

Language Arts

Content Standards covered through June 9, 2010

9th Grade Standards (Reading)

- Acquisition of Vocabulary
 - Indicator 1 – Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.
 - Indicator 2 – Analyze the relationships of pairs of words in analogical statements and infer word meanings from these relationships.
 - Indicator 3 – Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
 - Indicator 5 – Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary.
 - Indicator 6 – Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
 - Indicator 1 – Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
 - Indicator 2 – Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
 - Indicator 3 – Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in the text.
- Reading Applications: Informational, Technical and Persuasive Text
 - Indicator 2 – Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
 - Indicator 5 – Analyze an author’s implicit and explicit argument, perspective or viewpoint in text.
 - Indicator 6 - Analyze the author’s development of key points to support argument or point of view.
 - Indicator 8 – Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.
- Reading Applications: Literary Text
 - Indicator 4 – Evaluate the point of view used in literary text.
 - Indicator 6 – Analyze how an author’s choice of genre affects the expression of a theme or topic.
 - Indicator 7 – Explain how foreshadowing and flashback are used to shape plot in literary text.

10th Grade Standards (Language Arts I)

- Acquisition of Vocabulary
 - Indicator 1- Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
 - Indicator 2- Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.)
 - Indicator 3 – Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
 - Indicator 5 – Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary.
 - Indicator 6 – Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
 - Indicator 1 – Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
 - Indicator 2 – Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
 - Indicator 3 - Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
- Reading Applications: Informational, Technical and Persuasive Text
 - Indicator 1 – Identify and understand organizational patterns and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
 - Indicator 2 – Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
 - Indicator 3 – Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
 - Indicator 4 – Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of propaganda, bias and stereotyping.
 - Indicator 5 – Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
 - Indicator 6 – Identify appeals to authority, reason and emotion.
 - Indicator 7 – Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
 - Indicator 8 – Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.
- Reading Applications: Literary Text

- Indicator 1 – Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
- Indicator 2 – Analyze the influence of setting in relation to other literary elements.
- Indicator 3 – Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
- Indicator 4 – Evaluate the point of view used in a literary text.
- Indicator 5 – Interpret universal themes across different works by the same author and different authors.
- Indicator 6 – Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
- Indicator 7 – Recognize how irony is used in a literary text.
- Indicator 8 – Analyze the author’s use of point of view, mood and tone.
- Indicator 9 – Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.
- Indicator 10 – Describe the effect of using sound devices in literary texts.
- Indicator 11 – Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.
- Writing Processes
 - Indicator 1 – Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
 - Indicator 2 – Determine the usefulness of and apply appropriate pre-writing tasks.
 - Indicator 3 – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
 - Indicator 4 – Determine a purpose and audience and plan strategies to address purpose and audience.
 - Indicator 5 – Use organizational strategies (e.g., notes and outlines) to plan writing.
 - Indicator 6 – Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in writing.
 - Indicator 7 – Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
 - Indicator 8 – Use paragraph form in writing, including topic sentences that arrange paragraphs in logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
 - Indicator 9 – Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.
 - Indicator 10 – Use available technology to compose text.
 - Indicator 11 – Reread and analyze clarity of writing, consistency or point of view and effectiveness of organizational structure.
 - Indicator 12 – Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
 - Indicator 14 – Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice.

- Indicator 15 – Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
- Indicator 16 – Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Indicator 17 – *Completed in Technology Class* – Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.
- Writing Applications
 - Indicator 1 - Write narratives that:
 - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
 - b. use a range of strategies and literary devices including figurative language and specific narration; and
 - c. include an organized, well developed structure.
 - Indicator 3 – Write business letters, letter to the editor and job applications that:
 - a. address audience needs, stated purpose and context in a clear and efficient manner;
 - b. follow the conventional style appropriate to the text using proper technical terms;
 - c. include appropriate facts and details;
 - d. exclude extraneous details and inconsistencies; and
 - e. provide a sense of closure to the writing.
 - Indicator 6 – Produce informal writings (e.g., journals, notes and poems) for various purposes.
- Writing Conventions
 - Indicator 1 – Use correct spelling conventions.
 - Indicator 2 – Use correct capitalization and punctuation.
 - Indicator 3 – Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
 - Indicator 4 – Use parallel structure to present items in a series and items juxtaposed for emphasis.
 - Indicator 5 – Use proper placement of modifiers.
- Research
 - Indicator 1 – Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
- Communication: Oral and Visual
 - Indicator 2 – Interpret types of arguments used by the speaker such as authority and appeals to audience.

12th Grade Standards (Advanced Writing)

- Acquisition of Vocabulary
 - Indicator 1 – Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.
 - Indicator 2 – Analyze the relationships of pairs of words in analogical statements and evaluate the effectiveness of analogous relationships.
 - Indicator 3 – Examine and explain the influence of the English language on the world literature, communications and popular cultures.
 - Indicator 4 – Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary.
 - Indicator 5 – Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
 - Indicator 1 – Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
 - Indicator 2 – Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
 - Indicator 3 – Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
- Reading Applications: Informational, Technical and Persuasive Text
 - Indicator 1 – Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.
 - Indicator 2 – Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
 - Indicator 3 – Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.
 - Indicator 4 – Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
 - Indicator 5 – Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
 - Indicator 6 – Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.
- Reading Applications: Literary Text

- Indicator 1 – Compare and contrast motivations and reactions of literary characters confronting similar conflicts using specific examples of characters’ thoughts, words and actions.
- Indicator 2 – Analyze the historical, social and cultural context of setting.
- Indicator 5 – Analyze variations of universal themes in literary texts.
- Indicator 8 – Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes citing specific examples from text to support analysis
- Writing Processes
 - Indicator 1 – Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
 - Indicator 2 – Determine the usefulness of and apply appropriate pre-writing tasks.
 - Indicator 3 – Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
 - Indicator 4 – Determine a purpose and audience and plan strategies to address purpose and audience.
 - Indicator 5 – Use organizational strategies to plan writing.
 - Indicator 6 – Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
 - Indicator 7 – Use a variety of sentence structures and lengths.
 - Indicator 8 – Use paragraph form in writing including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the used of parallel structures.
 - Indicator 9 – Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
 - Indicator 10 – Use available technology to compose text.
 - Indicator 11 – Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
 - Indicator 12 – Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative text.
 - Indicator 13 – Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
 - Indicator 14 – Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice.
 - Indicator 15 – Proofread writing, edit to improve conventions, identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
 - Indicator 16 – Apply tools to judge the quality of writing..
 - Indicator 17 – Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design and graphics to enhance the final product.
- Writing Applications
 - Indicator 2 – Write responses to literature that:

- A, Advance a judgment that is interpretative, analytical, evaluative or reflective;
 - B. Support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
 - C. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create;
 - E. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and
 - F. provide a sense of closure to the writing.
 - Indicator 4 – write informational essays or reports, including research that:
 - A. develop a controlling idea that conveys a perspective on the subject;
 - B. create an organizing structure appropriate to purpose, audience and context;
 - C. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
 - D. make distinctions about the relative value and significance of specific data, facts and ideas;
 - E. anticipate and address a reader’s potential biases, misunderstandings and expectations; and
 - F. provide a sense of closure to the writing.
 - Indicator 6 – Produce informal writings for various purposes.
- Writing Conventions
 - Indicator 1 – Use correct spelling conventions.
 - Indicator 2 – Use correct capitalization and punctuation.
 - Indicator 3 – Use correct grammar.
- Research
 - Indicator 1 – Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigations to narrow the focus or extend the investigation.
 - Indicator 2 – Identify appropriate sources and gather relevant information from multiple sources.
 - Indicator 3 – Determine the accuracy of sources and the credibility of the author by analyzing the sources’ validity.
 - Indicator 5 – Integrate quotations and citations into written text to maintain a flow of ideas.
 - Indicator 6 – Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
 - Indicator 7 – Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.
- Communication: Oral and Visual
 - Indicator 1 – Apply active listening strategies in a variety of settings.
 - Indicator 8 – (done for science fair project) Deliver informational presentations that:
 - A. present a clear and distinctive perspective on the subject;
 - B. present events in a logical sequence;

- C. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- D. include an effective introduction and conclusion and use a consistent organizational;
- F. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.

Mathematics

Content Standards Covered through June 9, 2010

- **Number, Number Sense and Operations Standard**

- Indicator 5:2 Use various forms of “one” to demonstrate the equivalence of fractions.
- Indicators 5:3 Identify and generate equivalent forms of fractions, decimals and percents.
- Indicator 5:4 Round decimals to a given place and round fractions (including mixed numbers) to the nearest half.
- Indicator 5.4 Recognize and identify perfect squares and their roots.
- Indicator 5:9 Use order of operations, including use of parenthesis, to simplify numerical expressions.
- Indicator 5:10 Justify why fractions need common denominators to be added or subtracted.
- Indicator 5:12 Use physical models, points of reference, and equivalent forms to add and subtract commonly used fractions with like and unlike denominators and decimals.
- Indicator 5:13 Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.
- Indicator 6:1 Decompose and recompose whole numbers using factors and exponents, (e.g., $32 = 2 \times 2 \times 2 \times 2 \times 2 = 2^5$), and explain why squared means second power and cubed means third power.
- Indicator 6:3 Explain why a number is referred to as being rational, and recognize that the expression a/b can mean a parts of size $1/b$ each, a divided by b , or the ratio of a to b .
- Indicator 6:6 Use the order of operations including the use of exponents, decimals and rational numbers, to simplify numerical expressions.
- Indicator 6:8 Represent multiplication and division situations involving fractions and decimals with models and visual representations; e.g., show with pattern blocks what it means to take $2 \frac{2}{3} \div \frac{1}{6}$
- Indicator 6:9 Give examples of how ratios are used to represent comparisons; e.g., part-to-part, part-to-whole, whole-to-part.

- Indicator 6:10 Recognize that a quotient may be larger than the dividend when the divisor is a fraction; e.g., $6 \div \frac{1}{2} = 12$
- Indicator 6:11 Perform fraction and decimal computations and justify their solutions; e.g., using manipulatives, diagrams and mathematical reasoning.
- Indicator 6:12 Develop and analyze algorithms for computing with fractions and decimals, and demonstrate fluency in their use.
- Indicator 6:13 Estimate reasonable solutions to problem situations involving fractions and decimals; e.g., $\frac{7}{8} + \frac{12}{13} = 2$ and $4.23 \times 5.8 = 25$
- Indicator 6:14 Use proportional reasoning, ratios and percents to represent problem situations and determine the reasonableness of solutions.
- Indicator 6:15 Determine the percent of a number and solve related problems; e.g., find the percent markdown if the original price was \$140 and the sale price is \$100.
- Indicator 7:1 Demonstrate an understanding of place value using powers of 10 and write large numbers in scientific notation.
- Explain the meaning of exponents that are negative or 0.
- Indicator 7: 4 Use order of operations and properties to simplify numerical expressions involving integers, fractions and decimals.
- Indicator 7:5 Explain the meaning and effect of adding, subtracting, multiplying and dividing integers; e.g., how adding two integers can result in a lesser value.
- Indicator 7:9 Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares).
- Indicator 8:2 Recognize that natural numbers, whole numbers, integers, rational numbers, and irrational numbers are subsets of the real number system.
- Indicator 8:4 Explain and use the inverse and identity properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.

- **Measurement Standard**

- Indicator 8:1 – Compare and order the relative size of common US customary units and metric units; e.g., mile and kilometer, gallon and liter, pound and kilogram.
- Indicator 6:3 Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders by:
 - a. estimating lengths using strings or links, areas using tiles or grid, and volumes using cubes;
 - b. measuring attributes (diameter, side lengths, or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms
- Indicators 6:1 understand and describe the difference between surface area and volume.

- Indicator 6:2 Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors; $\frac{1}{2}$ circle, $\frac{2}{3}$ circle, $\frac{1}{3}$ circle, $\frac{1}{4}$ circle.
- Indicator 6:4 Determine which measure (perimeter, area, surface area, volume) matches the context of a problem situation; e.g., perimeter is the context for fencing a garden, surface area is the context for painting a room
- Indicator 6:5 understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different areas, or may have the same area but different perimeters.
- Indicator 6:6 Describe what happens to the perimeter and area of a two-dimensional shape when the measurements of the shape are changed; e.g., length of sides are doubled.
- Indicator 7:2 Convert units of area and volume within the same measurement system using proportional reasoning and a reference table when appropriate; e.g., square feet to square yards, cubic meters to cubic centimeters.
- Indicator 7:6 Use strategies to develop formulas for finding area of trapezoids and volume of cylinders and prisms.
- Indicator 7:7 Develop strategies to find the area of composite shapes using the areas of triangles, parallelograms, circles and sectors.

- **Data Analysis and Probability**

- Indicator 9:1 – Classify data as univariate or bivariate and as quantitative
- Indicator 7:1 Read, create and interpret box-and-whisker plots, stem-and-leaf plots, and other types of graphs, when appropriate.
- Indicator 7:2 Analyze how decisions about graphing affect the graphical representation; e.g., scale, size of classes in a histogram, number of categories in a circle graph.

- **Patterns, Functions and Algebra**

- Indicator 8:8 – Write, simplify and evaluate algebraic expressions to generalize situations and solve problems
- Indicator 9:3 – describe problem situations by using tabular, graphical and symbolic representations
- Indicator 10:3 - Solve equations and formulas for a specified variable
- Indicator 6:2 Use words and symbols to describe numerical and geometric patterns, rules and functions.
- Indicator 6:3 Recognize and generate equivalent forms of algebraic expressions, and explain how the commutative, associative and distributive properties can be used to generate equivalent forms; e.g., perimeter as $2(l+w)$, or $2l + 2w$.

- Indicator 6:4 – Solve simple linear equations and inequalities using physical models, paper and pencil, tables and graphs.
- Indicator 6:6 – Evaluate simple expressions by replacing variables with given values and use formulas in problem-solving situations.
- Indicator 6:5 Produce and interpret graphs that represent the relationship between two variables
- Indicator 7:5 Represent linear equations by plotting points in the coordinate plane.
- Indicator 7:8 Use formulas in problem solving situations.
- Indicator 8:13 Compute and interpret slope, midpoint and distance given a set of ordered pairs.
- Indicator 7:7 Justify that two forms of an algebraic expression are equivalent, and recognize when an expression is simplified; e.g., $4m = m+m+m+m$ or $a.5+4=5a+4$

Science

Content Standards Covered through June 9, 2010

Ninth grade:

Earth and Space Sciences:

Benchmarks A, B, C, D, E, F

Indicators 1, 2, 3, 4, 5, 6, 7, & 8

Life Sciences:

No indicators listed for 9th grade

Physical Sciences

Benchmark A, B, C, D, E, F, G, H

Indicators 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, & 27

Science and Technology

Benchmarks A, B

Indicators 1, 2, & 3

Scientific Inquiry

Benchmark A

Indicators 1, 2, 3, 4, 5, & 6

Scientific Ways of Knowing

Benchmarks A, B, C, D

Indicators 1, 2, 3, 4, 5, 6, 7, 8, & 9

Tenth grade:

Earth and Space Sciences:

Benchmarks A, B, C, D, E, F

Indicators 1, 2, 3, 4, 5, 6, & 7

Life Sciences:

Benchmarks A, B, C, D, E, F, G, H, I, J

Indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, & 28

Physical Sciences

No indicators for 10'th grade

Science and Technology

Benchmarks A, B

Indicators 1, 2, & 3

Scientific Inquiry

Benchmark A

Indicators 1, 2, 3, 4, & 5

Scientific Ways of Knowing

Benchmarks A, B, C, D

Indicators 1, 2, 3, 4, 5, 6, & 7

Social Studies

Content Standards Covered August 18, 2009-January 14, 2010

History – Benchmark E: Analyze connections between WWII, the Cold War and contemporary conflicts.

Grade 9- Indicator 12.- Analyze the impact of conflicting political and economic ideologies after WWII that resulted in the Cold War including:

- a. Soviet expansion in Eastern Europe
- b. The division of Germany
- c. The emergence of NATO and the Warsaw Pact
- d. The Chinese Communist Revolution

Indicator 13 – Examine social, economic and political struggles resulting from colonialism and imperialism including:

- a. Independence movements in India, Indochina and Africa
- b. Rise of dictatorships in former colonies

Indicator14 – Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:

- a. The arms build-up
- b. Ethnic unrest in the Soviet Union
- c. Independence movements in former Soviet satellites
- d. Global decline of communism

Grade 10 – Indicator 8 – Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:

- a. The Marshall Plan
- b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis
- c. The Korean War and the Vietnam War

Benchmark f: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

Grade 10- Indicator 12 – Explain major domestic developments after 1945 with emphasis on:

- a. Postwar prosperity in the United States
- b. McCarthyism

- c. The space race
- d. Immigration patterns

Indicator 13 – Trace social unrest, protest and change in the United States including:

- a. Antiwar protest during the Vietnam War
- b. The counterculture movement
- c. The women’s liberation movement

Indicator 14- Analyze the origins major developments, controversies and consequences of the civil rights movement with emphasis on:

- a. Brown v. Board of Education
- b. Changes in goals and tactics of leading civil rights advocates and organizations
- c. The linkages between the civil rights movement and movements to gain justice for other minority groups.

People in Societies

Benchmark A – Analyze the influence of different cultural perspectives o the actions of groups.

Grade 10- Indicator 1. Describe how the perspectives of cultural groups helped to create political action groups such as:

- c. National Organization for Women (NOW)

Benchmark B – Analyze the consequences of oppression, discrimination and conflict between cultures

Grade 10 – Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the lat 19th century.

Benchmark C – Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

Grade 9 – Indicator 3-Explain how advances in communication and transportation have impacted.

- a.Globalization
- b.Cooperation and Conflict
- c.The environment

Grade 10- Indicator 5 – Explain the effects of immigration on society in the United States:

- a. Housing patterns
- d. Language

Geography

Benchmark B: Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.

Grade 10- Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.

Benchmark C: Analyze the patterns and processes of movement of people, products and ideas.

Grade 10 – Indicator 3 – Analyze the geographic processes that contributed to changes in American society including:

- b. Urbanization and suburbanization

Citizenship Rights and Responsibilities

Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution.

Grade 9

Indicator 1- Analyze and evaluate the influence of various forms of citizen action on public policy including:

- e. The fall of communism in Europe

Grade 10

Indicator 2 - Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including

- b. Civil rights movement of the 1960's
- c. Students protests during the Vietnam War

Benchmark B: Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

Grade 10-

Indicator 4. Analyze instances in which the rights of individuals were restricted including:

- c. Intellectuals and artists during the McCarthy Era
- d. African-Americans during the civil rights movement

Citizenship

Content Standards covered through June 9, 2010

History: Grade 11

- A1 – Evaluate the limitations and the opportunities that result from decisions made in the past
 - a. Electoral College
 - b. Direct election of Senators
 - c. Income tax
 - d. Length of term of elected and appointed officials
- A2 – Trace Supreme Court decisions related to a provision of the Constitution

People in Society: Grade 11

- A1 – Intro to Govt. policy/program has affected one or more ethnic/racial group
 - b. Immigration Laws
- B3 – Govt. policies/programs enable different cultures to participate
 - a. Naturalization

- Grade 12: A2 – Analyze proposed solutions to current issues from perspective of diverse cultural groups
- B3 – Analyze ways country & organizations respond to conflict between forces of unity and forces of diversity(English only v. bilingual ed.; immigration quotas v. open immigration)

Geography: Grade 11

- C3 – Census; better planning for future public policy
- C4 – Changing political geography
 - c. Reapportionment

Government: Grade 11

- A1 – Analyze action of the U.S government & evaluate the extent to which actions reflect characteristics of American democracy and help serve the public good
- A3 – Describe changing relationship among branches of national government, and evaluate applications of principals of separation of powers and checks and balances for serving the public good and protecting individual rights
- A4 – Describe changing relationship among the levels of government in the U.S. federal system, and evaluate

- applications of the principals of federalism for serving the public good and protecting individual rights
- A5 – Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of government
 - A6 – Explain functions of local and state govt. in OH and how their powers are derived from the OH Constitution
 - B7 – Explain philosophical foundations of the American political system as outlined in the Declaration of Independence, U.S Constitution, and the Federalist Papers w/ emphasis on basic principals of natural rights
 - B8 – Compare and analyze the powers granted the national and state governments in the federal system w/ emphasis on:
 - a. Concurrent powers
 - b. Reserved powers
 - d. Expressed powers
 - B9 – Explain how interpretations of the basic principals found in the U.S. Constitution have changed over time
 - B10 – Explain importance of the privilege of habeas corpus and constitutional prohibition against bills of attainder and ex post facto laws

- Grade 12:
- A1 – ID and analyze an issue related to domestic or foreign policy in the U.S. (ex. human rights)
 - A2 – Explain how individual or groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy
 - A3 – Explain the key arguments for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate
 - B3 – Explain key arguments for and against the ratification of the Constitution and illustrate how these arguments influence contemporary political debate

Citizen Rights & Responsibilities: Grade 11

- B6 – Intro responsibilities & active participation
 - a. behaving in civil manner
 - c. accepting responsibility for actions
 - e. becoming informed
 - f. voting
 - g. taking action
- A1 – Practice civic discussion / participation
 - c. Debate

Social Skills & Methods: Grade 11

- A1 - Identify current public policy issue & arguments relative to issue

History: Grade 11

- A1 – Evaluate the limitations and the opportunities that result from decisions made in the past
 - a. Electoral College
 - b. Direct election of Senators
 - c. Income tax
 - d. Length of term of elected and appointed officials
- A2 – Trace Supreme Court decisions related to a provision of the Constitution

Grade 12: B2 – Analyze primary source material to see if historical interpretation is supported (OH Constitution)

People in Society: Grade 11

- A1 – Intro to Govt. policy/program has affected one or more ethnic/racial group
 - b. Immigration Laws
- B3 – ID and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy
 - a. Naturalization
 - b. Voting Rights
- B2 – ID causes of prejudice and demonstrate ways in which legal protections (Const Amend,) prevent and reduce discrimination

Geography: Grade 11

- C3 – Census; better planning for future public policy
- C4 – Changing political geography
 - c. Reapportionment

Government: Grade 11

- A1 – Analyze action of the U.S government & evaluate the extent to which actions reflect characteristics of American democracy and help serve the public good

- A3 – Describe changing relationship among branches of national government, and evaluate applications of principals of separation of powers and checks and balances for serving the public good and protecting individual rights
 - A4 – Describe changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principals of federalism for serving the public good and protecting individual rights
 - A5 – Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of government
 - A6 – Explain function of local and state government in Ohio and how powers derived from Ohio Constitution
 - B7 – Explain philosophical foundations of the American political system as outlined in the Declaration of Independence, U.S Constitution, and the Federalist Papers w/ emphasis on basic principals of natural rights
 - B8 – Compare and analyze the powers granted the national and state governments in the federal system w/ emphasis on:
 - a. Concurrent powers
 - b. Reserved powers
 - c. Implied powers
 - d. Expressed powers
 - B9 – Explain how interpretations of the basic principals found in the U.S. Constitution have changed over time
 - B10 – Explain importance of the privilege of habeas corpus and constitutional prohibition against bills of attainder and ex post facto laws
- Grade 12:
- A1 – ID and analyze an issue related to domestic or foreign policy in the U.S. (ex. human rights)
 - A2 – Explain how individual or groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy
 - B3 – Explain key arguments for and against the ratification of the Constitution and illustrate how these arguments influence contemporary political debate

Citizenship Rights & Responsibilities

A2 – Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances

B4 – Compare rights of citizens and resident aliens

B5 – Explain meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:

- a. Legislation
- b. the role of the judiciary in upholding rights
- c. the role of citizens in exercising their rights

B6 – Intro responsibilities & active participation

- a. behaving in civil manner
- c. accepting responsibility for actions
- e. becoming informed
- f. voting
- g. taking action

Grade 12 – A1 – Practice civic discussion / participation
b. Debate

Social Skills & Methods: Grade 11

A1 – ID current public policy issue and arguments relative to the issue

A2 – Determine criteria by which arguments will be judged

Grade 12:

A1 – Obtain and evaluate information from public records and other resources related to a public policy issue

C7 – ID appropriate tools for communicating a position on an issue

Math Special Education Content Standards Covered through June 9, 2010.

□□ Number, Number Sense and Operations

8th Grade

Indicator 8:1- Use scientific notation to express large numbers and small numbers between 0 and 1

Indicator 8:2 – Recognize that natural numbers, whole numbers, integers rational numbers and irrational numbers are subsets of the real number system.

Indicator 8:3- Apply order of operations to simplify expressions and perform computations involving integer exponents and radicals.

Indicator 8:4 - Explain and use the inverse and identity properties and use inverse relationships in problem solving.

Indicator 8:5- Determine when an estimate is sufficient and when an exact answer is needed in problem situations, and evaluate estimates in relation to actual answers; greater than, less than, very close.

Indicator 8:6 – Estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent.

Indicator 8:7- Find the square root of perfect squares and approximate the square root of the non-perfect squares as consecutive integers between which the root lies.

Indicator 8:8- Add, subtract, multiply, divide, and compare numbers written in scientific notation.

9th Grade

Indicator 9:2- Compare order and determine equivalent forms of rational and irrational numbers.

Indicator 9:3 – Explain the effects of operations such as multiplication or division, and of computing powers and roots on the magnitude of quantities.

Indicator 9:4 – Demonstrate fluency in computations using real numbers.

- Measurement Standard

8th grade

Indicator 8:1- Compare and order the relative size of common U.S. Customary units and metric units; ex: mile and kilometer, gallon and liter, pound and kilogram.

Indicator 8:2- Use proportional relationships and formulas to convert units from one measurement system to another.

Indicator 8:3- use appropriate levels of precision when calculating with measurements.

Indicator 8:5 Determine surface area for pyramids by analyzing their parts.

Indicator 8:7- Apply proportional reasoning to solve problems involving indirect measurements and rates.

Indicator 8:8 Find the sum of the interior and exterior angles of regular convex polygons with and without measuring the angles with a protractor.

Indicator 8:9- Demonstrate understanding of the concepts of perimeter, circumference, and area by using established formulas for triangles, quadrilaterals, and circles to determine surface area and volume of prisms cylinders, spheres and cones.

Indicator 8:10- Use conventional formulas to find the surface area and volume of prisms, pyramids, cylinders and the volume of spheres, cones to a specified level of precision.

9th Grade

Indicator 9:1- Convert rates within the same measurement system; eg., miles per hour to feet per second; kilometers per hour to meters per second.

Indicator 9:5- Solve problems involving unit conversion for situations involving distances involving distances, areas, volumes, and rates within the same measurement system.

- Geometry and Spatial Sense

Indicator 8:1 – Make and test conjectures about characteristics and properties of two-dimensional figures and three-dimensional objects.

Indicator 8:2 – Recognize the angles formed and the relationship between the angles when two lines intersect and when parallel lines are cut by a transversal.

Indicator 8:3 – Use proportions in several forms to solve problems involving similar figures.

Indicator 8:4- Represent and analyze shapes using coordinate geometry.

Indicator 8:5- Draw the results of translations, reflections, rotations, and dilations of objects in the coordinate plane, and determine properties that remain fixed, ex, lengths of sides remain the same under translations.

- Patterns, Functions and Algebra

Indicator 8:1 – Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.

Indicator 8:2- Generalize patterns and sequences by describing how to find the nth term.

- Data Analysis and Probability Standard

Indicator 8:1- Use, create and interpret scatter plots and other types of graphs as appropriate.

Indicator 8:4-Compare 2 sets of data using measures of center (mean, mode, median) and measures of spread (range, quartiles, interquartile range and percentiles).

Special Education Science Content Standards Covered through June 9, 2010

Life Science Grade 10 Benchmark E

12. Describe that biological classification represents how organisms are related with species being the most fundamental unit of the classification system. Relate how biologists arrange organisms into a hierarchy of groups and subgroups based on similarities and differences that reflect their evolutionary relationships.

13. Explain the the variation of organisms within a species increases the likelihood that at least some members of a species will survive under gradually changing environmental conditions.

14. Relate diversity and adaptation to structures and their functions in living organisms.

Life Science Grade 10 Benchmark G

18. Describe ways that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. Explain how changes in technology can cause significant changes, either positive or negative, in environmental quality and carrying capacity.

19. Illustrate how uses of resources at local, state, regional, national, and global levels have affected the quality of life.

Life Science Grade 10 Benchmark H

21. Explain that natural selection provides the following mechanism for evolution; undirected variation in inherited characteristics exist within every species. These characteristics may give individuals an advantage or disadvantage compared to others in surviving and reproducing. The advantaged offspring are more likely to survive and reproduce. Therefore, the proportion of individuals that have advantageous characteristics will increase. When an environment changes, the survival value of some inherited characteristics may change.

Life Science Grade 10 Benchmark I

25. Explain that life on Earth is thought to have begun as simple, one-celled organisms approximately 4 billion years ago. During most of the history of Earth only single-celled microorganisms existed, but once cells with nuclei developed about a billion years ago, increasingly complex multicellular organisms evolved.

Special Education Social Studies

Content Standards Covered June 9, 2010

History Benchmark B-Grade 9

1. Explain the causes and effects of the Industrial Revolution with emphasis on:
 - a. How scientific and technological changes promoted industrialization in the textile industry in England.
 - b. The impact of the growth of the population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe.
 - c. The changing role of labor and the rise of the union of movement.
 - d. Changes in living and working conditions for the early industrial working class, especially women and children
 - e. The growth of industrialization around the world.

Benchmark B-Grade 10

1. Explain the effects of industrialization in the U.S in the 19th century including
 - a. changes in work and the workplace
 - b. immigration and child labor and their impact on the labor force
 - c. modernization of agriculture
 - d. urbanization
 - e. The emergence of a middle class and its impact on leisure, art, music, literature, and other aspects of culture.
2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on
 - a. laissez-faire policies
 - b. monopolies
 - c. standard of living
3. Analyze the reasons for the rise in and growth of labor organizations in the U.S including
 - a. unregulated working conditions
 - b. laissez-faire policies toward big business
 - c. violence toward supporters of organized labor
4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of populism and progressivism with emphasis on
 - a. urban reforms
 - b. conservation
 - c. business regulation and antitrust legislation
 - d. the movement for public schooling
 - e. the regulation of child labor

Peoples in Societies-Benchmark B Grade 10

2. Explain how Jim Crow laws legalized discrimination based on race.
3. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.

Benchmark C-Grade 9

1. Describe the political, economic and social roots of imperialism.

2. Analyze the perspectives of the colonizers and the colonized concerning
 - a. Indigenous language
 - b. Natural resources
 - c. Labor
 - d. Political systems
 - e. Religion

Benchmark C-Grade 10

4. Explain the effects of immigration on society in the U.S.
 - a. Housing patterns
 - b. Political affiliation
 - c. Education system
 - d. Language
 - e. Labor practices
 - f. Religion

Geography

Benchmark A- Grade 6

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

Benchmark A- Grade 7

1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
2. On a map, identify places related to the historical events being studied and explain their significance.

Benchmark C-Grade 9

5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

History Grade 9 Benchmark C

4. Describe the political, economic and social roots of imperialism.
5. Analyze the perspectives of the colonizers and the colonized concerning
 - a. Indigenous language
 - b. Natural resources
 - c. Labor
 - d. Political systems
 - e. religion
6. Explain the global impact of imperialism including
 - a. Modernization of Japan
 - b. Political and social reform in China
 - c. Exploitation of African resources.

History Grade 10 Benchmark C

5. Trace the development of the U.S as a world power with emphasis on
 - a. The Spanish-American War
 - b. U.S imperialism in the Far East, South Pacific, Caribbean and Central America.

History Grade 10 Benchmark F

12. Explain major domestic developments after 1945 with emphasis on
 - a. postwar prosperity in the U.S
 - b. McCarthyism
 - c. The space race
 - d. Immigration patterns
13. Trace social unrest, protest and change in the U.S. including
 - a. antiwar protest during the Vietnam War
 - b. the counterculture movement
 - c. the women's liberation movement
14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - a. Brown v. Board of Education
 - b. Changes in goals and tactics of leading civil rights advocates and organizations
 - c. the linkages between the civil rights movement and movements to gain justice for other minority groups.

Special Education Language Arts Content Standards June 9, 2010

Acquisition of Vocabulary

1. Define unknown words through context clues and the author's use of comparison, contrast, and cause and effect.
2. Analyze the relationships of pairs of words in analogical statements and infer words meanings from these relationships.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject area vocabulary.

6. Determine the meaning and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebar.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies.

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials.
5. Independently read books for various purposes.

Reading Applications: Informational, Technical, and Persuasive Text

1. Identify and understand organizational patterns and techniques, including repetition of ideas, syntax, and word choice that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identify persuasive techniques and examples of propaganda, bias, and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in a text.
6. Identify appeals to authority, reason and emotion.
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

Reading Applications: Literary Text

1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the features of setting and their importance in a literary text.
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
4. Interpret universal themes across different works by the same author or by different authors.
5. Analyze how an author's choice of genre affects the expression of a theme or topic.
6. Explain how literary techniques, including foreshadowing and flashback are used to shape the plot of a literary text.
7. Analyze the author's use of point of view, mood and tone.
8. Explain how authors use symbols to create broader meaning.
9. Describe the effect of using sound devices in literary texts.
10. Explain ways in which an author develops a point of view and style and cite specific examples from the text.

Writing Processes

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

2. Determine the usefulness of and apply appropriate pre-writing tasks.
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies to address purpose and audience.
5. use organizational strategies to plan writing
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths.
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transition words and phrases to clarify meaning and maintain consistent style, tone and voice.
14. Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions and identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools to judge the quality of writing.
17. Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design, and graphics to enhance the final product.

Writing Applications

1. Write narratives that:

- a. sustain reader interest by pacing action and developing an engaging plot.
- b. use a range of strategies and literary devices including figurative language and specific narration
- c. include an organized, well-developed structure.

2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior know liege.

3. Write business letters, letters to the editor and job applications that:

- a. address audience needs, stated purpose and context in a clear efficient manner
- b. follow the conventional style appropriate to the text using proper technical terms.
- c. include appropriate facts and details.

- d. exclude extraneous details and inconsistencies.
 - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research that:
- a. pose relevant and tightly drawn questions that engage the reader.
 - b. provide a clear and accurate perspective on the subject.
 - c. create an organizing structure appropriate to the purpose, audience and context.
 - d. support the main ideas with facts, details, examples and explanations from sources and
 - e. document sources and include bibliographies.
5. Write persuasive compositions that:
- a. support arguments with detailed evidence.
 - b. exclude irrelevant information
 - c. cite sources of information.
6. Produce informal writings for various purposes.

Writing Conventions

1. Use correct spelling conventions.
 2. Use correct capitalization and punctuation.
 3. Use clauses and phrases.
 4. Use parallel structure to present items in a series and items juxtaposes for emphasis.
- Use proper placement of modifiers.

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources.
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity.
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Communication: Oral and Visual

1. Apply active listening strategies in a variety of settings.
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.
3. Evaluate the credibility of the speaker and recognize fallacies of reasoning used in presentations and media messages.
4. Identify how language choice and delivery styles contribute to meaning.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.
8. Deliver informational presentations that:
 - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence
 - b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes
 - c. Include an effective introduction and conclusion and use a consistent organizational structure
 - d. Use appropriate visual materials and available technology to enhance presentation
 - e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
 - a. Establish and develop a logical and controlled argument
 - b. Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias
 - c. Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason
 - d. Consistently use common organizational structures as appropriate
 - e. Use speaking techniques.

Curriculum Standards and Benchmarks Anatomy and Physiology, Science, Forensics Content Standards June 9, 2010

Cleveland Clinic Literary Expressions Project and Anatomy and Physiology Curriculum Benchmarks and Content Standards can be found at the following link:

<http://www.clevelandclinic.org/civiceducation/creativelearning/VirtualTeacherWorkshops.asp>

then going to: eXpressions Language Program Curriculum Guide, Grades 9-12.

Scientific Way of Knowing

Benchmark A: Explain that scientific knowledge must be based on evidence, be predictive, logical subject to modification and limited to the natural world.

Indicators: 9-1, 9-3, 10-1, 10-2, 10-3, 11-2, 12-1, 12-3, 12-5

Benchmark B: Explain how scientific inquiry is guided by knowledge, observations, ideas and questions.

Indicators: 9-5, 9-6, 9-7, 11-5, 11-6

Benchmark C: Describe the ethical practices and guidelines in which science operates.

Indicators: 9-2, 9-4, 10-4, 10-5, 10-6, 11-8, 11-9, 11-11, 12-6, 12-7, 12-8, 12-9, 12-10, 12-11

Benchmark D: Recognize that scientific literacy is part of being a knowledgeable citizen.

Indicators: 9-8, 9-9, 10-7

Life Sciences

Benchmark A: Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types.

Indicators: 10-1 a,b,c,d, 10-2, 11-1, 12-1, 12-2,

Benchmark B: Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development.

Indicators: 10-3 a,b,c,d,e, 10-4, 11-3

Benchmark C: Explain the genetic mechanisms and molecular basis of inheritance.

Indicators: 10-5, 10-6, 10-7, 10-8, 12-5

Benchmark D: Explain the flow of energy and the cycling of matter through biological and ecological systems.

Indicators: 10-10, 10-11

Benchmark G: Summarize the historical development of scientific theories and ideas within the study of life sciences.

Indicators: 12-11, 12-12

Benchmark H: Describe a foundation of biological evolution as the change in gene frequency of a population over time. Explain the historical and current scientific developments, mechanisms and processes of biological evolution. Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.

Indicators: 10-20, 10-22, 10-23

Benchmark J: Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of life sciences.

Indicators: 10-26, 10-27, 10-28

Science and Technology

Benchmark A: Explain the ways in which the processes of technological design respond to the needs of society.

Indicators: 9-2, 9-3, 11-1, 11-2, 11-4, 12-1, 12-2, 12-3

Benchmark B: Explain that science and technology are interdependent; each drives the other.

Indicators: 9-1, 10-1, 10-2

Scientific Inquiry

Benchmark A: Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.

Indicators: 9-1, 9-2, 9-39-5, 9-6, 10-1, 10-2, 10-4, 10-5, 11-2, 11-3, 11-4, 11-5, 12-3

Forensics

Content Standards Covered through June 9, 2010

Ethics and Integrity:

FS - 1.3, 10.1, 10.1.1, 11.1, 11.1.1, 12.1, 12.8.1, 12.8.2, 12.7.1, 8.2, 8.3, 8.4, 8.5, 11.0

PS - B 2.2

- **Define ethics and integrity.**
- **Describe the legal obligations of crime scene personnel.**
- **Describe the purpose of a code of ethics.**
- **Understand that as a public servant, you must expect a greater degree of scrutiny than an average citizen.**
- **Describe the difference between ethical and unethical behavior.**
- **Identify the sanctions imposed for unethical behavior.**

History of Forensics:

FS - 1.d, 1.1, 1.2, 1.3, 2.3, 12.1.6, 12.2.1, 12.7.7, 12.9.2

PS - B9.4, B9.5, B9.6

- **Identify the major historical milestones in forensic science.**
- **Understand the necessity of accurate personal identification.**
- **Describe the forensic pioneers who: developed the microscope, described fingerprint patterns, first used printer's ink to record fingerprints, introduced fingerprints as a method of identification through his novel developed the Henry System of identifying fingerprints**
- **Identify the latest scientific developments in forensic science.**

Crime Labs:

FS - 1.0 -24.2, 1.2.1a, 4.0, 4.1, 4.2, 4.4, 4.5, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 10.0, 10.1, 10.2, 10.3, 10.4, 11.0

PS - B3.1, B3.2, B4.2, B4.3, B9.6

- **Identify the first crime lab and the equipment used at the time.**
- **Describe the scientific method and its use in criminal investigation.**
- **Describe the development of crime labs in the U.S., and the reasons for their rapid growth.**
- **Identify the basic and optional services available at full-service crime labs.**
- **Identify the types of forensic analysis performed by LAPD's Scientific Investigation Division**

Rules of Evidence:

FS - 1.3, 12.1.6, 12.2.1, 12.7.7, 12.9.2, 11.0

PS - B4.3, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6

- **Identify the common judicial heritage of the U.S. and England**
- **Describe the difference between the divine right of kings and the consent of the governed.**
- **Identify the Bill of Rights – the first ten amendments to the U.S. Constitution**
- **Describe the purpose of the rules of evidence**
- **Explain the adversarial court system of the U.S.**
- **Identify the federal rules of evidence**

Latent Print Classification:

FS - 5.0, 5.1, 5.2, 5.3, 9.0, 9.1, 9.3, 10.0, 10.1, 10.2, 11.0

PS – B1.3, B4.1, B4.2

- **Define latent, patent, plastic or molded fingerprints.**
- **Demonstrate the methods used to discover latent prints.**

- Describe the three general classifications of fingerprint patterns.
- Identify the specific patterns within each broad category.
- Identify Galton's details.

Crime Scene Investigation:

FS – 2.4, 2.6, 5.0, 5.1, 5.2, 5.3, 10.1, 10.2, 11.0

PS – B4.1, B4.2, B6.1, B6.2, C1.6, C3.2, C7.1, C 7.2, C 9.2

- Define protocol followed to preserve crime scene evidence.
- Describe how to document crime scene evidence.
- Identify protocol necessary to identify, mark, package and secure evidence.
- Describe how to photograph crime scene evidence.
- Understand the purpose of crime scene sketches and diagrams

Photography:

FS – 1.2.1.d, 2.0, 2.1, 4.0, 4.1, 4.2, 4.3, 4.5, 5.0, 5.1, 10.0, 10.1, 11.0

PS – B 1.3, B 4.1, B 6.1, B 8.2

- Describe the basic photography equipment kit
- Describe the photograph requirements by crime types and indoor/outdoor.
- Identify the types of pictures taken at an autopsy.
- Explain when traditional images may be preferred over digital images.
- Explain relevance and authentication of photographic evidence.

Evidence Collection and Preservation:

FS – 4.0, 4.4, 6.0, 6.1, 6.2, 6.3, 6.4, 7.0, 7.1, 7.2, 7.3, 7.4, 8.0, 8.1, 8.2, 9.1, 9.3, 11.0

PS – B 4.3

- Define admissibility and credibility of physical evidence and the chain of custody.
- Describe the difference between trace, transfer, and at-risk evidence.
- Describe the types of evidence collection and preservation equipment.
- Understand the responsibilities of a police officer and a crime scene technician.

Technology Content Standards Covered through June 9, 2010

- Technology f Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem- solving.
 1. Examine current and past devices for storing data and predict potential devices for the future.
 2. Analyze various types of connectivity and list pros and cons of each.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

1. Utilize advanced word processing and desktop publishing features and programs.
2. Use equipment related to computer and multimedia technology imaging.

- Technology and Communication Applications

Benchmark B: Create, publish, and present information, utilizing formats appropriate to the content and audience.

1. Publish information in printed and electronic version, and select the appropriate publication format.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects

and activities to communicate with others, incorporating emerging technologies.

1. Employ online communication capabilities to make inquiries, do research and disseminate results.
2. Implement online-structured learning experiences.

○ Technology and Information Literacy

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.
2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.

Anatomy

Content Standards covered through June 9, 2010

Scientific Way of Knowing

Benchmark A: Explain that scientific knowledge must be based on evidence, be predictive, logical subject to modification and limited to the natural world.

Indicators: 9-1, 9-3, 10-1, 10-2, 10-3, 11-2, 12-1, 12-3, 12-5

Benchmark B: Explain how scientific inquiry is guided by knowledge, observations, ideas and questions.

Indicators: 9-5, 9-6, 9-7, 11-5, 11-6

Benchmark C: Describe the ethical practices and guidelines in which science operates.

Indicators: 9-2, 9-4, 10-4, 10-5, 10-6, 11-8, 11-9, 11-11, 12-6, 12-7, 12-8, 12-9, 12-10, 12-11

Benchmark D: Recognize that scientific literacy is part of being a knowledgeable citizen.

Indicators: 9-8, 9-9, 10-7

Life Sciences

Benchmark A: Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types.

Indicators: 10-1 a,b,c,d, 10-2, 11-1, 12-1, 12-2,

Benchmark B: Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development.

Indicators: 10-3 a,b,c,d,e, 10-4, 11-3

Benchmark C: Explain the genetic mechanisms and molecular basis of inheritance.

Indicators: 10-5, 10-6, 10-7, 10-8, 12-5

Benchmark D: Explain the flow of energy and the cycling of matter through biological and ecological systems.

Indicators: 10-10, 10-11

Benchmark G: Summarize the historical development of scientific theories and ideas within the study of life sciences.

Indicators: 12-11, 12-12

Benchmark H: Describe a foundation of biological evolution as the change in gene frequency of a population over time. Explain the historical and current scientific developments, mechanisms and processes of biological evolution. Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.

Indicators: 10-20, 10-22, 10-23

Benchmark J: Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of life sciences.

Indicators: 10-26, 10-27, 10-28

Science and Technology

Benchmark A: Explain the ways in which the processes of technological design respond to the needs of society.

Indicators: 9-2, 9-3, 11-1, 11-2, 11-4, 12-1, 12-2, 12-3

Benchmark B: Explain that science and technology are interdependent; each drives the other.

Indicators: 9-1, 10-1, 10-2

Scientific Inquiry

Benchmark A: Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.

Indicators: 9-1, 9-2, 9-39-5, 9-6, 10-1, 10-2, 10-4, 10-5, 11-2, 11-3, 11-4, 11-5, 12-3

Language Art I

Content Standards covered through June 9, 2010

Acquisition of Vocabulary

4. Define unknown words through context clues and the author's use of comparison, contrast, and cause and effect.
5. Analyze the relationships of pairs of words in analogical statements and infer words meanings from these relationships.
6. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
5. Use knowledge of Greek, Latin and Anglo-Saxton roots, prefixes and suffixes to understand complex words and new subject area vocabulary.

6. Determine the meaning and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebar.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies.

6. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
7. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

9. Use criteria to choose independent reading materials.
10. Independently read books for various purposes.

Reading Applications: Informational, Technical, and Persuasive Text

11. Identify and understand organizational patterns and techniques, including repetition of ideas, syntax, and word choice that authors use to accomplish their purpose and reach their intended audience.
12. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
13. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
14. Assess the adequacy, accuracy and appropriateness of an author's details, identify persuasive techniques and examples of propaganda, bias, and stereotyping.
15. Analyze an author's implicit and explicit argument, perspective or viewpoint in a text.
16. Identify appeals to authority, reason and emotion.
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

Reading Applications: Literary Text

7. Compare and contrast and author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
8. Analyze the features of setting and their importance in a literary text.
9. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
10. Interpret universal themes across different works by the same author or by different authors.
11. Analyze how an author's choice of genre affects the expression of a theme or topic.
12. Explain how literary techniques, including foreshadowing and flashback are used to shape the plot of a literary text.
17. Analyze the author's use of point of view, mood and tone.
18. Explain how authors use symbols to create broader meaning.
19. Describe the effect of using sound devices in literary texts.
20. Explain ways in which an author develops a point of view and style and cite specific examples from the text.

Writing Processes

18. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
19. Determine the usefulness of and apply appropriate pre-writing tasks.
20. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
21. Determine a purpose and audience and plan strategies to address purpose and audience.
22. use organizational strategies to plan writing

23. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
24. Use a variety of sentence structures and lengths.
25. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
26. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
27. Use available technology to compose text.
28. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
29. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
30. Rearrange words, sentences and paragraphs and add transition words and phrases to clarify meaning and maintain consistent style, tone and voice.
31. Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone and voice.
32. Proofread writing, edit to improve conventions and identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
33. Apply tools to judge the quality of writing.
34. Prepare for publication writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design, and graphics to enhance the final product.

Writing Applications

1. Write narratives that:
 - a. sustain reader interest by pacing action and developing an engaging plot.
 - b. use a range of strategies and literary devices including figurative language and specific narration
 - c. include an organized, well-developed structure.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior know liege.
3. Write business letters, letters to the editor and job applications that:
 - a. address audience needs, stated purpose and context in a clear efficient manner

- b. follow the conventional style appropriate to the text using proper technical terms.
 - c. include appropriate facts and details.
 - d. exclude extraneous details and inconsistencies.
 - e. provide a sense of closure to the writing.
- 4. Write informational essays or reports, including research that:
 - a. pose relevant and tightly drawn questions that engage the reader.
 - b. provide a clear and accurate perspective on the subject.
 - c. create an organizing structure appropriate to the purpose, audience and context.
 - d. support the main ideas with facts, details, examples and explanations from sources and
 - e. document sources and include bibliographies.
- 5. Write persuasive compositions that:
 - a. support arguments with detailed evidence.
 - b. exclude irrelevant information
 - c. cite sources of information.
- 6. Produce informal writings for various purposes.

Writing Conventions

- 5. Use correct spelling conventions.
- 6. Use correct capitalization and punctuation.
- 7. Use clauses and phrases.
- 8. Use parallel structure to present items in a series and items juxtaposes for emphasis. Use proper placement of modifiers.

Research

- 8. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

9. Identify appropriate sources and gather relevant information from multiple sources.
10. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity.
11. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
12. Integrate quotations and citations into written text to maintain a flow of ideas.
13. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.
14. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Communication: Oral and Visual

11. Apply active listening strategies in a variety of settings.
12. Interpret types of arguments used by the speaker such as authority and appeals to audience.
13. Evaluate the credibility of the speaker and recognize fallacies of reasoning used in presentations and media messages.
14. Identify how language choice and delivery styles contribute to meaning.
15. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
16. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
17. Vary language choices as appropriate to the context of the speech.
18. Deliver informational presentations that:
 - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence
 - b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes
 - c. Include an effective introduction and conclusion and use a consistent organizational structure
 - d. Use appropriate visual materials and available technology to enhance presentation
 - e. Draw from multiple sources, including both primary and secondary sources, and identify sources used.
19. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
20. Deliver persuasive presentations that:
 - a. Establish and develop a logical and controlled argument
 - b. Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias
 - c. Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason
 - d. Consistently use common organizational structures as appropriate
 - e. Use speaking techniques.

