

Aberdeen School District

PRIORITY STANDARDS



GRADES K - 12
MATH AND ENGLISH-LANGUAGE ARTS

2020-21

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KINDERGARTEN ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.K.2 With prompting and support, Retell familiar stories, including key details.	RL.K.1 RL.K.6 RL.K.3 RL.K.7 RL.K.4 RL.K.9 RL.K.5			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	RI.K.1 RI.K.8 RI.K.3 RI.K.9 RI.K.5 L.K.4 RI.K.6 SL.K.4 RI.K.7			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	W.K.5 L.K.1 W.K.6 L.K.2 W.K.7 SL.K.5 W.K.8 RF.K.1			
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.K.5 L.K.1 W.K.6 L.K.2 W.K.7 SL.K.5 W.K.8 RF.K.1			
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.K.5 L.K.1 W.K.6 L.K.2 W.K.7 SL.K.5 W.K.8 RF.K.1			
READING FOUNDATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RF.K.1 Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. *the above support D. Recognize and name all upper- and lowercase letters of the alphabet.				

<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Distinguish between similarly spelled words by i. 				
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.2)</p> <ul style="list-style-type: none"> A. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). D. Identifying the sounds of the letters that differ. 				
<p>R.F.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>L.K.4 L.K.5</p>			
<p>LANGUAGE</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>
<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/. E. Understand and use question words (interrogatives) F. Use the most frequently occurring prepositions <p>Produce and expand complete sentences in shared language activities.</p>	<p>L.K.3 L.K.4 L.K.5 L.K.6</p>			
<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. 	<p>L.K.3 L.K.4 L.K.5 L.K.6</p>			

<p>C. Write a letter or letters for most consonant and short-vowel sounds.</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>				
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1ST GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.1.1 Ask and answer questions about key details in a text.	RL.1.4 SL.1.2 RL.1.5 SL.1.3 RL.1.6 SL.1.1 L.1.4 L.1.6 L.1.5			
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.3 RL.1.6 RL.1.7 S.L.1.4			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.1.1 Ask and answer questions about key details in a text.				
RI.1.2 Identify the main topic and retell key details of a text.	RI.1.1 RI.1.7 RI.1.3 RI.1.8 RI.1.4 RI.1.9 RI.1.5 RI.1.6 RL.1.5 L.1.4 S.L.1.4			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.1.5 L.1.1 W.1.6 L.1.5 W.1.8 SL.1.5 SL.1.4			
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.1.5 S.L.1.4 W.1.6 SL.1.5 W.1.7 L.1.1 W.1.8 L.1.5			
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.1.5 L.1.1 W.1.6 L.1.5 W.1.8 SL.1.5 SL.1.4			
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns.	L.1.4 L.1.5 L.1.6			

<ul style="list-style-type: none"> C. Use singular and plural nouns with matching verbs in basic sentences. D. Use personal, possessive, and indefinite pronouns. E. Use verbs to convey a sense of past, present, and future. F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions. H. Use determiners. I. Use frequently occurring prepositions. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 				
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>L.1.4 L.1.5 L.1.6 SL.1.6</p>			
READING FOUNDATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 				
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 				
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. 	<p>R.F.1.1 R.F.1.2 L.1.5</p>			

<ul style="list-style-type: none"> C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words. 				
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	RF.1.1			

2ND GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	L.2.4 L.2.5 L.2.6			
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.3 RL.2.6 RL.2.7			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.3 RI.2.6 RI.2.8 L.2.4 L.2.5 L.2.6			
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.6 RI.2.7 RI.2.8 RI.2.9			
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.4 RI.2.7 RI.2.9 L.2.4			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.2.5 W.2.6 L.2.1 L.2.2			
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.5 W.2.6 W.2.7 W.2.8 L.2.1 L.2.2			
W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.5 W.2.6 L.2.1 L.2.2			
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words. E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.2.1 L.2.3 L.2.4 L.2.5 L.2.6</p>			
<p>READING FOUNDATIONS</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Distinguish long and short vowels when reading regularly spelled onesyllable words. B. Know spelling-sound correspondences for additional common vowel teams. C. Decode regularly spelled two-syllable words with long vowels. D. Decode words with common prefixes and suffixes. E. Identify words with inconsistent but common spelling-sound correspondence. F. Recognize and read grade-appropriate irregularly spelled words. 				
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension. (Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> A. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. B. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.2.1 RL2.5 RL 2.6 L.2.4</p>			

3RD GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.3.1 Ask and answer questions to show understanding of the text referring explicitly to the text for answers (text evidence)	RL.3.2 RL.3.6 RL.3.3 RL.3.7 RL.3.4 RL.3.9 RL.3.5			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.2 RI.3.6 RI.3.3 RI.3.7 RI.3.4 RI.3.9 RI.3.5			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.	W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.9 W.3.10			
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. D. Provide a concluding statement or section	W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.9 W.3.10			
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and	W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.9 W.3.10			

<p>events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>				
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	L.3.1 L.3.4 L.3.2 L.3.5 L.3.3 L.3.6			
READING FOUNDATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.3.1</p> <p>RF.3.2</p> <p>RF.3.3</p>			
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	SL.3.1 SL.3.4 SL.3.2 SL.3.5 SL.3.3 SL.3.6			

4TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.2 RL.4.6 RL.4.3 RL.4.7 RL.4.4 RL.4.9 RL.4.5			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.3 RI.4.7 RI.4.4 RI.4.8 RI.4.5 RI.4.9 RI.4.6			
RI.4.2 Determine the main idea of text and explain how it is supported by key details; summarize the text.	RI.4.3 RI.4.7 RI.4.4 RI.4.8 RI.4.5 RI.4.9 RI.4.6			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.	W.4.4 W.4.8 W.4.5 W.4.9 W.4.6 W.4.10 W.4.7			
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.	W.4.4 W.4.8 W.4.5 W.4.9 W.4.6 W.4.10 W.4.7			
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.4 W.4.8 W.4.5 W.4.9 W.4.6 W.4.10 W.4.7			

<p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use transition words and phrases to signal event order.</p> <p>D. Provide a sense of closure</p>				
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	L.4.1 L.4.4 L.4.2 L.4.5 L.4.3			
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	SL.4.1 SL.4.4 SL.4.2 SL.4.5 SL.4.3 SL.4.6			
READING FOUNDATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	RF.4.1 RF.4.2 RF.4.3			

5TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.4 SL.5.2 RL.5.5 SL.5.3 RL.5.7 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5	5	ONGOING	U.1, W.1, 2 U.2, W.2, 4, 5 U.3, W.1, 2 U.4, W.1, 2, 5 U.5, W.1, 2 U.6, W.2, 5
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.5.4 SL.5.2 RL.5.5 SL.5.3 RL.5.7 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5	5	ONGOING	U.2, W.4, 5 U.3, W.1, 2 U.4, W.5 U.6, W.1, 2
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.5.4 SL.5.2 RL.5.5 SL.5.3 RL.5.7 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5	5	ONGOING	U.1, W.1 U.2, W.2 U.5, W.1 U.5, W.2
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.7 SL.5.3 RF.5.3 SL.5.4 RF.5.4 SL.5.5 SL.5.1 L.5.4 SL.5.2 L.5.5	5	ONGOING	U.1, W.3 U.4, W.1 U.4, W.2 U.6, W.5
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.7 SL.5.3 RF.5.3 SL.5.4 RF.5.4 SL.5.5 SL.5.1 L.5.4 SL.5.2 L.5.5	5	ONGOING	EVERY U.W.
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.4 SL.5.2 RI.5.2 SL.5.3 RI.5.8 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5	5	ONGOING	U.1, W.3, 4 U.2., W.1, 3 U.3, W.4, 5 U.4, W.3, 4 U.5, W.3, 4, 5 U.6, W.1, 2, 3, 4
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas,	RI.5.4 SL.5.3 RF.5.3 SL.5.4 RF.5.4 SL.5.5	5	ONGOING	U.1, W.3 U.2., W.1, 3 U.3, W.6

or concepts in a historical, scientific, or technical text based on specific information in the text.	SL.5.1 L.5.4 SL.5.2 L.5.5			U.5, W.3, 4 U.6, W.2, 3, 4
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.4 SL.5.3 RI.5.2 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5 SL.5.2	5	ONGOING	U.1, W.4 U.2, W.1, 3 U.5, W.3, 4 U.6, W.3, 4
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.7 SL.5.3 RI.5.8 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5 SL.5.2	5	ONGOING	U.1, W.3, 4 U.3, W.5 U.4, W.3, 4 U.5, W.5
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.7 SL.5.3 RI.5.8 SL.5.4 RF.5.3 SL.5.5 RF.5.4 L.5.4 SL.5.1 L.5.5 SL.5.2	5	ONGOING	
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details. C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). D. Provide a concluding statement or section related to the opinion presented.	W.5.4 W.5.5 W.5.6 L.5.3 L.5.6	10	10	U.3, W.2, 4 U.4, W.3, 4 U.5, W.1, 5 U.6, W.2, 4
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.4 W.5.5 W.5.6 W.5.8 W.5.9 W.5.10 L.5.3 L.5.6	10	10	U.1, W.3 U.2, W.1, 3 U.3, W.2, 5 U.5, W.2, 4 U.6, W.3

<p>C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>				
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.5.4 W.5.5 W.5.6 L.5.3 L.5.6</p>	<p>10</p>	<p>10</p>	<p>U.2, W.2, 4, 5 U.3, W.1 U.4, W.1, 2, 5 U.5, W.1 U.6, W.1</p>
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W.5.4 W.5.9 W.5.5 W.5.10 W.5.6 L.5.3 W.5.8 L.5.6</p>	<p>10</p>	<p>10</p>	<p>U.1, W.6 U.2, W.6 U.3, W.6 U.4, W.6 U.5, W.6 U.6, W.6</p>
<p>LANGUAGE</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.*</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>L.5.1 SL.5.6</p>		<p>ONGOING</p>	<p>U.3, W.4 U.5, W.3 U.6, W.4</p>

E. Spell grade-appropriate words correctly, consulting references as needed.				
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6TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone				
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.				
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.				
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.				
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.				
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.				
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.				

7TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.				
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.				
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.				
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.				
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.				
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.				
W.7.3 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.				
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.				

8TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.				
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.				
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.				
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.				
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.				
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.				
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.				

WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.				
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.				
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant				

evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.				
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9TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.9.1 RL.9.3 RL.9.5 RL.9.6 RL.9.9			
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RL.9.1 RL.9.3 RL.9.5 RL.9.6 RL.9.9			
RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	RL.9.1 RL.9.3 RL.9.5 RL.9.6 RL.9.9			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9.2 RI.9.3 RI.9.4 RI.9.5 RI.9.7 RI.9.9			
RI.9.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.9.2 RI.9.3 RI.9.4 RI.9.5 RI.9.7 RI.9.9			
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9.2 RI.9.3 RI.9.4 RI.9.5 RI.9.7 RI.9.9			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.9.1 W.9.2 W.9.3 W.9.7 W.9.8 W.9.9			

<p>W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9– 10.)</p>	<p>W.9.1 W.9.2 W.9.3 W.9.7 W.9.8 W.9.9</p>			
<p>W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>W.9.1 W.9.2 W.9.3 W.9.7 W.9.8 W.9.9</p>			
<p>LANGUAGE</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>
<p>L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	<p>L.9.2 L.9.3 L.9.5 L.9.6</p>			
<p>L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9– 10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>L.9.2 L.9.3 L.9.5 L.9.6</p>			
<p>SPEAKING AND LISTENING</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>
<p>SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics,</p>				

<p>texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusion.</p> <p>D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SL.9.2 SL.9.3 SL.9.6</p>			
<p>SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SL.9.2 SL.9.3 SL.9.6</p>			
<p>SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL.9.2 SL.9.3 SL.9.6</p>			

10TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.10.3 RL.10.6 RL.10.4 RL.10.7 RL.10.5 RL.10.9			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.10.3 RI.10.7 RI.10.4 RI.10.8 RI.10.5 RI.10.9 RI.10.6			
RI.10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.10.1 W.10.6 W.10.2 W.10.7 W.10.3 W.10.8 W.10.5 W.10.9			
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.10.2 L.10.3 L.10.4 L.10.5 L.10.6			

<p>C. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>				
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusion.</p> <p>D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SL.10.2 SL.10.3 SL.10.5 SL.10.6</p>			
<p>SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				

11TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11.1 RL.11.5 RL.11.3 RL.11.6 RL.11.4 RL.11.7			
RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RL.11.1 RL.11.5 RL.11.3 RL.11.6 RL.11.4 RL.11.7			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11.3 RI.11.7 RI.11.4 RI.11.8 RI.11.5 RI.11.9 RI.11.6			
RI.11.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.11.3 RI.11.7 RI.11.4 RI.11.8 RI.11.5 RI.11.9 RI.11.6			
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11.1 W.11.7 W.11.2 W.11.8 W.11.3 W.11.9 W.11.6			
W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12).	W.11.1 W.11.7 W.11.2 W.11.8 W.11.3 W.11.9 W.11.6			

LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>B. Resolve issues of complex or contested usage, consulting references(e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	<p>L.11.2 L.11.3 L.11.5 L.11.6</p>			
<p>L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>L.11.2 L.11.3 L.11.5 L.11.6</p>			
<p>SPEAKING AND LISTENING</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>

<p>SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.11.2 SL.11.3 SL.11.5 SL.11.6</p>			
<p>SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>SL.11.2 SL.11.3 SL.11.5 SL.11.6</p>			

12TH GRADE ELA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
READING: LITERATURE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.12.3 RL.12.6 RL.12.4 RL.12.7 RL.12.5 RL.12.9			
RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.12.3 RL.12.6 RL.12.4 RL.12.7 RL.12.5 RL.12.9			
READING: INFORMATIONAL TEXT	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.12.3 RI.12.7 RI.12.4 RI.12.8 RI.12.5 RI.12.9 RI.12.6			
RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.				
WRITING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.12.1 W.12.6 W.12.2 W.12.7 W.12.3 W.12.8 W.12.5 W.12.9			
LANGUAGE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B. Resolve issues of complex or contested usage, consulting references(e.g., Merriam-Webster’s	L.12.2 L.12.3 L.12.4 L.12.5 L.12.6			

Dictionary of English Usage, Garner’s Modern American Usage) as needed.				
SPEAKING AND LISTENING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>B. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.12.2, SL.12.3, SL.12.5, 6</p>			
<p>SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>				

KINDERGARTEN MATH PRIORITY STANDARDS				
PRIORITY STANDARDS		STANDARDS PACING		
COUNTING AND CARDINALITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
K.CC.1 Count to 100 by ones and by tens.				CHAPTER 3.8-3.10
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).				CHAPTER 3.8-3.10
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Count to tell the number of objects.				CHAPTER 1.2, 1.4-1.5, 1.10-1.11, 2.3, 2.6-2.7, 2.9, 3.1-3.10)
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 				CHAPTER 1.1-1.4, 1.10, 1.11, 2.1-2.11, 3.1-3.7
K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.				CHAPTER 1.1-1.5, 1.10-1.11, 2.1-2.7, 3.1-3.7
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.				CHAPTER 1.6-1.9, 2.8
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.				CHAPTER 1.9, 2.8
OPERATIONS AND ALGEBRAIC THINKING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.				CHAPTER 4.1-4.9, 5.1-5.6, 6.1-6.6

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K.OA.4			CHAPTER 5.1-5.6, 6.1- 6.6
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	K.OA.5			CHAPTER 4.2, 4.4, 4.7, 4.9, 6.7
NUMBERS AND OPERATIONS IN BASE-TEN	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.				CHAPTER 7.1-7.5
MEASUREMENT AND DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	K.MD.1 K.MD.2 K.MD.3			CHAPTER 8.1-8.6, 9.1- 9.5
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	K.G.1 K.G.2 K.G.3 K.G.4 K.G.5 K.G.6			CHAPTER 10.1-10.4, 11.1-11.9, 12.1-12.5

1ST GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
OPERATIONS AND ALGEBRAIC THINKING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.OA.5			CHAPTER 1.1-1.3, 2.1-2.3, 2.6-2.7, 3.6-3.8, 4.4
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	1.OA.3			CHAPTER 1.4, 2.4, 3.8, 3.9
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.	1.OA.2 1.OA.4 1.OA.7			CHAPTER 1.5, 1.7-1.12, 2.5, 2.8-2.12, 3.1-3.5, 3.7, 4.1-4.3, 4.5, 4.7
NUMBERS AND OPERATIONS IN BASE-TEN	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral				CHAPTER 5.3, 5.9, 5.12-5.14
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).				CHAPTER 5.1-5.1, 5.4-5.7
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.				CHAPTER 5.10-5.11
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or	1.NBT.5 1.NBT.6			CHAPTER 6.1-6.5

drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.				
MEASUREMENT AND DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	1.MD.1 1.MD.2 1.MD.3 1.MD.4			CHAPTER 7.1-8.9
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	1.GA.1 1.GA.2 1.GA.3			CHAPTER 9.1-10.4

2ND GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
OPERATIONS AND ALGEBRAIC THINKING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.				CHAPTER 1.1-1.12, 2.1-2.3, 3.1- 3.7, 4.1-4.9
2.OA.2 Fluently add and subtract within 20 using mental strategies. 2 By end of Grade 2, know from memory all sums of two one-digit numbers.				CHAPTER 1.1-1.12, 2.1
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2.OA.3			CHAPTER 2.4-2.5
NUMBERS AND OPERATIONS IN BASE-TEN	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	2.NBT.2 2.NBT.3 2.NBT.4			CHAPTER 5.1-5.4
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.6			CHAPTER 1.1, 3.2-3.5, 4.1, 4.3-4.7
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	2.NBT.8 2.NBT.9			CHAPTER 6.1-6.2, 6.4- 6.8, 7.1-7.2, 7.4-7.9
MEASUREMENT AND DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

	2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.5. 2.MD.6 2.MD.7 2.MD.8 2.MD.9. 2.MD.10			CHAPTER 8.1-8.5, 9.1- 9.8, 10.6, 11.1-11.12
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	2.G.1 2.G.2 2.G.3			CHAPTER 12.1-12.8

3RD GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
OPERATIONS AND ALGEBRAIC THINKING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>3.OA.1 3.OA.7 3.OA.2 3.OA.8 3.OA.4 3.OA.9 3.OA.5 3.OA.6</p>			
NUMBERS AND OPERATIONS IN BASE-TEN	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	3.NBT.1			
<p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>				
NUMBERS AND OPERATIONS - FRACTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>	3G.2			
<p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>				
<p>3.NF.3 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$</p>				

<p>and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>				
MEASUREMENT AND DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>3.MD. 7 Relate area to the operations of multiplication and addition.</p> <p>A. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>B. Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>C. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>D. Recognize areas as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>3MD.1 3MD.2 3MD.3 3.MD.4 3MD.5 3MD.6</p>			
<p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>				

GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	3.G.1 3.G.2			

4TH GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
OPERATIONS AND ALGEBRAIC THINKING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>4.OA.1 4.OA.4 4.OA.5</p>			
<p>4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>				
NUMBERS AND OPERATIONS IN BASE-TEN	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>4.NBT.1 4.NBT.3</p>			
<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>				
<p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>				
<p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>				
NUMBERS AND OPERATIONS - FRACTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

<p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>4NF.1 4NF.5 4.NF.6</p>			
<p>4.NF.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p> <ul style="list-style-type: none"> A. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. B. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. C. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. D. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 				
<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ul style="list-style-type: none"> A. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$. B. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.) C. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? 				

Between what two whole numbers does your answer lie? Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.				
4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.				
MEASUREMENT AND DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	4.MD.1 4.MD.2 4.MD.3 4.MD.4 4.MD.5 4.MD.6 4.MD.7			
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	4.G.1 4.G.2 4.G.3			

5TH GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
OPERATIONS AND ALGEBRAIC THINKING	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	5.OA.B.3	5	5	CHAP. 7: DEC. 1 - 15
5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>	5.OA.B.3	5	5	CHAP. 7: DEC. 1 - 15
NUMBERS AND OPERATIONS IN BASE-TEN	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	5.NBT.A.4	5	5	CHAP. 1: SEPT. 1 - 15
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		5	5	CHAP. 1: SEPT. 1 - 15
5.NBT.A.3 Read, write, and compare decimals to thousandths. A. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. B. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		5	5	CHAP. 1: SEPT. 1 - 15
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.		5	5	CHAP. 2: OCT. 1 - 15
5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the		5	5	CHAP. 3: OCT. 15 - 30 CHAP 4: NOV. 1 - 7

calculation by using equations, rectangular arrays, and/or area models.				
5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5.NBT.A.4	5	5	CHAP. 5: SEPT. 1 – 30 CHAP. 6: NOV. 8 - 30
NUMBERS AND OPERATIONS - FRACTIONS	SUPPORTING STANDARDS	NUMBER OF WEEKS	REVIEW DAYS	APPROX. DATES
5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	5.NF.A.1 5.NF.B.4 5.NF.B.5 5.NF.B.7	5	5	CHAP. 8: JAN. 1 – 15 CHAP. 9: JAN. 15-31
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>		5	5	CHAP. 8: JAN. 1 – 15 CHAP. 10: FEB. 1 - 15
5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	5.NF.B.4 5.NF.B.5 5.NF.B.7	5	5	CHAP. 8: JAN. 1 – 15 CHAP. 10: FEB. 1 - 15
MEASUREMENT AND DATA	SUPPORTING STANDARDS	NUMBER OF WEEKS	REVIEW DAYS	APPROX. DATES
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.		5	5	CHAP. 11: FEB 15 – MAR. 7
5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For</i>		5	5	CHAP. 11: FEB 15 – MAR. 7

<i>example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>				
<p>5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>B. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>	5.MD.C.4	5	5	CHAP. 11: FEB 15 – MAR. 7
<p>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>A. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>B. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>C. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	5.MD.C.4	5	5	CHAP. 11: FEB 15 – MAR. 7
GEOMETRY	SUPPORTING STANDARDS	NUMBER OF WEEKS	REVIEW DAYS	APPROX. DATES
5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5.G.A.1	5	5	CHAP. 12: MAR. 8 - 31
5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	5.G.B.3	5	5	CHAP. 12: MAR. 8 - 31

6TH GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</p>	6.NS.2			
<p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	6.NS.4			
<p>6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>A. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>B. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>C. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	6.NS.5			
<p>6.NS.7 b-d Understand ordering and absolute value of rational numbers.</p> <p>A. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>B. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For</p>	6.NS.8			

<p>example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</p> <p>C. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p> <p>D. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>				
RATIOS AND PROPORTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6RP.1)</p> <p>A. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>B. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p> <p>C. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>D. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>6.RP.1 6.RP.2</p>			
EXPRESSIONS AND EQUATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>6.EE.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p>	<p>6.EE.1 6.EE.2 6.EE.4 6.EE.5 6.EE.6</p>			
<p>6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and</p>	<p>6.EE.1 6.EE.2</p>			

<p>$px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>	<p>6.EE.4 6.EE.5 6.EE.6</p>			
<p>6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. Represent and analyze quantitative relationships between dependent and independent variables.</p>	<p>6.EE.1 6.EE.2 6.EE.4 6.EE.5 6.EE.6</p>			
<p>6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</p>	<p>6.EE.1 6.EE.2 6.EE.4 6.EE.5 6.EE.6</p>			
<p>STATISTICS AND PROBABILITY</p>	<p>SUPPORTING STANDARDS</p>	<p>INITIAL DAYS</p>	<p>REVIEW DAYS</p>	<p>APPROX. DATES</p>
<p>6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p>	<p>6.SP.2</p>			
<p>6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	<p>6.SP.3</p>			
<p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> A. Reporting the number of observations. B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. C. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. D. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 				

GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	6.G.3			
<p>6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	6.G.1			

7TH GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
THE NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>A. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>B. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>C. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>D. Apply properties of operations as strategies to add and subtract rational numbers.</p>	7NS.3			
<p>7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>A. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>B. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>C. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>D. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>				

EXPRESSIONS AND EQUATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>7.G.2 7.G.3</p>			
<p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>				
<p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>				
<p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>				
RATIOS AND PROPORTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <p>A. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>B. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>C. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>D. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>	<p>7RP.1</p>			
<p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>				

STATISTICS AND PROBABILITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>	<p>7SP.1 7SP.6 7SP.7</p>			
<p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p>	<p>7SP.3 7SP.6 7SP.7</p>			
<p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>A. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>B. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p>C. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>	<p>7.SP.5 7.SP.6 7.SP.7</p>			
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
<p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>7.G.2 7.G.3</p>			
<p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>				

<p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>				
<p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prism.</p>				

8TH GRADE MATH PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
THE NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	8.NS.1 8.NS.2			
EXPRESSIONS AND EQUATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.	8.EE.2 8.EE.3 8.EE.4 8.EE.5 8.EE.8			
8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	8.EE.2 8.EE.3 8.EE.4 8.EE.5 8.EE.8			
8.EE.7 Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	8.EE.2 8.EE.3 8.EE.4 8.EE.5 8.EE.8			
8.EE.8 Analyze and solve pairs of simultaneous linear equations. A. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. B. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	8.EE.2 8.EE.3 8.EE.4 8.EE.5 8.EE.8			
FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function	8.F.1 8.F.3			

represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.				
8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	8.F.1 8.F.3			
8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	8.F.1 8.F.3			
STATISTICS AND PROBABILITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	8.SP.1 8.SP.2			
8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	8.SP.1 8.SP.2			
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.	8.G.1 8.G.2 8.G.3 8.G.5			
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world	8.G.6			

and mathematical problems in two and three dimensions.				
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	8.G.6			
8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real world and mathematical problems.				

PRE-ALGEBRA PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
MATHEMATICAL PRACTICES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	7.MP.1 7.MP.2 7.MP.3 7.MP.4 7.MP.5 7.MP.6 7.MP.7 7.MP.8			
RATIOS AND PROPORTIONAL RELATIONSHIPS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Analyze proportional relationships and use them to solve real-world and mathematical problems.				
<p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p>				
<p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <p>A. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>B. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>C. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>D. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>				
<p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>				

THE NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
B. Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.				
	7.NS.1 7.NS.2 7.NS.3			
A. Know that there are numbers that are not rational, and approximate them by rational numbers.				
	8.NS.1 8.NS.2			
EXPRESSIONS AND EQUATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
C. Use properties of operations to generate equivalent expressions.				
	7.EE.1 7.EE.2			
D. Solve Real-life and mathematical problems using numerical and algebraic expressions and equations.				
	7.EE.3 7.EE.4			
B. Work with radicals and integer exponents.				
8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.	8.EE.2			
8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.	8.EE.2			
8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	8.EE.2			
C. Understand the connections between proportional relationships, lines and linear equations.				
8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	8.EE.6			
D. Analyze and solve linear equations and pairs of simultaneous linear equations.				
8.EE.7 Solve linear equations in one variable. A. Give examples of linear equations in one variable with one solution, infinitely many				

<p>solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> <p>B. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>				
<p>8.EE.8 Analyze and solve pairs of simultaneous linear equations.</p> <p>A. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>B. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p> <p>C. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p>				
GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
E. Draw, construct and describe geometrical figures and describe the relationships between them.				
	7.G.1 7.G.2 7.G.3			
F. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.				
	7.G.4 7.G.5 7.G.6			
G. Understand congruence and similarity using physical models, transparencies, or geometry software.				
<p>8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	8.G.1			
<p>8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>	8.G.1			

8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.	8.G.1			
8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	8.G.1			
H. Understand and apply the Pythagorean Theorem.				
8.G.6 Explain a proof of the Pythagorean Theorem and its converse.				
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.				
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.				
I. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.				
8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real world and mathematical problems.				
STATISTICS AND PROBABILITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
G. Use random sampling to draw inferences about a population.				
	7.SP.1 7.SP.2			
H. Draw informal comparative inferences about two populations.				
	7.SP.3 7.SP.4			
I. Investigate chance processes and develop use and evaluate probability models.				
	7.SP.5 7.SP.6 7.SP.7 7.SP.8			
J. Investigate patterns of association in bivariate data.				
8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height	8.SP.1 8.SP.2 8.SP.4			

FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
E. Define, evaluate, and compare functions.				
<p>8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.)</p>				
<p>8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p>				
<p>8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</p>				
F. Use functions to model relationships between quantities.				
<p>8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>				
<p>8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>				

ALGEBRA 1 PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
MATHEMATICAL PRACTICES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	HS.MP.1 HS.MP.2 HS.MP.3 HS.MP.4 HS.MP.5 HS.MP.6 HS.MP.7 HS.MP.8			
SEEING STRUCTURE IN EXPRESSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Interpret the structure of expressions.				
A.SSE.1 Interpret expressions that represent a quantity in terms of its context. <ul style="list-style-type: none"> A. Interpret parts of an expression, such as terms, factors, and coefficients. B. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 				
A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.				
B. Write expressions in equivalent forms to solve problems.				
A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. <ul style="list-style-type: none"> A. Factor a quadratic expression to reveal the zeros of the function it defines. B. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. C. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. 				
A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.				

ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
C. Perform arithmetic operations on polynomials.				
A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.				
D. Understand the relationships between zeros and factors of polynomials.				
A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	A.APR.2			
E. Use polynomial identities to solve problems.				
	A.APR.4 A.APR.5			
F. Rewrite rational expressions.				
	A.APR.6 A.APR.7			
CREATING EXPRESSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
G. Create equations that describe numbers or relationships.				
A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions, and simple rational and exponential functions.				
A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.				
A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.				
A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .				
REASONING WITH EQUATIONS AND INEQUALITIES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Understand solving equations as a process of reasoning and explain the reasoning.				
A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.	A.REI.2			

Construct a viable argument to justify a solution method.				
I. Solve equations and inequalities in one variable.				
A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Revised 08/14/15 Page 3				
A.REI.4 Solve quadratic equations in one variable. A. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. B. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .				
J. Solve systems of equations.				
A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	A.REI.7 A.REI.8 A.REI.9			
A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	A.REI.7 A.REI.8 A.REI.9			
K. Represent and solve equations and inequalities graphically.				
A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	A.REI.11			
A.REI.12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes	A.REI.11			
INTERPRETING FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Understand the concept of a function and use function notation.				
F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding				

to the input x . The graph of f is the graph of the equation $y = f(x)$.				
F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.				
F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.				
B. Interpret functions that arise in applications in terms of context.				
F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.				
F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.				
F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.				
C. Analyze functions using different representations.				
	F.IF.7 F.IF.8 F.IF.9			
BUILDING FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Build a function that models a relationship between two quantities.				
F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	F.BF.1			
E. Build new function from existing functions.				
	F.BF.3 F.BF.4 F.BF.5			
LINEAR AND EXPONENTIAL MODELS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
F. Construct and compare linear and exponential models and solve problems.				

F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. A. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. B. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. C. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	F.LE.4			
F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	F.LE.4			
F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	F.LE.4			
G. Interpret expressions for function in terms of the situation they model.				
	F.LE.5			
TRIGONOMETRIC FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Extend the domain of trigonometric functions using the unit circle.				
	F.TF.1 F.TF.2 F.TF.3 F.TF.4			
I. Model periodic phenomena with trigonometric functions.				
	F.TF.5 F.TF.6 F.TF.7			
J. Prove and apply trigonometric identities.				
	F.TF.8 F.TF.9			
THE REAL NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Extend the properties of exponents to rational exponents.				
	N.RN.1 N.RN.2			
B. Use properties of rational and irrational numbers.				
	N.RD.3			
QUANTITIES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
C. Reason quantitatively and use units to solve problems.				
	N.Q.1 N.Q.2 N.Q.3			

THE COMPLEX NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Perform arithmetic operations with complex numbers.				
	N.CN.1 N.CN.2 N.CN.3			
E. Represent complex numbers and their operations on the complex plane.				
	N.CN.4 N.CN.5 N.CN.6			
F. Use complex numbers in polynomial identities and equations.				
	N.CN.7 N.CN.8 N.CN.9			
VECTOR AND MATRIX QUANTITIES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
G. Represent and model with vector quantities.				
	N.VM.1 N.VM.2 N.VM.3			
H. Perform operations on vectors.				
	N.VM.4 N.VM.5			
I. Perform operations on matrices and use matrices in applications.				
	N.VM.6 N.VM.7 N.VM.8 N.VM.9 N.VM.10 N.VM.11 N.VM.12			
INTERPRETING CATEGORICAL AND QUANTITATIVE DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Summarize, represent and interpret data on a single count or measurement variable.				
S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	S.ID.3 S.ID.4			
S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	S.ID.3 S.ID.4			
B. Summarize, represent and interpret data on two categorical and quantitative variables.				
S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. A. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models. B. Informally assess the fit of a function by plotting and analyzing residuals. C. Fit a linear function for a scatter plot that suggests a linear association.	S.ID.5			

C. Interpret linear models.				
S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	S.ID.8 S.ID.9			
MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Understand and evaluate random processes underlying statistical experiments.				
	S.IC.1 S.IC.2			
E. Make inferences and justify conclusions from sample surveys, experiments and observational studies.				
	S.IC.3 S.IC.4 S.IC.5 S.IC.6			
CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
F. Understand independence and conditional probability and use them to interpret data.				
	S.CP.1 S.CP.2 S.CP.3 S.CP.4 S.CP.5			
G. Use the rules of probability to compute probabilities of compound events in a uniform probability model.				
	S.CP.6 S.CP.7 S.CP.8 S.CP.9			
USING PROBABILITY TO MAKE DECISIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Calculate expected values and use them to solve problems.				
	S.MD.1 S.MD.2 S.MD.3 S.MD.4			
I. Use probability to evaluate outcomes of decisions.				
	S.MD.5 S.MD.6 S.MD.7			

ALGEBRA 2 PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
MATHEMATICAL PRACTICES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	HS.MP.1 HS.MP.2 HS.MP.3 HS.MP.4 HS.MP.5 HS.MP.6 HS.MP.7 HS.MP.8			
SEEING STRUCTURE IN EXPRESSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Interpret the structure of expressions.				
A.SSE.1 Interpret expressions that represent a quantity in terms of its context. <ul style="list-style-type: none"> A. Interpret parts of an expression, such as terms, factors, and coefficients. B. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. 				
A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.				
B. write expressions in equivalent forms to solve problems.				
	A.SSE.3 A.SSE.4			
ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
C. Perform arithmetic operations on polynomials.				
A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.				
D. Understand the relationships between zeros and factors of polynomials.				
	A.APR.2 A.APR.3			
E. Use polynomial identities to solve problems.				
A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. (The Binomial Theorem can be proved by	A.APR.4			

mathematical induction or by a combinatorial argument.)				
F. Rewrite rational expressions.				
A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.				
A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.				
CREATING EQUATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
G. Create equations that describe numbers or relationships.				
A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	A.CED.1 A.CED.2			
A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	A.CED.1 A.CED.2			
REASONING WITH EQUATIONS AND INEQUALITIES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Understand solving equations as a process of reasoning and explain the reasoning.				
A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise	A.REI.1			
I. Solve equations and inequalities in one variable.				
A.REI.4 Solve quadratic equations in one variable. A. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. B. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic	A.REI.3			

formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b				
J. Solve systems of equations.				
	A.REI.5 A.REI.6 A.REI.7 A.REI.8 A.REI.9			
K. Represent and solve equations and inequalities graphically.				
A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).				
A.REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.				
A.REI.12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.				
INTERPRETING FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Understand the concept of a function and use function notation.				
	F.IF.1 F.IF.2 F.IF.3			
B. Interpret functions that arise in applications in terms of the context.				
	F.IF.4 F.IF.5 F.IF.6			
C. Analyze functions using different representations.				
F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. A. Graph linear and quadratic functions and show intercepts, maxima, and minima. B. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. C. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	F.IF.9			

<p>D. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>E. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>				
<p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>A. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>B. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)12t$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</p>	F.IF.9			
BUILDING FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Build a function that models a relationship between two quantities.				
<p>F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p>	F.BF.1			
E. Build new functions from existing functions.				
<p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	F.BF.5			
<p>F.BF.4 Find inverse functions.</p> <p>A. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</p> <p>B. (+) Verify by composition that one function is the inverse of another.</p> <p>C. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>D. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p>	F.BF.5			
LINEAR AND EXPONENTIAL MODELS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

F. Construct and compare linear exponential models and solve problems.				
F.LE.4 For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	F.LE.1 F.LE.2 F.LE.3			
G. Interpret expressions for functions in terms of the situation they model.				
	F.LE.5			
TRIGONOMETRIC FUNCTIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Extend the domain of trigonometric functions using the unit circle.				
	F.TF.1 F.TF.2 F.TF.3 F.TF.4			
I. Model periodic phenomena with trigonometric functions.				
	F.TF.5 F.TF.6 F.TF.7			
J. Prove and apply trigonometric identities.				
	F.TF.8 F.TF.9			
THE REAL NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Extend the properties of exponents to rational exponents.				
N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.				
N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents				
B. Use properties of rational and irrational numbers.				
	N.RN.3			
QUANTITIES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
C. Reason quantitatively and use units to solve problems.				
	N.Q.1 N.Q.2 N.Q.3			
THE COMPLEX NUMBER SYSTEM	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Perform arithmetic operations with complex numbers.				
N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	N.CN.1 N.CN.2			

E. Represent complex numbers and their operations on the complex plane.				
	N.CN.4 N.CN.5 N.CN.6			
F. Use complex numbers in polynomial identities and equations.				
N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.	N.CN.8 N.CN.9			
VECTOR AND MATRIX QUANTITIES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
G. Represent and model with vector quantities.				
	N.VM.1 N.VM.2 N.VM.3			
H. Perform operations on vectors.				
	N.VM.4 N.VM.5			
I. Perform operations on matrices and use matrices in applications.				
	N.VM.6 N.VM.7 N.VM.8 N.VM.9 N.VM.10 N.VM.11 N.VM.12			
INTERPRETING CATEGORICAL AND QUANTATIVE DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Summarize, represent, and interpret data on a single count or measurement variable.				
	S.ID.1 S.ID.2 S.ID.3 S.ID.4			
B. Summarize, represent and interpret data on two categorical and quantitative variables.				
	S.ID.5 S.ID.6			
C. Interpret linear models.				
	S.ID.7 S.ID.8 S.ID.9			
MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Understand and evaluate random processes underlying statistical experiments.				
	S.IC.1 S.IC.2			
E. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.				
S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.				

S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.				
S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.				
S.IC.6 Evaluate reports based on data.				
CONDITIAL PROBABILITY AND THE RULES OF PROBABILITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
F. Understand independence and conditional probability and use them to interpret data.				
	S.CP.1 S.CP.2 S.CP.3 S.CP.4 S.CP.5			
G. Use the rules of probability to compute probabilities of compound events in a uniform probability model.				
	S.CP.6 S.CP.7 S.CP.8 S.CP.9			
	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Calculate expected values and use them to solve problems.				
	S.MD.1 S.MD.2 S.MD.3 S.MD.4			
I. Use probability to evaluate outcomes of decisions.				
	S.MD.5 S.MD.6 S.MD.7			

GEOMETRY PRIORITY STANDARDS

PRIORITY STANDARDS		STANDARDS PACING		
MATHEMATICAL PRACTICES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
	HS.MP.1 HS.MP.2 HS.MP.3 HS.MP.4 HS.MP.5 HS.MP.6 HS.MP.7 HS.MP.8			
CONGRUENCE	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Experiment with transformations in the plane.				
G.CO.5 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.	G.CO.1 G.CO.2 G.CO.3 G.CO.4			
B. Understand congruence in terms of rigid motions.				
G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.				
G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.				
G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.				
C. Prove geometric theorems.				
G.CO.9 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; Standards-Based Education Priority Standards Mathematics Revised 08/14/15 Page 2 are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.				
G.CO.10 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.				
G.CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.				
D. Make geometric constructions.				
G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	G.CO.13			
SIMILARITY, RIGHT TRIANGLES AND TRIGONOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
E. Understand similarity in terms of similarity transformations.				
G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.				
G.SRT.2 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.				
G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.				
F. Prove theorems involving similarity.				
G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	G.SRT.4			
G. Define trigonometric ratios and solve problems involving right triangles.				
G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	G.SRT.7			

G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	G.SRT.7			
H. Apply trigonometry to general triangles.				
	G.SRT.9 G.SRT.10 G.SRT.11			
CIRCLES	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
I. Understand and apply theorems about circles.				
G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	G.C.1 G.C.3 G.C.4			
J. Find arc lengths and areas of sectors of circles.				
G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.				
EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
K. Translate between the geometric description and the equation for a conic section.				
G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	G.GPE.2 G.GPE.3			
L. Use coordinates to prove simple geometric theorems algebraically.				
G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.	G.GPE.6			
G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	G.GPE.6			
G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	G.GPE.6			

GEOMETRIC MEASUREMENT AND DIMENSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
M. Explain volume formulas and use them to solve problems.				
	G.GMD.1 G.GMD.2 G.GMD.3			
N. Visualize relationships between two-dimensional and three-dimensional objects.				
	G.GMD.4			
MODELING WITH GEOMETRY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
O. Apply geometric concepts in modeling situations.				
G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).				
G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).				
G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).				
INTERPRETING CATEGORICAL AND QUANTITATIVE DATA	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
A. Summarize, represent and interpret data on a single count or measurement variable.				
	S.ID.1 S.ID.2 S.ID.3 S.ID.4			
B. Summarize, represent and interpret data on two categorical and quantitative variables.				
	S.ID.5 S.ID.6			
C. Interpret linear models.				
	S.ID.7 S.ID.8 S.ID.9			
MAKING INFERENCES AND JUSTIFYING CONCLUSIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
D. Understand and evaluate random processes underlying statistical experiments.				
	S. JC.1 S. JC.2			
E. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.				
	S. JC.3 S. JC.4 S. JC.5 S. JC.6			
CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES

F. Understand independence and conditional probability and use them to interpret data.				
	S.CP.1 S.CP.2 S.CP.3 S.CP.4 S.CP.5			
G. Use the rules of probability to compute probabilities of compound events in a uniform probability model.				
	S.CP.6 S.CP.7 S.CP.8 S.CP.9			
USING PROBABILITY TO MAKE DECISIONS	SUPPORTING STANDARDS	INITIAL DAYS	REVIEW DAYS	APPROX. DATES
H. Calculate expected values and use them to solve problems.				
S.MD.3 (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	S.MD.1 S.MD.2 S.MD.4			
I. Use probability to evaluate outcomes of decisions.				
	S.MD.5 S.MD.6 S.MD.7			