will solve logarithmic and exponential equations. (A2.SSE.A.3) | Students will learn to graph and solve polynomial functions and equations. |
| Students will graph simple quadratic functions using a table of values. (A1.CED.A.2) | Students will 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. (CO.C.10) | | |
| | Students will explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (CO.B.8) | | |
| | Students will be 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. (CO.A.5) | | |

# High School Art

| Art I | Art II | Arts and Crafts | Ceramics/Sculpture |
|---|---|---|---|
| Students will use a ruler to create parallel, perpendicular, and converging lines. (P.P.1AE) | Students will use perspective to create the illusion of space and depth in a drawing. (VA: 1 PP 1 A) | Students will use found objects to create useful projects (PP3B) | Students will create ceramics using a handbuilding process (pinch, coil or slab) (PP2A) |
| Students will use the principles of design to communicate ideas in their artwork. (PP3C) | Students will use the elements and principles of design to analyze, interpret, and judge an artwork. (VA: 3 AP 2 A) | Students will use material at hand to create artwork(PP3B) | Students will create a sculpture by layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plastercraft, papier mache, assemblage        (PP2A) |
| Students will use value by shading basic shapes to make them look 3-d. (EP1F) | Students will use different drawing techniques to blend values and colors to create new values and colors. (VA 1 PP 1 B) | Students will use a variety of media/materials to create art and decor (PP3B) | Students will create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout the project (PP2A) |
| Students will create drawings that represent basic structural properties from an observed object or place. (PP3A) | | Students will study crafts from different cultures to create their own artwork. (PP3B) | |

# High School Music

| Band | Guitar | Choir | Music Appreciation |
|---|---|---|---|
| Students will sight read music at a proficient level with consistent tempo, rhythms, and correct notes | Students will understand and be able to read tablature and chord charts (MU:Pr6A.E.5a) | Students will sight sing simple melodies alone and in a group. | Students will compare and contrast different genres of rock music from 1958 - 2000 |
| | | Students will perform 2-3 part choral music with accurate pitch, rhythm, intonation, style, articulation, diction, dynamics, breathing, and phrasing. | |

# High School Business Education

| Computer Applications 1 | Personal Finance | Introduction to Business |
|---|---|---|
| Students will proofread and edit documents COMM.I.D.3.6 | Students will understand sources of income and read a pay stub. II.2.C.3.A | Students will describe the need for financial information (FI:579, LAP-FI-579) (CS) |
| Students will use basic functions/formulas IT.V.3.5 | Students will create a budget. III.1.C | Students will compare and contrast the rewards and risks of owning a business ENTRE I.A.3.2 |
| Students will manipulate the features of word processing software to enhance documents COMM.IV.3.8 | Students will compare simple and compound interest. IV.2.A. | Students will compare and contrast the USD to other currencies Intl IX.A.2.23 |
| Students will integrate spreadsheets into other applications IT.V.3.5 | Students will describe credit resources and extended rules. V.1.A.1.B.2.B. | Students will describe marketing functions and related activities (MK:002, LAP-MK-001) (CS) |
| Students will enhance presentations using images, sound, animations, transitions, and videos IT.V.1.2 | Students will protect financial information and personal assets. VI.1.C.2.B. | Students will conduct an organizational SWOT (strengths, weaknesses, opportunities, threats) (SM:010) (ON) |
| | Students will choose sound financial investments. VII.1.A.2.A. | Students will explain the concept of management (SM:001, LAP-SM-001) (CS) |

# High School Physical Education

| Health | Team Sports | Body Conditioning |
|---|---|---|
| Students will comprehend concepts related to health promotion and disease prevention to enhance health. | Students will learn there is no I in TEAM it's all about teamwork. | Students will know and apply the six absolutes of perfect technique. |
| Students will form healthy relationships and communication skills. | Students will pursue physical activities that promote self expression and provide opportunities for social and group interaction. | Students will safely and correctly perform a parallel squat, hang clean, and bench press. |
| Students will learn how harmful drugs and alcohol are for your overall health. | Students will learn the rules and regulations of a variety of team sports. | Students will understand and improve in the five factors of technical speed and explosive power. |
| Students will demonstrate effective goal setting skills to enhance their health. | Students will recognize that physical activities can provide a positive social atmosphere for interaction with others. | |

# Middle School & High School Foreign Language

| Spanish I | Spanish II | Spanish III | Spanish IV |
|---|---|---|---|
| Students will demonstrate knowledge and answer questions about the Spanish-speaking countries. | Students will demonstrate knowledge and answer questions about the Spanish-speaking countries. | Students will expand on what they learned in Spanish levels I and II. | Students will expand on what they learned in Spanish levels I, II, and III. |
| Students will read and comprehend Spanish appropriate to level of study. | Students will read and comprehend Spanish appropriate to level of study. | Students will interact through oral communication in Spanish. | Students will interact through oral communication in Spanish. |
| Students will write sentences in Spanish appropriate to level of study. | Students will write sentences in Spanish appropriate to level of study. | Students will interact through written communication. | Students will interact through written communication in Spanish. |
| Students will speak in Spanish appropriate to level of study. | Students will speak in Spanish appropriate to level of study. | Students will read and comprehend complex stories. | Students will read and comprehend complex stories. |
| Students will listen and comprehend what is being spoken appropriate to level of study. | Students will listen and comprehend what is being spoken appropriate to level of study. | Students will answer complex questions both orally and written. | Students will answer complex questions both orally and written. |
| Students will use and understand grammar correctly through reading, writing, and speaking appropriate to level of study. | Students will use and understand grammar correctly through reading, writing, and speaking appropriate to level of study. | Students will write complex stories, skits, and presentations. | Students will write complex stories, skits, and presentations. |

| Exploratory Spanish - MS | Cultures - MS |
|---|---|
| Students will explore vocabulary and grammar through speaking, listening, reading, and writing. | Students will explore geography of all countries and physical features. |
| Students will explore conversations in Spanish. | Students will explore a variety of cultures in different countries. |
| Students will explore the cultures of different Spanish-speaking countries. | Students will explore different languages. |

# High School Agriculture Education

| Ag Science 1 | Ag Science 2 | Ag Finance | Ag Business |
|---|---|---|---|
| Students will discuss the importance of the three circle model (FFA, SAE, Classroom) in an Ag Ed class | Students will lead a group discussion or present a speech in front of a group from a list of provided by teacher. SL.9-10.1, SL.9-10.4, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.7 | Students will understand sources of income and read a pay stub. II.2.C.3.A | Students will recognize principles of Capitalism |
| Students will understand how Animal Reproduction can economically benefit a farm | Students will safely operate a pruning tool in the correct manner. CS.08.01.02 | Students will create a budget. III.1.C | Students will understand the role Agriculture issues have on their lives |
| Students will build a wood project | Students will identify agriculturally important plants by common names. SL.9-10.2, SL.9-10.4 | Students will compare simple and compound interest. IV.2.A. | Students will conduct an Agribusiness sale. |
| Students will explain food processing principles | Students will pull together school and personal information to build a starter resume.W.9-10.4, RST.9-10.3 | Students will describe credit resources and extended rules. V.1.A.1.B.2.B. | Students will implement Marketing Strategies in Agriculture |
| Students will analyze Animal Nutrition in farm herds | Students will apply basic woodworking skills to make an appropriate woodworking project.N-Q.1, N-Q.2, N-Q.3, G-CO.6, G-CO.7, G-CO.12, G-MG.1, G-MG.3, G-GMD.4, RST.11-12.3, RST.11-12.4, RST.11-12.9, L.11-12.6 | Students will protect financial information and personal assets. VI.1.C.2.B. | Students will create a Cooperative |
| Students will create an Animal Care plan for facilities | Students will determine a profit or loss for your SAE project. N-Q.1, N-Q.2 | Students will choose sound financial investments. VII.1.A.2.A. | |
| Students will weld a project | Students will use proper terminology to describe how to use a miter saw correctly. RST.11-12.9, RST.11-12.4, L.11-12.6, SL.11-12.4, WHST.11-12.2 | | |
| | Students will apply basic metalworking skills by constructing an appropriate metalworking project. N-Q.1, N-Q.2, N-Q.3, G-CO.6, G-CO.7, G-CO.12, G-MG.1, G-MG.3, G-GMD.4, RST.11-12.3, RST.11-12.4, RST.11-12.9, L.11-12.6 | | |
| | Students will use a motion during a practice meeting using it correctly according to Robert's Rules of Order. SL.9-10.1, SL.9-10.4 | | |

| Greenhouse 1 & 2 | Animal Science 1 | Animal Science 2 | Metals 1 & 2 | Woods 1 & 2 |
|---|---|---|---|---|
| Students will develop a basic Greenhouse marketing plan | Students will use correct terminology for each species - male swine = boar, RST.11-12.4 | Students will use knowledge of Expected Progeny Differences to select the correct bull according to the parameters. SL.11-12.4, SL.11-12.6, WHST.11-12.2.a, WHST.11-12.2.b, WHST.11-12.2.e | Students will list and demonstrate the safety procedures for arc welding. RST.11-12.7, SL.11-12.4 | Students will distinguish common woods used in agricultural construction. RST.11-12.4, RST.11-12.9, L.11-12.6 |
| Students will describe how environmental factors in a Greenhouse are controlled. | Students will provide proper nutrition to maintain animal performance. RI.11-12.7, RST.11-12.7, RST.11-12.8, RST.11-12.9, A-CED.3 | Students will apply economic principles to marketing (e.g., supply and demand). SL.11-12.2 | Students will identify the various types of metals and their properties. RST.11-12.7 | Students will list the actual and nominal dimensions of common construction lumber. N-Q.1, N-Q.2, N-Q.3, RST.11-12.9, WHST.11-12.2 |
| Students will describe environments necessary for optimal plant growth. | Students will examine animal developmental stages to comprehend why nutrient requirements are different throughout an animal's life cycle. RI.11-12.7, RST.11-12.7, RST.11-12.8, RST.11-12.9, A-CED.3 | Students will select the appropriate marketing option for specific livestock enterprises. SL.11-12.2 | Students will prepare metals for welding by cutting, grinding, and/or cleaning. RST.11-12.3, RST.11-12.7, G-CO-1, G-CO-6, G-CO-7, G-CO – 12, G-GMD-4, G-MG-1, G-MG-3 | Students will apply basic woodworking skills to make an appropriate woodworking project. N-Q.1, N-Q.2, N-Q.3, G-CO.6, G-CO.7, G-CO.12, G-MG.1, G-MG.3, G-GMD.4, RST.11-12.3, RST.11-12.4, RST.11-12.9, L.11-12.6 |
| Students will identify and Integrated Pest Management to reduce pests and diseases in the greenhouse | Students will know the differences between monogastric, pseudo-ruminant and ruminant animals. RST.11-12.1, WHST.11-12.1.a-e, RST.11-12.9, A-CED.1 | Students will identify current and future issues relating to animal agriculture. SL.11-12.1, SL.11-12.2, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, S-1C.4, SL.11-12.3 | Students will weld in all positions with stick welder [Shielded Metal Arc Welding].G-CO-1, G-CO-6, G-CO-7, G-CO – 12, G-GMD-4, G-MG-3, RST.11-12.3, RST.11-12.7 | Students will select project and design a project plan. WHST.11-12.2 |
| Students will demonstrate the different types of sexual and asexual propagation in the greenhouse. | Students will analyze a feed ration to determine whether or not it fulfills a given animal's nutrient requirements. RI.11-12.7, RST.11-12.7, RST.11-12.8, RST.11-12.9, SL.11-12.6, WHST.11-12.1.a-b, WHST.11-12.1.e | Students will identify common problems associated with production herd health. Also develop schedules for herd health immunity. RST.11-12.1, WHST.11-12.1.a-e, WHST.11-12.9, A-CED.1 | Students will weld in all positions with MIG welder [Gas Metal Arc Welding]. G-CO.1, G-CO.6, G-CO.7, G-CO.12, G-GMD.4, G-MG.1, G-MG.3, RST.11-12.3, RST.11-12.7 | Students will develop a bill of materials and a projected cost list. N-Q.1, N-Q.2, N-Q.3 |
| Students will identify and maintain landscaping plants | Students will identify environmental factors that affect an animal's performance. RST.11-12.1, WHST.11-12.1.a-e, WHST.11-12.9, A-CED.1 | Students will select horses for performance and breeding. SL.11-12.2, SL.11-12.6, WHST.11-12.1, WHST.11-12.2, WHST.11-12.7, N-Q.1 | Students will weld in all positions with TIG welder [Gas Tungsten Arc welding]. G-CO.1, G-CO.6, G-CO.7, G-CO.12, G-GMD.4, G-MG.1, G-MG.3, RST.11-12.3, RST.11-12.7 | Students will list tools needed to complete a project and list safety precautions. L.11-12.6, WHST.11-12.2 |
| Students will identify and maintain various annual and perennial plants in the greenhouse. | Students will design facilities appropriate for the production of a given species of animal. RI.11-12.7, RST.11-12.7, RST.11-12.8, RST.11-12.9, WHST.11-12.4, WHST.11-12.7, WHST.11-12.9 | 9-12.LS2.A.1 Students will realize all populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem | Students will apply basic metalworking skills by constructing an appropriate metalworking project. N-Q.1, N-Q.2, N-Q.3, G-CO.6, G-CO.7, G-CO.12, G-MG.1, G-MG.3, G-GMD.4, RST.11-12.3, RST.11-12.4, RST.11-12.9, L.11-12.6 | Students will determine actual cost of materials and labor for project. N-Q.1, N-Q.2, N-Q.3 |
| Students will build and maintain garden beds for vegetables and flowers | Students will apply knowledge of anatomy and physiology to produce and/or manage animals in a domesticated or natural environment. S-ID.1 | | | Students will prepare surfaces for finishing. N-Q.1, N-Q.3, RST.11-12.3, RST.11-12.4, L.11-12.6 |
| Students will apply the principles of design in floristry and ornamental arrangements | Students will explain how to select beef animals. SL.11-12.2, A-SSE.1, N-Q.1 | | | Students will select the paint to use in the finishing operation. N-Q.1, N-Q.3, ST.11-12.3, RST.11-12.4 |
| | Students will describe common swine breeds. SL.11-12.2, SL.11-12.6, WHST.11-12.1, WHST.11-12.2, WHST.11-12.7, N-Q.1 | | | |
| | Students will select a superior swine herd. SL.11-12.2, SL.11-12.6, WHST.11-12.1, WHST.11-12.2, WHST.11-12.7, N-Q.1 | | | |
| | Students will discuss terminology associated with sheep and goat production. RST.11-12.4 | | | |
| | Students will determine favorable/unfavorable production factors for sheep/goat production. SL.11-12.2, SL.11-12.6, WHST.11-12.1, WHST.11-12.2, WHST.11-12.7, N-Q.1 | | | |
| | Students will determine what ways are best to market and produce poultry? SL.11-12.4, SL.11-12.6, WHST.11-12.2.a, WHST.11-12.2.b, WHST.11-12.2.e, N-Q.1 | | | |
| | Students will know the factors that influence an animal's reproductive cycle to explain species response. SL.11-12.4, SL.11-12.4, SL.11-12.6, WHST.11-12.2.a, WHST.11-12.2.b, WHST.11-12.2.eSL.11-12.6, WHST.11-12.2.a, WHST.11-12.2.b, WHST.11-12.2.e | | | |