

**Chattahoochee County School District's  
Teacher Guide to Power Standards  
(Pre-K through 12<sup>th</sup>):**

**Power Standards are the learning outcomes for which teachers must help students develop depth of knowledge understanding. They make it possible for teachers to be more creative and use more of their expertise because they are not continually trying in vain to merely cover everything.**

Power Standards  
For  
Reading/ELA

# **ELA Power Standards for PK-12<sup>th</sup> Grades**

## **Pre-Kindergarten ELA Power Standards**

1. CLL5.4b: Retells familiar stories.
2. CLL5.4c: Discusses books or stories read aloud and can identify characters and setting in a story.
3. CLL6.4a: Listens and differentiates between sounds that are the same and different.
4. CLL6.4c: Isolates the initial (beginning) sounds in words with adult guidance.
5. CLL6.4e: Segments words into syllables.
6. CLL6.4f: Manipulates and blends sounds (phonemes) with adult guidance.
7. CLL7.4a: With prompting and support, recognizes and names some upper and lower case letters of the alphabet.
8. CLL8.4b: Understands that letters form words. Understands that words are separated by spaces in print.
9. CLL8.4c: With prompting and support, tracks words from left to right, top to bottom, and page to page.

## **Kindergarten ELA Power Standards**

1. ELACCKRL1: With prompting and support, ask and answer questions about key details in a text. (Literary)
2. ELACCKRL2: With prompting and support, retell familiar stories, including key details. (Literary)
3. ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story. (Literary)

4. ELACCKRI1: With prompting and support, ask and answer questions about key details in a text. (Informational)
5. ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text. (Informational)
6. ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (Informational)
7. ELACCKRF4: Read emergent-reader texts with purpose and understanding.
8. ELACCKW2: 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.
9. ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing primary or many of the most frequent sounds for each consonant.
10. ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D. Isolate and pronounce the initial, medial vowel, and final consonants (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

## **1<sup>st</sup> Grade ELA Power Standards**

1. ELACC1RL1: Ask and answer questions about key details in a text. (Literary)
2. ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (Literary)
3. ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories. (Literary)
4. ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (Literary)
5. ELACC1RI1: Ask and answer questions about key details in a text. (Informational)
6. ELACC1RI2: Identify the main topic and retell key details of a text. (Informational)
7. ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Informational)

8. ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Informational)

9. ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

10. ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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).

11. ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

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.

12. ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-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.

13. ELACC1L1: 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.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

f. Use frequently occurring adjectives.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

h. Use determiners (e.g., articles, demonstratives).

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

k. Prints with appropriate spacing between words and sentences.

14. ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

15. ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

16. ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

17. ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

18. ELACC1W3: 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.

19. ELACC1SL: Speaking and Listening :Describe people, places, things, and events with relevant details and expressing ideas and feelings clearly.

## **2<sup>nd</sup> Grade ELA Power Standards**

1. ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (Literary)

2. ELACC2RL3: Describe how characters in a story respond to major events and challenges.

3. ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

4. ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (Literary)

5. ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (Informational)

6. ELACC2RI5: 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.
7. ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (Informational)
8. ELACC2RI9: Compares and contrast the most important points presented by two texts on the same topic. (Informational)
9. ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable 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 correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.
10. ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-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.
11. ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., group).
  - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - c. Use reflexive pronouns (e.g., myself, ourselves).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

g. Creates documents with legible handwriting.

12. ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

13. ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

14. ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

15. ELACC2L5: Demonstrates understanding of word relationships and nuances in word meanings.
16. ELACC2W1: 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.
17. ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
18. ELACC2W3: 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.

### **3rd Grade ELA Power Standards**

1. ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
4. ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.
5. ELACC3RL9: compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
6. ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
7. ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
8. ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

9. ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.
10. ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
11. ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
12. ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.
13. ELACC3L1.a-j: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
14. ELACC3L2. a-g: demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
15. ELACC3L4.a-d: determine or clarify the meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
16. ELACC3W1.a-d: Write opinion pieces on topics or texts, supporting a point of view with reasons.
17. ELACC3W2.a-d: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
18. ELACC3W.a-d: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### **4th Grade ELA Power Standards**

1. ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
2. ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. ELACC4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

4. ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the differences between first and third person narrations.
5. ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
6. ELACC4RI2: Determine the main ideas of a text and explain how it is supported by key details; summarize the text.
7. ELACC4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
8. ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area.
9. ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
10. ELACC4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
11. ELACC4W1.a-d: Write opinion pieces on topics or texts, supporting a point of view with reasons.
12. ELACC4W2.a-e: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
13. ELACC4W3.a-e: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
14. ELACC4L1.a-h: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
15. ELACC4L2.a-d: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
16. ELACC4L4.a-c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

## **5th Grade ELA Power Standards**

1. ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. ELACC5RL2: 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.
3. ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4. ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.
5. ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
6. ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
7. ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
8. ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.
9. ELACC5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
10. ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
11. ELACC5W1.a-d: Write opinion pieces on topics or texts, supporting a point of view with reasons.
12. ELACC5W2.a-e: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
13. ELACC5W3.a-e: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

14. ELACC5L1.a-e: Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.

15. ELACC5L2.a-e: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

16. ELACC5L4.a-c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

17. ELACC5L5.a-c: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## **6th Grade ELA Power Standards**

1. ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. ELACC6RL2: 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

3. ELACC6RL3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

4. ELACC6RL4: 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.

5. ELACC6RI5: 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.

6. ELACC6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

7. ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence

8. ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

9. ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

b. Use intensive pronouns (e.g., myself, ourselves).

c. Recognize and correct inappropriate shifts in pronoun number and person.\*

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

10. ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

### **7th Grade ELA Power Standards**

1. ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. ELACC7RL2: 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.

3. ELACC7RL4: 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.

4. ELACC7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5. ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

6. ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7. ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

8. ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

10. ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

## **8th Grade ELA Power Standards**

1. ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. ELACC8RL2: 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.

3. ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

4. ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

5. ELACC8RI2: 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.

6. ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

7. ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

8. ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

9. ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.\*

10. ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

### **9<sup>th</sup>-10<sup>th</sup> Grade ELA Power Standards**

1. LCC9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. LCC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. LCC9-10RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4. LCC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5. LCC9-10RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

6. LCC9-10RH8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

7. LCC9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

8. LCC9-10RST9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

9. LCC9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each

source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

10. LCC9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

## **11<sup>th</sup>-12<sup>th</sup> Grade ELA Power Standards**

1. ELACC11-12RL1: Cite (reference) strong and thorough (detailed) textual evidence (proof) to support analysis (the study) of what the text says explicitly (clearly) as well as inferences (interpretations) drawn from the text, including determining where the text leaves matters uncertain.

2. ELACC11-12RL4: Determine (establish) the meaning of words and phrases as they are used in the text, including figurative (non-literal) and connotative (secondary) meanings; analyze (study) the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

3. ELACC11-12RL6: Analyze (study) a case in which grasping a point of view requires distinguishing (separating) what is directly stated in a text from what is really meant (e.g., satire (wit), sarcasm, irony, or understatement).

4. ELACC11-12W1: Write arguments to support claims in an analysis (study) of substantive (fundamental) topics or texts, using valid reasoning and relevant (related) and sufficient (appropriate) evidence (proof).

5. ELACC11-12W8: Gather relevant (related) information from multiple authoritative (influential) print and digital sources, using advanced searches effectively; assess (evaluate) the strengths and limitations of each source in terms of the task, purpose, and audience; integrate (add) information into the text selectively to maintain the flow of ideas, avoiding plagiarism (copying/imitation) and overreliance (overuse) on any one source and following a standard format for citation (reference).

6. ELACC11-12W9: Draw evidence (proof) from literary (fictional) or informational texts to support analysis (study), reflection, and research.

7. ELACC11-12L4: Determine or clarify (explain) 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 (approaches).

8. ELACC11-12L6: Acquire (gain) and use accurately (correctly) general academic (educational) and domain-specific (subject-specific) words and phrases, sufficient (adequate) for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension (understanding) or expression.

9. ELACC11-12SL1: Initiate (begin) and participate effectively (well) in a range of collaborative (joint) discussions (one-on-one, in groups, and teacher-led) with diverse (varied) partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (convincingly).

10. ELACC11-12SL3: Evaluate (estimate) a speaker's point of view, reasoning, and use of evidence (proof) and rhetoric (persuasive speaking), assessing (measuring) the stance (position), premises (foundation), links among ideas, word choice, points of emphasis (importance), and tone used.

# Power Standards for Math

# **PK-12 Mathematics PowerStandards**

## **Pre-K Mathematics Power Standards**

1. Organize, represent, and build knowledge of quantity and number up to 20
2. Manipulate, compare and describe relationships using quantity and number
3. Sort, order, classify, and create patterns
4. Explore, recognize, and describe spatial relationships between objects (positions, distances, order of objects)
5. Explore, recognize, and describe shapes (names common 2-dimensional, or “flat” shapes, as well as 3-dimensional or “solid” shapes)
6. Combines simple shapes to form new shapes
7. Explore and communicate about distance, weight, length, height, and time
8. Use mathematical problem solving, reasoning, estimation, and communication

## **Kindergarten Grade Mathematics Power Standards**

1. Know number names and count to 100 by ones and tens (rote, oral counting)
2. Be able to start counting at any given number and count up (not always starting at one)
3. Be able to write numbers from 0 to 20
4. Count to tell the number of objects

5. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
6. Analyze, compare, create and compose (use two shapes to make larger shapes) shapes
7. Describe and compare measurable attributes (length and weight)
8. Classify objects and count the number of objects in each category.
9. Work with numbers 11-19 to gain a foundation for place value (understand combinations of tens and ones that make each number)
10. Understand addition as putting together and adding to
11. Understand subtraction as taking apart and taking from

### **1<sup>st</sup> Grade Mathematics Power Standards**

1. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
2. Reason with shapes and their attributes (compare and contrast shapes; categorize according to similarities and differences); use two or more shapes to create new shapes; partition (divide) circles and rectangles into equal parts and be able to describe using appropriate vocabulary (halves, fourths, quarters)
3. Measure lengths
4. Compare lengths of 2 objects by using a 3rd object
5. Sequence 3 objects according to length
6. Tell and write time to the hour and half hour
7. Represent and interpret data with up to 3 categories
8. Extend the counting sequence by counting up to 120 when starting at 1 or starting at any different given number
9. Understand place value/understand that 2 digit numbers represent tens and ones
10. Compare two 2-digit numbers using  $<$ ,  $>$ , and  $=$
11. Use place value and properties of operations to add and subtract

12. Represent and solve problems involving addition and subtraction
13. Understand and apply properties of operations and the relationship between addition and subtraction.
14. Add and subtract within 20
15. Work with addition and subtraction equations

### **2nd Grade Mathematics Power Standards**

1. Reason with shapes and their attributes (compare and contrast shapes; categorize according to similarities and differences); use two or more shapes to create new shapes; partition (divide) circles and rectangles into equal parts and be able to describe using appropriate vocabulary (halves, fourths, quarters, thirds); recognize that equal shares need not have the same shape
2. Measure lengths in standard units (using appropriate tools and units of measure; estimating; measuring to determine how much longer one thing is than another
3. Relate addition and subtraction to length
4. Work with time (to the nearest five minutes) and money (using dollar bills and coins; using \$ and ¢ symbols)
5. Represent and interpret data; create picture and bar graphs to represent data of up to 4 categories; solve problems that correspond to a variety of graphs
6. Understand place value
7. Use place value and properties of operations to add and subtract (fluently within 100, but also to add and subtract within 1000 with models or various strategies; adding up to four 2-digit numbers)
8. Use mental math to add and/or subtract 10 or 100 to a given number
9. Explain why addition and subtraction strategies work in regard to place value and properties of operations
10. Represent and solve one and two step problems involving addition and subtraction
11. Add and subtract fluently within 20; know from memory all sums of two 1-digit numbers

12. Work with equal groups of objects to gain foundations for multiplication

### **3<sup>rd</sup> Grade Mathematics Power Standards**

1. Represent and solve problems involving multiplication and division.
2. Understand properties of multiplication and the relationship between multiplication and division.
3. Multiply and divide within 100.
4. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
5. Use place value understanding and properties of operations to perform multi-digit arithmetic.
6. Develop understanding of fractions as numbers.
7. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
8. Represent and interpret data.
9. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
10. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
11. Reason with shapes and their attributes.

### **4<sup>th</sup> Grade Mathematics Power Standards**

1. Use the four operations with whole numbers to solve problems.
2. Gain familiarity with factors and multiples.
3. Generate and analyze patterns.
4. Generalize place value understanding for multi-digit whole numbers.
5. Use place value understanding and properties of operations to perform multi-digit operations.

6. Extend understanding of fraction equivalence and ordering.
7. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
8. Understand decimal notation for fractions, and compare decimal numbers.
9. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
10. Represent and interpret data.
11. Geometric measurement: understand concepts of angle and measure angles.
12. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

### **5<sup>th</sup> Grade Mathematics Power Standards**

1. Write and interpret numerical expressions.
2. Analyze patterns and relationships.
3. Understand the place value system.
4. Perform operations with multi-digit whole numbers and with decimals to hundredths.
5. Use equivalent fractions as a strategy to add and subtract fractions.
6. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
7. Convert like measurement units within a given measurement system.
8. Represent and interpret data.
9. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### **6<sup>th</sup> Grade Mathematics Power Standards**

1. Decimal/Fractions can represent the same amount.

2. Complete Addition, Subtraction, Multiplication, and Division fluently with fractions and decimals.
3. Set up and solve proportions fluently.
4. Understand unit rates.
5. Set up and solve one step equations with four basic functions fluently.
6. Use formulas fluently from a picture and/or word problem.
7. Understand and find mean, median, mode, range, interquartile range, quartiles, and mean absolute deviation.
8. Have working understanding of numbers and opposites; order and compare.
9. Understand quadrant 1 on coordinate plane; x- and y-axis; how to graph.
10. Make reasonable estimations/predictions by looking at data or problems.
11. Graph points on the coordinate plane to solve real-world and mathematical problems.
12. Classify two-dimensional figures into categories based on their properties.

### **7<sup>th</sup> Grade Mathematics Power Standards**

1. Complete Addition, Subtraction, Multiplication, and Division fluently with integers and rational numbers.
2. Set up and solve one and two step equations with four basic operations fluently.
3. Set up and solve proportions fluently; proportional reasoning, rules of similarity and congruence.
4. Use formulas and solving for Geometric figures.
5. Translating verbal statements into expressions/equations.
6. Understand and find mean, median, mode, range, interquartile range, quartiles, construct box-and-whisker plot.
7. Understand and identify Sample vs. Census.
8. Combine like terms fluently.

9. Graph ordered pairs in all four quadrants.
10. Understand and solve probability problems; experimental and theoretical.

### **8<sup>th</sup> Grade Mathematics Power Standards**

1. Understand two dimensional figures that have been rotated, reflected, and translated are congruent to the original figure.
2. Understand the effects of dilations, translations, rotations, and reflections on two dimensional figures.
3. Use and evaluate square root and cube roots of rational numbers; be able to identify irrational numbers.
4. Perform operations with numbers expressed in scientific notation; choose units appropriate size for measurements.
5. Apply the Pythagorean Theorem to determine unknown side lengths.
6. Identify and graph linear functions with the equation  $y = mx + b$ ; give examples of non-linear functions.
7. Construct a function to model a linear relationship between two quantities.
8. Be able to write an equation from a function table.
9. Construct and interpret scatter plots.
10. Understand that solutions to two linear equations is where their graphs intersect.

### **9<sup>th</sup> Grade Power Standards for Coordinate Algebra**

1. Create linear and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems.
2. Recognize that exponential functions can be used to model situations of growth, including the growth of an investment through compound interest
3. Write and use a system of equations and/or inequalities to solve a real world problem.
4. Create and graph equations in two or more variables to represent relationships between quantities
5. Understand the concept of a function and be able to use function notation.

6. Describe and compare function transformations on a set of points as inputs to produce another set of points as outputs, including translations and horizontal or vertical stretching

7. The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation

8. The coordinate plane permits use of algebraic methods to obtain geometric results including finding measures of distance

9. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.

10. When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.

### **10<sup>th</sup> Grade Power Standards for Analytic Geometry**

1. Formal 2 column proofs including congruent triangles and similarity.
2. Solve problems involving various parallelograms
3. Solve right triangles using trigonometric ratios; sine, cosine and tangent
4. Apply the Pythagorean Theorem
5. Find the volume of 3-D figures
6. Find the measure of angles associated with circles and tangents.
7. Simplify and rationalize imaginary numbers and radicals
8. Solve quadratic equations by different methods
9. Do a coordinate proof involving circles and parabolas
10. Compute permutations, combinations, and probability of an event.

### **Power Standards for Math IV/Pre-Calculus**

1. Central Limit Theorem
2. Points of Discontinuity
3. Relating Arithmetic Sequences to Linear Equations and Applications
4. Relating Geometric Sequences to Exponential Functions and Applications
5. Modeling Data using Quadratic, Exponential, and Sinusoidal Regression
6. Periodic Functions and Applications
7. Solving Triangles with Law of Sines and Law of Cosines
8. Simplifying and Proving Trig Expressions and Equations
9. Location Principles: Rational Root Theorem, Sign Change Theorems, etc.
10. Vectors and Applications

### **Power Standard for Calculus**

1. Finding Limits Graphically and Numerically
2. Points of Discontinuity
3. Finding Derivatives and writing equations of Tangent lines

4. Apply the Chain Rule and the Power Rule
5. Applying Related Rates
6. Locating intervals of Increase and Decrease
7. Finding anti-Derivates and Integrals
8. Applying Fundamental Theorem of Calculus
9. Differentiation of Logarithmic Functions
10. Differentiation of Trig Functions

# Power Standards For Science

## **Pre-K-K-2 Power Standards - Science:**

- Standard CD-SC1: The child will demonstrate scientific inquiry skills.
- Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.
- Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.

Standard CD-SC4: The child will demonstrate knowledge related to physical science

### **Earth Science**

**S3E1. Students will investigate the physical attributes of rocks and soils.**

**S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.**

**S3P2. Students will investigate magnets and how they affect other magnets and common objects.**

### **Life Science**

**S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.**

**S3L2. Students will recognize the effects of pollution and humans on the environment.**

**S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.**

### **Life Science**

**S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.**

**S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).**

### **Earth Science**

**S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.**

**S5P2. Students will explain the difference between a physical change and a chemical change.**  
**S5P3. Students will investigate the electricity, magnetism, and their relationship.**

### **Life Science**

**S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.**

## **Middle/High School**

### **Co-Requisite Reading** (same for all)

**S8CS10. Students will enhance reading in all curriculum areas.**

### **Co-Requisite – Characteristics of Science**

#### **Habits of Mind** [Same for each class]

**SCSh1. Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science.**

**SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.**

**SCSh3. Students will identify and investigate problems scientifically.**

**SCSh4. Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

**SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.**

**SCSh6. Students will communicate scientific investigations and information clearly.**

#### **The Nature of Science** [Same for each class]

**SCSh7. Students will analyze how scientific knowledge is developed.**

**SCSh8. Students will understand important features of the process of scientific inquiry.**

### **Biology Curriculum**

**SB1. Students will analyze the nature of the relationships between structures and functions in living cells.**

**SB2. Students will analyze how biological traits are passed on to successive generations.**

**SB3. Students will derive the relationship between single-celled and multi-celled organisms and the increasing complexity of systems.**

**SB4. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.**

**SB5. Students will evaluate the role of natural selection in the development of the theory of evolution.**

### **Chemistry**

## **Co-Requisite - Content**

**SC1 Students will analyze the nature of matter and its classifications.**

**SC2 Students will relate how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.**

**SC3 Students will use the modern atomic theory to explain the characteristics of atoms.**

**SC4. Students will use the organization of the Periodic Table to predict properties of elements**

**SC5. Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst**

**SC6. Students will understand the effects motion of atoms and molecules in chemical and physical processes.**

**SC7. Students will characterize the properties that describe solutions and the nature of acids and bases.**

## **Earth Systems Curriculum**

### **Co-Requisite – Content**

**SES1. Students will investigate the composition and formation of Earth systems, including the Earth's relationship to the solar system.**

**SES2. Students will understand how plate tectonics creates certain geologic features, materials, and hazards.**

**SES3. Students will explore the actions of water, wind, ice, and gravity that create landforms and systems of landforms (landscapes).**

**SES4. Students will understand how rock relationships and fossils are used to reconstruct the Earth's past.**

**SES5. Students will investigate the interaction of insolation and Earth systems to produce weather and climate.**

**SES6. Students will explain how life on Earth responds to and shapes Earth systems**

## **Anatomy and Physiology of Human Body Curriculum**

**SAP1. Students will analyze anatomical structures in relationship to their physiological functions.**

**SAP2. Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.**

**SAP3. Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.**

**SAP4. Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.**

**SAP5. Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.**

## **Physical Science (9<sup>th</sup> Grade)**

**SPS1. Students will investigate our current understanding of the atom.**

**SPS2. Students will explore the nature of matter, its classifications, and its system for naming types of matter.**

**SPS3. Students will distinguish the characteristics and components of radioactivity.**

**SPS4. Students will investigate the arrangement of the Periodic Table.**

**SPS5. Students will compare and contrast the phases of matter as they relate to atomic and molecular motion.**

**SPS6. Students will investigate the properties of solutions.**

**SPS7. Students will relate transformations and flow of energy within a system.**

### **Physics Curriculum**

**SP1. Students will analyze the relationships between force, mass, gravity, and the motion of objects.**

**SP2. Students will evaluate the significance of energy in understanding the structure of matter and the universe.**

**SP3. Students will evaluate the forms and transformations of energy.**

**SP4. Students will analyze the properties and applications of waves.**

**SP5. Students will evaluate relationships between electrical and magnetic forces.**

**SP6. The student will describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large.**

Power Standards  
For  
Social Studies

## **Social Studies Power Standards**

### **Pre-K**

- Standard CD-SS3: The child will demonstrate an awareness of geography in his/her community.
- Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.
- Standard CD-SS5: The child will understand the passage of time and how events are related.

### **Kindergarten**

#### **HOLIDAYS**

SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.

#### **CHRONOLOGY AND TIME**

SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.

#### **MAPS AND GLOBES**

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

#### **MONEY**

SSKE3 The student will explain how money is used to purchase goods and services.

### **First Grade**

SS1H1 The student will read about and describe the life of historical figures in American history.

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1G3 The student will locate major topographical features of the earth's surface.

SS1E1 The student will identify goods that people make and services that people provide for each other.

## **Second Grade**

Government/Civic Understandings

SS2CG1: The student will define the concept of government and the need for rules and laws.

Government/Civic Understandings

SS2CG2: The student will identify the roles of the following elected officials:

- a. President (leader of our nation)
- b. Governor (leader of our state)
- c. Mayor (leader of a city)

Economic Understandings

SS2E3: The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

Economic Understandings

SS2E4: The student will describe the costs and benefits of personal spending and savings choices.

## **3<sup>rd</sup> Grade Social Studies Power Standards**

### **Historical Understandings**

SS3H1: The student will explain the political roots of our modern democracy in the United States of America.

SS3H2: The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

- A. Paul Revere
- B. Frederick Douglass
- C. Susan B. Anthony
- D. Mary McLeod Bethune
- E. Franklin D. Roosevelt
- F. Eleanor Roosevelt

- G. Thurgood Marshall
- H. Lyndon B. Johnson
- I. Cesar Chavez

### **Geographic Understandings**

SS3G1: The student will locate major topographical features.

- Major rivers, major mountain ranges, the Equator, Prime Meridian, lines of latitude and longitude, and locate Greece on a map.

SS3G2: The student will describe the cultural and geographic systems associated with the historical figures in SS3H2.

### **Government/Civic Understandings**

SS3CG1: The student will explain the importance of the basic principles that provide the foundation of a republican form of government.

SS3CG2: The student will discuss the character of different historical figures in SS3H2.

### **Economic Understandings**

SS3E1: The student will describe the four types of productive resources.

- A. Natural
- B. Human
- C. Capital
- D. Entrepreneurship

SS3E2: The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection and military.

SS3E3: The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

SS3E4: The student will describe the costs and benefits of personal spending and saving choices.

## **4th Grade Social Studies Power Standards**

### **Historical Understandings**

SS4H1: The student will describe how early Native American cultures developed in North America.

SS4H2: The student will describe European exploration in North America.

SS4H3: The student will explain the factors that shaped British colonial America.

SS4H4: The student will explain the causes, events, and results of the American Revolution.

SS4H5: The student will analyze the challenges faced by the new nation.

SS4H6: The student will explain westward expansion of America between 1801 and 1861.

SS5H7: The student will examine the main ideas of the abolitionist and suffrage movements.

### **Geographic Understandings**

SS4G1: The student will be able to locate important physical and man-made features in the United States.

SS4G2: The student will describe how physical systems affect human systems.

### **Government/Civic Understandings**

SS4CG1: The student will describe the meaning of natural rights found in the Declaration of Independence, the Preamble, and the federal system of government.

SS4CG2: The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the US Constitution.

SS4CG3: The student will describe the functions of government.

SS4CG4: The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

SS4CG5: The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, and trustworthiness).

### **Economic Understandings**

SS4E1: The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

SS4E2: The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

## **5th Grade Social Studies Power Standards**

### **Historical Understandings**

SS5H1: The student will explain the causes, major events, and consequences of the Civil War.

SS5H2: The student will analyze the effects of Reconstruction on American life.

SS5H3: The student will describe how life changed in America at the turn of the century.

SS5H4: The student will describe US involvement in World War I and post-World War I America.

SS5H5: The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

SS5H6: The student will explain the reasons for America's involvement in WWII.

SS5H7: The student will discuss the origins and consequences of the Cold War.

SS5H8: The student will describe the importance of key people, events, and developments between 1950-1975.

SS5H9: The student will trace important developments in America since 1975.

### **Geographic Understandings**

SS5G1: The student will locate important places in the US.

SS5G2: The student will explain the reasons for the spatial patterns of economic activities.

### **Government/Civic Understandings**

SS5CG1: The student will explain how a citizen's rights are protected under the US Constitution.

SS5CG2: The student will explain the process by which amendments to the US Constitution are made.

SS5CG3: The student will explain how amendments to the US Constitution have maintained a representative democracy.

### **Economic Understandings**

SS5E1: The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

SS5E2: The student will describe the functions of four major sectors in the US economy.

SS5E3: The student will describe how consumers and businesses interact in the US economy.

SS5E4: The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.