

Prioritized Curriculum Standards – All scales as posted on Teacher Toolbox

High School

MATH: Algebra 1 (ALL scales as posted on Teacher Toolbox)	
Content/Measurement Topic	NAD Standard (CCSS-Math)
Components of an Expression <ul style="list-style-type: none"> • CPE1 – Compare the functions of terms, coefficients, and variables in an algebraic expression 	A1.5.1 (HSA.SSE.A.1.A, HSA.SSE.A.1.B)
Context of an Expression <ul style="list-style-type: none"> • CTE1 – Write an algebraic expression to represent the information presented in a real-world problem • CTE2 – Convert measurement units to evaluate expressions • CTE3 – Interpret expressions by identifying the dependent and independent variables 	A1.5.1 (HSA.SSE.A.1, HAS.CED.A.4, HSN.Q.A.1-3)
Equations and Inequalities <ul style="list-style-type: none"> • E11 – Explain why the same amount or value can be added to or subtracted from both sides of an equation or inequality without changing the relationship it represents • E12 – Solve equations and inequalities in one variable • E13 – Expression solutions to equations and inequalities in one variable algebraically and visually • E14 – Determine if equations and inequalities in one variable have one solution, no solutions, a defined range of solutions, or infinite solutions 	A1.6.6, A1.5.3 (HSA.REI.A.1.1-2, HSA.REI.B.3)
Functional Relationships and Function Notation <ul style="list-style-type: none"> • FRFN1—Determine whether a functional relationship exists between two variables • FRFN2—Interpret function notation and graphs that describe various types of functional relationships • FRFN3—Evaluate functions expressed using function notation to solve real-world problems 	A1.5.4 (HSF.IF.A.2)
Domain and Range of Functions <ul style="list-style-type: none"> • DRF1—Explain the concepts of domain and range in relation to functional relationships • DRF2—Determine the domain and range for a functional relationship • DRF3—Express the domain and range of a functional relationship using appropriate notation 	A1.5.4 (HSF.IF.A.1, HSF.IF.B.5)

<p>Linear Equations and Inequalities</p> <ul style="list-style-type: none"> • LE11—Describe the defining characteristics of linear equations and their graphs in the coordinate plane • LE12—Graph linear equations on a coordinate plane • LE13—Describe the defining characteristics of linear inequalities and their graphs in the coordinate plane • LE14—Graph linear inequalities on a coordinate plane 	<p>A1.5.3 (HSA.CED.A.2, HSA.REI.D.10, HSA.REI.D.12)</p>
<p>Generating Equations and Inequalities</p> <ul style="list-style-type: none"> • GE11—Generate equations in two or more variables to represent situations involving relationships between quantities • GE12—Generate inequalities in two or more variables to represent situations involving relationships between quantities 	<p>A1.5.2-3 (HSA.CED.A.1-3)</p>
<p>Systems of Equations and Inequalities</p> <ul style="list-style-type: none"> • SE11—Generate systems of equations and/or inequalities to model real-world situations • SE12—Solve systems of linear equations • SE13—Solve systems of linear inequalities graphically • SE14—Determine whether system of linear equations has no solutions, infinite solutions, one solution, or multiple solutions by using a system of equations or inequalities to model it 	<p>A1.6.7 (HSA.CED.A.3, HSA.REI.C.5-6, HSA.REI.D.12)</p>
<p>Rational Exponents and Radicals</p> <ul style="list-style-type: none"> • RER1—Explain how the definition of fractional exponents is consistent with the properties of integer exponents • RER2—Manipulate expressions involving positive and negative rational exponents (including fractional exponents) and radicals using exponent properties 	<p>A1.6.6, A1.4.4 (HSF.IF.C.8.B, HSA.SSE.B.3.C, HSN.RN.A.1, HSN.RN.A.2)</p>
<p>Adding and Subtracting Polynomial Expressions</p> <ul style="list-style-type: none"> • ASPE1—Simplify polynomials with more than one variable • ASPE2—Add and subtract polynomials 	<p>A1.6.4 (HSA.APR.A.1)</p>
<p>Multiplying Polynomial Expressions</p> <ul style="list-style-type: none"> • MDPE1—Multiply polynomials 	<p>A1.6.4 (HSA.APR.A.1, HSA.APR.B.1.)</p>
<p>Factoring Expressions</p> <ul style="list-style-type: none"> • FE1—Factor out a greatest common factor from an expression • FE2—Factor second-degree expressions with a leading coefficient of 1 	<p>A1.5.2, A1.5.3 (HSA.SSE.A.2)</p>

<ul style="list-style-type: none"> • FE3—Factor second-degree expressions with non-1 leading coefficients • FE4—Factor expressions by recognizing a difference of squares or the square of a binomial 	
Rational Numbers <ul style="list-style-type: none"> • RNE1—Explain the properties of rational numbers 	A1.4.2-3, A1.5.3 (HSN.RN.B.3)
Quadratic Equations and Functions <ul style="list-style-type: none"> • QEF1—Solve quadratic equations in one variable with any leading coefficient • QEF3—Graph quadratic equations and functions on a coordinate plane • QEF4—Solve quadratic equations to determine the solutions to real-world problems 	A1.5.3-4 (HSA.SSE.B.3.A, HSA.SSE.B.3.B, HSA.APR.B.3, HSA.REI.B.4, HSA.REI.B.4.A-B, HSF.IF.C.8.A)
Generating Functions <ul style="list-style-type: none"> • GNF1—Generate linear, quadratic, and exponential functions • GNF2—Generate functions to model real-world situations 	A1.5.4, A1.7.2 (HSF.BF.A.1, HSF.BF.A.1.B-C, HSF.LE.A.2, HSF.LE.B.5)
Comparing Functions <ul style="list-style-type: none"> • CPF1—Compare properties of two functions expressed differently (algebraically, graphically, numerically in a table of values, or by verbal description) • CPF2—Compare the average rates of change for two functions • CPF3—Compare the types of growth represented by linear, quadratic, and exponential functions 	A1.5.4 (HSF.IF.B.6, HSF.IF.C.8, HSF.IF.C.9, HSF.LE.A.1, HSF.LE.A.1.A-C, HSF.LE.A.3)
Graphing Functions <ul style="list-style-type: none"> • GRF1—Graph various types of functions • GRF2—Interpret key features of functions • GRF3—Explain the relationship between changes in the equation for a function and its graph 	A1.5.3, A1.5.4 (HSF.IF.B.4, HSF.IF.C.7, HSF.IF.7.A-B, HSF.BF.B.3)
Algebraic Data Representation and Interpretation <ul style="list-style-type: none"> • ADRI1—Fit a function to data represented in a scatterplot • ADRI2—Assess the fit of a function to a set of data represented in a scatterplot • ADRI3—Use a function fitted to a set of data to solve problems in a real-world context 	A1.5.5, A1.7.1-3 (HSS.ID.A.1, HSS.ID.B.6.A-C, HSS.ID.C.7-8)
Arithmetic and Geometric Sequences <ul style="list-style-type: none"> • AGS1—Define an arithmetic or geometric sequence explicitly and recursively • AGS2—Solve real-world problems involving arithmetic or geometric sequences by composing functions 	A1.7.2 (HSF.IF.A.3, HSF.BF.A.1.A, HSF.BF.A.2)

Data Comparisons	A1.7.1, A1.5.5 (HSS.ID.A.2, HSS.ID.A.3, HSS.ID.B.6)
<ul style="list-style-type: none"> • DC1—Compare data sets involving a single count or measurement variable according to measures of center and spread while accounting for the effects of extreme data points (outliers) 	

MATH: Geometry (ALL scales as posted on Teacher Toolbox)	
Content/Measurement Topic	NAD Standard (CCSS-Math)
Transformations, Similarity and Congruence <ul style="list-style-type: none"> • TSC1—Predict the outcome of rigid transformations on geometric figures • TSC2—Prove that two figures are similar or congruent using a sequence of transformations • TSC3—Determine the change in coordinate location of a point under a given rigid transformation 	GM.4.5, GM.5.3 (HSG.CO.A.2-6, HSG.SRT.A.2)
Non-rigid Transformations <ul style="list-style-type: none"> • NT1—Compare the effects of rigid transformations versus non-rigid transformations on a given geometric figure • NT2—Compare the results of dilations with varying centers and scale factors performed on the same geometric figure 	GM.4.5, GM.5.3 (HSG.CO.A.2, HSG.SRT.A.1, HSG.SRT.A.1.A-B)
Line and Angle Constructions <ul style="list-style-type: none"> • LAC1—Explain a construction of a perpendicular bisector • LAC2—Explain a construction of an angle bisector • LAC3—Explain a construction of parallel lines 	GM.4.4, GM.6.3 (HSG.CO.A.1, HSG.CO.D.12)
Parallel and Perpendicular Lines <ul style="list-style-type: none"> • PPL1—Prove that the slopes of parallel lines are equal • PPL2—Prove that the slopes of perpendicular lines are negative reciprocals of each other • PPL3—Prove that a perpendicular bisector of a line segment includes all the points that are equidistant from the endpoints of the line segment 	GM.4.1, GM.6.1 (HSG.CO.C.9, HSG.GPE.B.5)
Angles and Transversals of Parallel Lines <ul style="list-style-type: none"> • ATPL1—Prove that opposite angles of intersecting lines are congruent • ATPL2—Prove that alternate interior angles are congruent 	GM.4.1, GM.5.2, GM.5.3 (HSG.CO.C.9)
Partitions of Line Segments <ul style="list-style-type: none"> • PLS1—Partition line segments in a given ratio • PLS2—Determine the location of the point which bisects a line segment 	GM.4.1, GM.6.2 (HSG.GPE.B.6)

<p>Triangle Properties</p> <ul style="list-style-type: none"> • TP1—Prove that a line passing through a triangle that is parallel to one side of the triangle forms two overlapping triangles with proportional side lengths • TP2—Prove that the sum of the interior angles of a triangle is 180° • TP3—Prove that the base angles of an isosceles triangle are congruent 	GM.4.3, GM.5.3, GM.7.1 (HSG.SRT.B.4)
<p>Similarity in Triangles</p> <ul style="list-style-type: none"> • ST1—Use rigid transformations to verify properties of triangle congruence • ST2—Use transformations to verify properties of triangle similarity • ST3—Use the properties of similar triangles to prove the Pythagorean Theorem 	GM.5.2-3, GM.7.1 (HSG.CO.B.7-8, HSG.SRT.A.2-5)
<p>Properties of Parallelograms</p> <ul style="list-style-type: none"> • PP1—Prove properties of the sides, angles, and diagonals of parallelograms • PP2—Prove that the diagonals of rectangles are congruent 	GM.7.1, GM.5.2, GM.4.4, GM.6.5, GM.6.3 (HSG.CO.C.11)
<p>Polygons on the Coordinate Plane</p> <ul style="list-style-type: none"> • PCP1—Compute the perimeter of polygons on the coordinate plane • PCP2—Compute the areas of triangles and rectangles on the coordinate plane • PCP3—Verify the properties of polygons from their coordinates 	GM.4.4, GM.4.1, GM.6.6, GM.7.1, GM.5.3 (HSG.GPA.B.4, HSG.GPE.B.7)
<p>Trigonometric Ratios</p> <ul style="list-style-type: none"> • TR1—Use triangle similarity to derive and use the trigonometric ratios for acute angles • TR2—Use the inverse trigonometric functions to find the angle for a given trigonometric function • TR3—Solve right triangles using the trigonometric ratios 	GM.6.4 (HSG.SRT.C.6, HSG.SRT.C.8, HSG.SRT.D.10-11)
<p>Trigonometric Ratios in Non-Right Triangles</p> <ul style="list-style-type: none"> • TRNT1—Derive the trigonometric formula for the area of a triangle • TRNT2—Solve non-right triangles using the trigonometric ratios 	GM.6.4 (HSG.SRT.D.9, HSG.SRT.D.11)
<p>Components of a Circle</p> <ul style="list-style-type: none"> • CC1—Describe the relationships between the chords, radii, diameters, tangents, and secants of a circle • CC2—Construct a line tangent to a circle from a point outside the circle • CC3—Prove that all circles are similar 	GM.4., GM.4.4, GM.7.1, GM.5.3, GM.6.3 (HSG.CO.A.1, HSG.C.A.1-2, HSG.C.A.4)

<p>Angles of a Circle</p> <ul style="list-style-type: none"> • AC1—Identify the relationships between inscribed angles, central angles, circumscribed angles, and arcs of a circle • AC2—Prove the properties of the angles of quadrilaterals inscribed within a circle 	<p>GM.4.1, GM.4.4, GM.7.1, GM.6.6 (HSG.C.A.2, HSG.C.A.3)</p>
<p>Proportions of a Circle</p> <ul style="list-style-type: none"> • PPC1—Give an informal argument for the formula of the circumference of a circle 	<p>GM.4.4, GM.6.1, GM.6.6 (HSF.TF.A.1, HSG.C.B.5, HSG.GMD.A.1)</p>
<p>Circle Area Measurements</p> <ul style="list-style-type: none"> • CAM1—Give an informal argument for the area of a circle • CAM2—Derive the formula for the area of a sector 	<p>GM.4.1, GM.6.5-6, GM.7.1 (HSG.C.B.5, HSG.GMD.A.1)</p>
<p>Circumscribed and Inscribed Circles of Triangles</p> <ul style="list-style-type: none"> • CICT1—Construct the circumscribed circle of a triangle • CICT2—Construct the inscribed circle of a triangle 	<p>GM.4.4, GM.6.3, GM.6.6, GM.7.1 (HSG.CO.C.10, HSG.C.A.3)</p>
<p>Circle Polygon Constructions</p> <ul style="list-style-type: none"> • CPC1—Construct a square inscribed within a circle • CPC2—Construct an equilateral triangle inscribed within a circle • CPC3—Construct a regular hexagon inscribed within a circle 	<p>GM.6.3, GM.4.1, GM.4.4 (HSG.CO.D.13)</p>
<p>Analyzing Geometric Figures</p> <ul style="list-style-type: none"> • AGF1—Identify the relationship between three-dimensional figures and their two-dimensional cross sections • AGF2—Use geometric figures to describe the properties of real-world objects 	<p>GM.4.4, GM.6.5-6 (HSG.GMD.B.4, HSG.MG.A.1-3)</p>
<p>Probability</p> <ul style="list-style-type: none"> • P1—Use two-way tables to model the probabilities of real-world situations • P2—Calculate the probabilities of independent events • P3—Calculate the probabilities of dependent events 	<p>GM.4.2, GM.7.2-3, GM.6.6 (HSS.ID.B.5, HSS.CP.A.1-7, HSS.CP.B.8, HSS.MD.B.6)</p>

MATH: Algebra 2 (ALL scales as posted on Teacher Toolbox)

Content/Measurement Topic	NAD Standard (CCSS-Math)
<p>Systems of Equations</p> <ul style="list-style-type: none"> • SE11—Generate systems of equations to model real-world situations • SE12—Solve systems of equations 	<p>All.6.1, All.7.1 (HSA.CED.A.3, HSA.REI.B.4.B, HSA.REI.C.5-7, HSA.REI.D.12)</p>

<ul style="list-style-type: none"> • SE14—Determine whether a system of equations has no solutions, infinite solutions, one solution, or multiple solutions by using a system of equations to model it 	
<p>Matrix Operations</p> <ul style="list-style-type: none"> • MO1—Represent data using matrices to solve problems • MO2—Add and subtract matrices • MO3—Perform scalar and matrix multiplication 	All.6.1-2 (HSN.VM.C.6-10)
<p>Matrix Determinants and Inverses</p> <ul style="list-style-type: none"> • MD11—Find the determinants of matrices • MD12—Find the inverses of matrices • MD13—Use the inverse of a matrix to solve systems of linear equations in two variables 	All.6.1-2 (HSA.VM.C.10, HSA.REI.C.8-9)
<p>Graphing Functions</p> <ul style="list-style-type: none"> • GRF1—Graph various types of functions • GRF2—Interpret key features of • GRF3—Explain the relationship between changes in the equation for a function and its graph 	All.6.4, All.5.3, All.7.1-2 (HSF.IF.B.4, HSF.IF.C.7, HSF.IF.7.A-B, HSF.BF.B.3)
<p>Domain and Range of Functions</p> <ul style="list-style-type: none"> • DRF1—Explain the concepts of domain and range in relation to functional relationships • DRF2—Determine the domain and range for a functional relationship • DRF3—Express the domain and range of a functional relationship using appropriate notation 	All.5.3, All.7.1 (HSF.IF.A.1, HSF.IF.B.5)
<p>Generating Functions</p> <ul style="list-style-type: none"> • GNF1—Generate linear, quadratic, and exponential functions • GNF2—Generate functions to model real-world situations 	All.7.1-2, All.5.3 (HSF.BF.A.1, HSF.BF.A.1.B-C, HSF.LE.A.2, HSF.LE.B.5)
<p>Comparing Functions</p> <ul style="list-style-type: none"> • CPF3—Compare the types of growth represented by linear, quadratic, and exponential functions 	All.5.3, All.7.1-2 (HSF.IF.B.6, HSF.IF.C.8, HSF.IF.C.9, HSF.LE.A.1, HSF.LE.A.1.A-C, HSF.LE.A.3)
<p>Combining Functions</p> <ul style="list-style-type: none"> • CBF1—Evaluate the outputs of combined functions • CBF2—Use the graphs of functions to find solutions to systems of equations and inequalities 	All.5.3, All.7.1, All.7.3 (HSA.REI.D.11)

<p>Inverse Functions</p> <ul style="list-style-type: none"> • IF1—Express the inverse of an invertible function algebraically and graphically • IF2—Produce an invertible function from a noninvertible function by restricting the domain 	<p>All.5.3, All.7.1-3 (HSF.BF.B.4, HSF.BF.B.4.A-D)</p>
<p>Multiplying and Dividing Polynomial Expressions</p> <ul style="list-style-type: none"> • MDPE1—Multiply polynomials • MDPE2—Divide polynomials • MDPE3—Apply the Polynomial Remainder Theorem 	<p>All.4.2, All.5.1 (HSA.APR.A.1, HSA.APR.B.2)</p>
<p>Evaluating Polynomials</p> <ul style="list-style-type: none"> • EP1—Prove polynomial • EP2—Simplify higher-degree binomial • EP3—Solve factorable higher-degree polynomial equations 	<p>All.4.3, All.5.1 (HSA.SSE.B.3, HSA.APR.A.1, HSA.APR.B.3, HSA.APR.C.4-5)</p>
<p>Rational Expressions and Equations</p> <ul style="list-style-type: none"> • RNE1 – Perform operations on rational expressions • RNE2 – Solve rational equations 	<p>All.4.1-2, All.5.1, All.6.3-4 (HSN.RN.B.3, HSA.APR.D.6-7, HAS.REI.A.2)</p>
<p>Rational Exponents and Radicals</p> <ul style="list-style-type: none"> • RER1—Explain how the definition of fractional exponents is consistent with the properties of integer exponents • RER2—Manipulate expressions involving positive and negative rational exponents (including fractional exponents) and radicals using exponent properties 	<p>All.4.1-2, All.6.4 (HSF.IF.C.8.B, HSA.SSE.B.3.C, HSN.RN.A.1, HSN.RN.A.2)</p>
<p>Complex Numbers</p> <ul style="list-style-type: none"> • CN1—Find the conjugates of complex numbers • CN2—Manipulate complex • CN3—Solve second-degree polynomial equations that have complex roots 	<p>All.4.1-3, All.6.3 (HSN.CN.A.1-3, HSN.CN.C.7-9)</p>
<p>Quadratic Equations and Functions</p> <ul style="list-style-type: none"> • QEF1—Graph quadratic equations and functions on a coordinate plane • QEF2—Derive the quadratic formula by completing the square for the standard quadratic equation $ax^2 + bx + c = 0$ • QEF3—Solve quadratic equations in one variable with any leading coefficient • QEF4—Solve quadratic equations to determine the solutions to real-world problems 	<p>All.6.3-4, All.5.3, All.7.1 (HSA.SSE.B.3.A-B, HAS.APR.B.3, HSA.REI.B.A, HSA.REI.B.4.A-B, HSF.IF.C.8.A)</p>
<p>Polynomial, Radical and Rational Functions</p> <ul style="list-style-type: none"> • PRRF1—Graph polynomial functions 	<p>All.6.4, All.5.3, All.7.1, All.6.5</p>

<ul style="list-style-type: none"> • PRRF2—Graph simple radical functions • PRRF3—Graph rational functions 	(HSF.IF.C.7.B-D)
<p>Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> • ELF1—Use exponents and logarithms to solve • ELF2—Graph exponential and logarithmic functions 	All.5.3, All.6.3-4, All.7.2, All.7.3 (HSF.IF.C.7.E, HSF.BF.B.5, HSF.LE.A.4)
<p>Arithmetic and Geometric Sequences</p> <ul style="list-style-type: none"> • AGS1—Define an arithmetic or geometric sequence explicitly and recursively • AGS2—Solve real-world problems involving arithmetic or geometric sequences by composing functions 	All.5.5, All.7.2 (HSF.IF.A.3, HSF.BF.A.1.A, HSF.BF.A.2)
<p>Finite Geometric Sequences</p> <ul style="list-style-type: none"> • FGS1—Derive the formula for the sum of a finite geometric sequence • FGS2—Use the formula for the sum of a geometric sequence to solve problems 	All.5.5, All.7.2 (HAS.SSE.B.4)
<p>Trigonometric Ratios</p> <ul style="list-style-type: none"> • TR1—Use triangle similarity to derive the trigonometric ratios for acute angles 	All.4.4 (HSG.SRT.C.6, HSG.SRT.C.8, HSG.SRT.D.10-11)
<p>Trigonometric Functions on the Unit Circle</p> <ul style="list-style-type: none"> • TFC1—Explain how the unit circle can be used to extend the definitions of the trigonometric functions to angles greater than 90° • TFC2—Use the unit circle to determine the values of the trigonometric functions for the angles of special triangles • TFC3—Use the unit circle to determine the values of the trigonometric functions for any given angle 	All.4.4, All.5.3 (HSF.TF.A.2-3)
<p>Trigonometric Identities and Formulas</p> <ul style="list-style-type: none"> • TIF1—Prove the Pythagorean identity $\sin^2 \theta + \cos^2 \theta = 1$ • TIF3—Find the unknown values of trigonometric functions 	All.5.3 (HSF.TF.C.8, HSF.TF.C.9, HSG.SRT.C.7)
<p>Modeling with Trigonometric Functions</p> <ul style="list-style-type: none"> • MTF1—Use the inverse trigonometric functions to find the angle for a given trigonometric function • MTF2—Graph trigonometric functions 	All.6.4, All.7.1, All.5.3 (HSF.TF.A.4, HSF.TF.B.5-7)
<p>Algebraic Data Representation and Interpretation</p> <ul style="list-style-type: none"> • ADRI1—Fit a function to data represented in a scatterplot • ADRI2—Assess the fit of a function to a set of data represented in a scatterplot 	All.7.1-3, All.5.4 (HSS.ID.A.1, HSS.ID.B.6.A-C, HSS.ID.C.7-8)

<ul style="list-style-type: none"> • ADRI3—Use a function fitted to a set of data to solve problems in a real-world context 	
<p>Data Comparisons</p> <ul style="list-style-type: none"> • DC2—Compare different types of statistical studies and inferences 	All.7.1-3 (HSS.ID.A.2, HSS.ID.A.3, HSS.ID.B.6)
<p>Probability and Combinatorics</p> <ul style="list-style-type: none"> • PC1—Calculate combinations and permutations • PC2—Use combinations and permutations in probability calculations 	All.5.4, All.7.1 (HSS.CP.B.9)
<p>Discrete Probability Distributions</p> <ul style="list-style-type: none"> • DPD1—Calculate the expected value of a random variable and use it to make decisions • DPD2—Create a probability distribution for the values of a random variable 	All.5.4, All.7.1-2 (HSS.MD.A.1-4, HSS.MD.B.4, HSS.B.5.A-B)
<p>Probability</p> <ul style="list-style-type: none"> • P1—Use two-way tables to model the probabilities of real-world situations • P2—Calculate the probabilities of independent events • P3—Calculate the probabilities of dependent events 	All.5.4, All.7.1 (HSS.ID.B.5, HSS.CP.A.1-7, HSS.CP.B.8, HSS.MD.B.6)
<p>Probability Density Functions</p> <ul style="list-style-type: none"> • PDF1—Calculate the z-score of a given data point on a normal distribution • PDF2—Find the probability that a random data point will occur within a given interval on a normal distribution 	All.5.4, All.7.1-3 (HSS.ID.A.4)

ELA 9	
Content/Measurement Topic	NAD Standard (CCSS.ELA-LITERACY)
<p>LA.9.1 Identify SDA Christian principles and values in correlation with language arts.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.9.1.1-6
<p>LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</p> <ul style="list-style-type: none"> • ATOS1—Analyze an author's organization of an analysis or a series of ideas • ATOS2—Analyze an author's organization of a series of events • AIT1—Analyze the main ideas or themes in a text • AIT2—Analyze the development of an idea or theme over the course of a text 	<p>LA.9.2.1 ATOS: (RL.9-10.5, RI.9-10.3)</p> <p>AIT: (RL.9-10.2, RI.9-10.2)</p> <p>CT: (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>

<ul style="list-style-type: none"> • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text • RS1—Revise writing for audience, purpose, and style • GCER1—Develop contrasting claims and counterclaims • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • GCER3—Support claims and counterclaims with valid reasoning 	<p>RS: (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)</p> <p>GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D)</p>
<p>LA.9.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)</p> <p>LA.9.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)</p> <ul style="list-style-type: none"> • ACER1—Describe how an author nuances a claim in a text • ACER2—Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented 	<p>LA.9.2.2-3 (RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3)</p>
<p>LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)</p> <ul style="list-style-type: none"> • RS1—Revise writing for audience, purpose, and style • RS2—Conform to the guidelines in a specific style manual 	<p>LA.9.2.4 (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)</p>
<p>LA.9.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)</p> <ul style="list-style-type: none"> • AL1—Determine the precise meaning(s) of words and phrases 	<p>LA.9.2.5 (RL.9-10.4, RI.9-10.4, L.9-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.5.A, L.9-10.5.B, L.9-10.6)</p>
<p>LA.9.2.6 Evaluate media (accuracy, validity, reliability, manipulation)</p> <ul style="list-style-type: none"> • APVP1—Analyze an author's point of view • APVP2—Analyze an author's purpose • APVP3—Identify strategies used to advance a particular point of view or purpose 	<p>LA.9.2.6 (RL.9-10.6, RI.9-10.6, SL.9-10.3)</p>

<p>LA.9.3.1 Use multiple sources of literature, including mass media.</p> <ul style="list-style-type: none"> • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text 	<p>LA.9.3.1 (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>
<p>LA.9.3.2 Conduct research (locate, observe/gather, analyze, conclude)</p> <ul style="list-style-type: none"> • APT1—Establish clear points of view in written compositions 	<p>LA.9.3.2 (W.9-10.3.A, W.9-10.10)</p>
<p>LA.9.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology</p> <ul style="list-style-type: none"> • APVP1—Analyze an author's point of view • APVP2—Analyze an author's purpose • APVP3—Identify strategies used to advance a particular point of view or purpose • ACER2—Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented 	<p>LA.9.3.3 APVP: (RL.9-10.6, RI.9-10.6, SL.9-10.3) ACER: (RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3)</p>
<p>LA.9.4.1 Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.)</p> <ul style="list-style-type: none"> • AN1—Analyze how the development of a plot reinforces a theme in a narrative text • ATOS1—Analyze an author's organization of an analysis or a series of ideas 	<p>LA.9.4.1 AN: (RL.9-10.2, RL.9-10.3, RL.9-10.5) ATOS: (RL.9-10.5, RI.9-10.3)</p>
<p>LA.9.4.2 Define, recognize, and analyze theme</p> <ul style="list-style-type: none"> • AIT1—Analyze the main ideas or themes in a text • AIT2—Analyze the development of an idea or theme over the course of a text • AN1—Analyze how the development of a plot reinforces a theme in a narrative text • AN2—Analyze the development of multiple plots in a narrative • AN3—Analyze how the plot influences the development of characters in a narrative text 	<p>LA.9.4.2 AIT: (RL.9-10.2, RI.9-10.2) AN: (RL.9-10.2, RL.9-10.3, RL.9-10.5)</p>
<p>LA.9.4.3 Define and identify literary devices</p>	<p>LA.9.4.3</p>

<ul style="list-style-type: none"> • AL2—Explain the role and purpose of analogies and allusions in a text 	<p>(RL.9-10.4, RI.9-10.4, L.9-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.5.A, L.9-10.5.B, L.9-10.6)</p>
<p>LA.9.4.4 Identify supporting evidence for author's purpose, tone, and point of view</p> <ul style="list-style-type: none"> • APVP1—Analyze an author's point of view • APVP2—Analyze an author's purpose • APVP3—Identify strategies used to advance a particular point of view or purpose • AL3—Describe how an author's word choices affect the tone of a text • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text 	<p>LA.9.4.4 APVP: (RL.9-10.6, RI.9-10.6, SL.9-10.3) AL: (RL.9-10.4, RI.9-10.4, L.9-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.5.A, L.9-10.5.B, L.9-10.6) CT: (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>
<p>LA.9.4.5 Show understanding by summarizing, asking questions, and recalling information</p> <ul style="list-style-type: none"> • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • GCER3—Support claims and counterclaims with valid reasoning • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text 	<p>LA.9.4.5 GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D) CT: (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>
<p>LA.9.5.1 Use correct grammar, mechanics, word choice, usage, format, and varied sentences</p> <ul style="list-style-type: none"> • GN1—Organize narratives to clearly communicate a series of events or experiences • RS1—Revise writing for audience, purpose, and style • RS2—Conform to the guidelines in a specific style manual 	<p>LA.9.5.1 GN: (W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E) RS: (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E,</p>

<ul style="list-style-type: none"> • E1—Edit for grammatical errors • E2—Edit for the use of parallel structure • E3—Edit for the correct use of colons and semicolons E4—Edit for spelling 	<p>SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)</p> <p>E: (L.9-10.1, L.9-10.1.A, L.9-10.2.A, L.9-10.2.B, L.9-10.2.C)</p>
<p>LA.9.5.2 Compose subordinate parts (paragraphs, stanzas, scenes, etc.).</p> <ul style="list-style-type: none"> • GTOS1—Organize content to highlight important information for a specific audience and purpose • GTOS2—Use organizational structures to highlight connections between the elements of an argument 	<p>LA.9.5.2 (W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.F, SL.9-10.4)</p>
<p>LA.9.5.3 Write with appropriate creativity, style, tone, and point of view while avoiding plagiarism.</p> <ul style="list-style-type: none"> • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • RS1—Revise writing for audience, purpose, and style • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text 	<p>LA.9.5.3 GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D)</p> <p>RS: (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)</p> <p>CT: (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>
<p>LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.</p> <ul style="list-style-type: none"> • GTOS1—Organize content to highlight important information for a specific audience and purpose • GTOS2—Use organizational structures to highlight connections between the elements of an argument • SR2—Synthesize information from multiple sources • GN2—Use dialogue, description, and reflection to develop narratives • APT1—Establish clear points of view in written compositions • APT2—Write for a specific purpose and audience 	<p>LA.9.5.4 GTOS: (W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.F, SL.9-10.4)</p> <p>SR: (RL.9-10.2, RI.9-10.2, W.9-10.7, W.9-10.8, SL.9-10.2)</p> <p>GN: (W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E)</p> <p>APT: (W.9-10.3.A, W.9-10.10)</p>

<p>LA.9.5.5 Write a three-part essay of at least five paragraphs.</p> <ul style="list-style-type: none"> • GTOS1—Organize content to highlight important information for a specific audience and purpose • GTOS2—Use organizational structures to highlight connections between the elements of an argument • RS2—Conform to the guidelines in a specific style manual 	<p>LA.9.5.5 GTOS: (W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.F, SL.9-10.4) RS: (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)</p>
<p>LA.9.6.1 Fit the topic, language, details, tone, and interest factors to a specific audience.</p> <ul style="list-style-type: none"> • SR2—Synthesize information from multiple sources • GTOS1—Organize content to highlight important information for a specific audience and purpose • APT2—Write for a specific purpose and audience • GCER1—Develop contrasting claims and counterclaims • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • GCER3—Support claims and counterclaims with valid reasoning 	<p>LA.9.6.1 SR: (RL.9-10.2, RI.9-10.2, W.9-10.7, W.9-10.8, SL.9-10.2) GTOS: (W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.F, SL.9-10.4) APT: (W.9-10.3.A, W.9-10.10) GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D)</p>
<p>No Critical Concepts listed for these NAD Standards:</p> <ul style="list-style-type: none"> • LA.9.6.2 Use correct voice, body language, notes, and a variety of visual aids to speak extemporaneously. • LA.9.6.3 Use a variety of appropriate techniques to begin and end a presentation. • LA.9.6.4 Participate actively in group presentations. • LA.9.7.1 Evaluate the basic presentational skills (posture, gesture, eye contact, use of notes). • LA.9.7.2 Exemplify a responsive, polite listener/audience. • LA.9.7.3 Identify and evaluate/analyze topic, organization, language, opinion, supports, tone, and strength of arguments. • LA.9.7.4 Paraphrase and summarize various types of messages, and give oral and written feedback 	<p>LA.9.6.2-4, LA.9.7.1-4</p>

ELA 10	
Content/Measurement Topic	NAD Standard (CCSS.ELA-LITERACY)
LA.10.1 Identify SDA Christian principles and values in correlation with language arts.	LA.10.1.1-6

<ul style="list-style-type: none"> • No Critical Concept Alignment 	
<p>LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</p> <ul style="list-style-type: none"> • ATOS1—Analyze an author’s organization of an analysis or a series of ideas • ATOS2—Analyze an author’s organization of a series of events • AIT1—Analyze the main ideas or themes in a text • AIT2—Analyze the development of an idea or theme over the course of a text 	<p>LA.10.2.1 ATOS: (RL.9-10.5, RI.9-10.3)</p> <p>AIT: (RL.9-10.2, RI.9-10.2)</p>
<p>LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)</p> <ul style="list-style-type: none"> • ACER1—Describe how an author nuances a claim in a text • ACER2—Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented • AL3—Describe how an author’s word choices affect the tone of a text 	<p>LA.10.2.2 ACER: (RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3)</p> <p>AL: (RL.9-10.4, RI.9-10.4, L.9-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.5.A, L.9-10.5.B, L.9-10.6)</p>
<p>LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)</p> <ul style="list-style-type: none"> • GCER1—Develop contrasting claims and counterclaims • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • GCER3—Support claims and counterclaims with valid reasoning • GN1—Organize narratives to clearly communicate a series of events or experiences 	<p>LA.10.2.3 GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D)</p> <p>GN: (W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E)</p>
<p>LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)</p> <ul style="list-style-type: none"> • GN2—Use dialogue, description, and reflection to develop narratives • RS1—Revise writing for audience, purpose, and style 	<p>LA.10.2.4 GN: (W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E)</p> <p>RS: (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)</p>
<p>LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)</p> <ul style="list-style-type: none"> • AL1—Determine the precise meaning(s) of words and phrases 	<p>LA.10.2.5 AL: (RL.9-10.4, RI.9-10.4, L.9-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-</p>

	10.4.D, L.9-10.5, L.9-10.5.A, L.9-10.5.B, L.9-10.6)
<p>LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation)</p> <ul style="list-style-type: none"> • ACER1—Describe how an author nuances a claim in a text • ACER2—Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented • APVP1—Analyze an author's point of view • APVP2—Analyze an author's purpose • APVP3—Identify strategies used to advance a particular point of view or purpose • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text 	<p>LA.10.2.6 ACER: (RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3) APVP: (RL.9-10.6, RI.9-10.6, SL.9-10.3) CT: (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>
<p>LA.10.3.1 Use multiple sources of literature, including mass media.</p> <ul style="list-style-type: none"> • SR1—Clearly define the scope of a research question or problem • SR2—Synthesize information from multiple sources 	<p>LA.10.3.1 SR: (RL.9-10.2, RI.9-10.2, W.9-10.7, W.9-10.8, SL.9-10.2)</p>
<p>LA.10.3.2 Conduct research (locate, observe/gather, analyze, conclude).</p> <ul style="list-style-type: none"> • SR1—Clearly define the scope of a research question or problem • SR2—Synthesize information from multiple sources 	<p>LA.10.3.2 SR: (RL.9-10.2, RI.9-10.2, W.9-10.7, W.9-10.8, SL.9-10.2)</p>
<p>LA.10.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.10.3.3</p>
<p>LA.10.4.1 Identify and use literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration).</p> <ul style="list-style-type: none"> • AL2—Explain the role and purpose of analogies and allusions in a text 	<p>LA.10.4.1 AL: (RL.9-10.4, RI.9-10.4, L.9-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.5.A, L.9-10.5.B, L.9-10.6)</p>
<p>LA.10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature.</p>	<p>LA.10.4.2 AN: (RL.9-10.2, RL.9-10.3, RL.9-10.5)</p>

<ul style="list-style-type: none"> • AN1—Analyze how the development of a plot reinforces a theme in a narrative text • AN2—Analyze the development of multiple plots in a narrative text • AN3—Analyze how the plot influences the development of characters in a narrative text • APVP1—Analyze an author's point of view • APVP2—Analyze an author's purpose • APVP3—Identify strategies used to advance a particular point of view or purpose 	<p>APVP: (RL.9-10.6, RI.9-10.6, SL.9-10.3)</p>
<p>LA.10.4.3 Compare and contrast personal life experiences to literature.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.10.4.3</p>
<p>LA.10.4.4 Identify and discuss values in literature (spiritual, global, cultural, etc.).</p> <ul style="list-style-type: none"> • CT1—Describe connections between themes and concepts in historical documents • CT2—Describe the differences between an interpretation of a text and its source text • CT3—Describe how an author incorporates and transforms elements from a source text 	<p>LA.10.4.4 (RL.9-10.7, RL.9-10.9, RI.9-10.7, RI.9-10.9, SL.9-10.1.C)</p>
<p>LA.10.4.5 Show understanding by summarizing, asking questions, and recalling information.</p> <ul style="list-style-type: none"> • GN1—Organize narratives to clearly communicate a series of events or experiences 	<p>LA.10.4.5 (W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E)</p>
<p>LA.10.5.1 Locate materials from different sources and evaluate for relevance, bias, and timeliness.</p> <ul style="list-style-type: none"> • SR1—Clearly define the scope of a research question or problem • SR2—Synthesize information from multiple sources • APT1—Establish clear points of view in written compositions • APT2—Write for a specific purpose and audience 	<p>LA.10.5.1 SR: (RL.9-10.2, RI.9-10.2, W.9-10.7, W.9-10.8, SL.9-10.2) APT: (W.9-10.3.A, W.9-10.10)</p>
<p>LA.10.5.2 Organize material by a variety of methods.</p> <ul style="list-style-type: none"> • GTOS1—Organize content to highlight important information for a specific audience and purpose • GTOS2—Use organizational structures to highlight connections between the elements of an argument 	<p>LA.10.5.2 (W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-</p>

	10.2.C, W.9-10.2.F, SL.9-10.4)
<p>LA.10.5.3 Write a three-part essay using specified documentation (MLA, APA, etc.).</p> <ul style="list-style-type: none"> • RS2—Conform to the guidelines in a specific style manual 	LA.10.5.3 (W.9-10.1.D, W.9-10.2.D, W.9-10.1.E, SL.9-10.6, L.9-10.2, L.9-10.3, L.9-10.3.A)
<p>LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion.</p> <ul style="list-style-type: none"> • GCER1—Develop contrasting claims and counterclaims • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • GCER3—Support claims and counterclaims with valid reasoning 	LA.10.5.4 (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D)
<p>LA.10.5.5 Use coherent and logical order.</p> <ul style="list-style-type: none"> • GN1—Organize narratives to clearly communicate a series of events or experiences 	LA.10.5.5 (W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E)
<p>LA.10.5.6 Use grammatically and mechanically correct sentences.</p> <ul style="list-style-type: none"> • E1—Edit for grammatical errors • E2—Edit for the use of parallel structure • E3—Edit for the correct use of colons and semicolons • E4—Edit for spelling 	LA.10.5.6 E: (L.9-10.1, L.9-10.1.A, L.9-10.2.A, L.9-10.2.B, L.9-10.2.C)
<p>LA.10.5.7 Use word processing for final product.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.10.5.7
<p>LA.10.6.1 Prepare and deliver organized and concise presentations.</p> <ul style="list-style-type: none"> • GTOS1—Organize content to highlight important information for a specific audience and purpose • GTOS2—Use organizational structures to highlight connections between the elements of an argument 	LA.10.6.1 (W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.F, SL.9-10.4)
<p>LA.10.6.2 State and defend an opinion or recommendation in a logical, respectful manner justified with facts, research, and examples.</p> <ul style="list-style-type: none"> • ACER2—Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented • GCER1—Develop contrasting claims and counterclaims • GCER2—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence • GCER3—Support claims and counterclaims with valid reasoning 	LA.10.6.2 ACER: (RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3) GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D)

<p>LA.10.6.3 Use appropriate tone, body language, notes, and visual aids to speak extemporaneously.</p> <p>LA.10.6.4 Involve audience in a variety of ways.</p> <p>LA.10.7.1 Listen/view presentations with an open mind to evaluate information and sources.</p> <p>LA.10.7.2 Take clear and concise notes about a presentation.</p> <p>LA.10.7.3 Politely question, disagree, ask for clarification, make recommendations, or persuade.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.10.6.3-4, LA.10.7.1-3</p>
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<p>ELA 11</p>	
<p>Content/Measurement Topic</p>	<p>NAD Standard (CCSS.ELA-LITERACY)</p>
<p>LA.11.1 Identify SDA Christian principles and values in correlation with language arts.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.1.1-6</p>
<p>LA.11.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</p> <ul style="list-style-type: none"> • GCER1—Define precise claims and counterclaims by distinguishing them from alternatives • GCER2—Support claims and counterclaims using relevant, sufficient, and logical evidence • GCER3—Strengthen claims using valid reasoning • AN1—Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative • APVP1—Evaluate how an author's stance or use of point of view contributes to the effectiveness of a text as a whole • APVP2—Analyze how an author's content and rhetorical choices communicate a text's purpose • APVP3—Analyze situations in which the intent or purpose of a text is not literally or directly stated • CT1—Compare the treatment of similar themes in texts of historical or literary significance • CT2—Analyze multiple interpretations of a text 	<p>LA.11.2.1</p> <p>GCER: (RL.11-12.1, RI.11-12.1, W.11-12.1, W.11-12.1.A, W.11-12.1.B, SL.11-12.4)</p> <p>AN: (RL.11-12.3)</p> <p>APVP: (RL.11-12.6, RI.11-12.6, RI.11-12.9, SL.11-12.3)</p> <p>CT: (RL.11-12.7, RL.11-12.9)</p>

<p>LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.2.2</p>
<p>LA.11.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.2.3</p>
<p>LA.11.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.2.4</p>
<p>LA.11.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)</p> <ul style="list-style-type: none"> • AL1—Analyze the development of important terms throughout a text • AL2—Analyze the meaning and role of figurative language in context • AL3—Analyze connotations and other nuances in word meaning • AL4—Identify word changes that affect meaning, including part of speech 	<p>LA.11.2.5 (RL.11-12.4, RI.11-12.4, L.11-12.3, L.11-12.4, L.11-12.4.A, L.11-12.4.B, L.11-12.4.C, L.11-12.4.D, L.11-12.5, L.11-12.5.A, L.11-12.5.B)</p>
<p>LA.11.2.6 Evaluate media (accuracy, validity, reliability, manipulation)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.2.6</p>
<p>LA.11.3 Be able to read, write, speak, and listen for a variety of purposes.</p> <ul style="list-style-type: none"> • RS1—Adapt writing style as appropriate to purpose and task • RS2—Adapt the content and style of writing as appropriate for an audience • RS3—Revise writing so that it consistently fits audience, purpose, and task • GTOS1—Create introductions and conclusions for analytical texts that unify the text and reveal the significance of a topic • GTOS2—Use transitions and syntax to link sections of a text and create cohesion • GTOS3—Organize content logically so that each element builds on what came before it • GN1—Use description, sensory language, and precise details to create a vivid picture of characters, settings, and events in narratives • GN2—Use dialogue and reflection to develop characters' points of view • GN3—Pace and organize narratives to create a smooth progression of experiences or events 	<p>LA.11.3.1-3 RS: (W.11-12.1.D, W.11-12.2.E, W.11-12.3.A, W.11-12.4, W.11-12.10) GTOS: (W.11-12.1.A, W.11-12.1.C, W.11-12.1.E, W.11-12.2, W.11-12.2.A, W.11-12.2.C, W.11-12.2.F) GN: (W.11-12.2.D, W.11-12.3, W.11-12.3.A, W.11-12.3.B, W.11-12.3.C, W.11-12.3.D, W.11-12.3.E)</p>

<p>LA.11.4.1 Understand how literature reflects and affects social, historical, and cultural influences.</p> <ul style="list-style-type: none"> • ACER 3 -- Evaluate the reasoning in historical, political, and legal texts 	<p>LA.11.4.1 (RI.11-12.8, RI.11-12.9, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.3)</p>
<p>LA.11.4.2 Critique story elements and literary devices to determine how they impact literature.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.4.2</p>
<p>LA.11.4.3 Identify the theme(s) of literary selections with specific textual references.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.4.3</p>
<p>LA.11.5.1 Research and evaluate the author's purpose for writing.</p> <ul style="list-style-type: none"> • AIT1—Evaluate the development of an idea or theme over the course of a text • AIT2—Analyze the interaction between important ideas or themes within a text • ATOS1—Evaluate the impact and effectiveness of an author's choices in text organization • ATOS2—Evaluate an author's use of multiple organization structures 	<p>LA.11.5.1 AIT: (RL.11-12.2, RI.11-12.2, RI.11-12.3, RI.11-12.9) ATOS:(RL.11-12.5, RI.11-12.5, L.11-12.3.A)</p>
<p>LA.11.5.2 Compare and contrast specific works of literature.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.5.2</p>
<p>LA.11.5.3 Determine the value of literature by critically examining its relevance, insights, and messages.</p> <ul style="list-style-type: none"> • AST1—Analyze how an author's stylistic choices affect a text's impact on a reader • AST2—Analyze the tone of a text 	<p>LA.11.5.3 (RL.11-12.4, RI.11-12.6)</p>
<p>LA.11.6.1 Research for concrete, relevant support.</p> <ul style="list-style-type: none"> • SR1—Determine a specific focus for a research project, adjusting the focus based on findings, as necessary • SR2—Integrate information from various sources in different media and formats when responding to a question or problem • SR3—Synthesize information from various sources, fairly representing a range of perspectives on a topic • SR4—Evaluate the relevance and credibility of sources 	<p>LA.11.6.1 (RL.11-12.2, RI.11-12.7, W.11-12.2.B, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.2)</p>
<p>LA.11.6.2 Select or design graphics (charts, tables, pictures, etc.).</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.11.6.2</p>
<p>LA.11.6.3 Use correct grammar, mechanics, word choice, usage, format, and varied sentences.</p>	<p>LA.11.6.3</p>

<ul style="list-style-type: none"> • E2—Edit for capitalization • E3—Edit for errors in punctuation, including the use of hyphens • E4—Edit for spelling 	(L.11-12.1, L.11-12.1.A, L.11-12.1.B, L.11-12.2, L.11-12.2.A, L.11-12.2.B)
<p>LA.11.6.4 Avoid plagiarism.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.11.6.4
<p>LA.11.6.5 Write themes with introduction, clear and concise thesis, body with supported major points, transitions, figurative language, and an effective conclusion.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.11.6.5
<p>LA.11.6.6 Evaluate and revise writing to focus on purpose, organization, development, and style.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.11.6.6
<p>LA.11.6.7 Answer essay questions with appropriate format and textual references or other support.</p> <ul style="list-style-type: none"> • E1—Edit according to the guidelines in a specific manual, including rules for citing sources 	LA.11.6.7 (L.11-12.1, L.11-12.1.A, L.11-12.1.B, L.11-12.2, L.11-12.2.A, L.11-12.2.B)
<p>LA.11.7.1 Research and select appropriate content.</p> <p>LA.11.7.2 Use correct voice, body language, notes, and personal style to speak extemporaneously.</p> <p>LA.11.7.3 Include a precise and concrete thesis statement.</p> <p>LA.11.7.4 Select a variety of relevant visuals.</p> <p>LA.11.7.5 Answer questions appropriately.</p> <p>LA.11.8.1 Refine personal views, beliefs, and motivations through reading/viewing/listening.</p> <p>LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect.</p> <p>LA.11.8.3 Evaluate media resources and information for accuracy, validity, and reliability.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.11.7.1-5, LA.11.8.1-3

ELA 12

Content/Measurement Topic	NAD Standard (CCSS.ELA-LITERACY)
<p>LA.12.1 Identify SDA Christian principles and values in correlation with language arts.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	LA.12.1.1-6
<p>LA.12.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</p> <ul style="list-style-type: none"> • GCER1—Define precise claims and counterclaims by distinguishing them from alternatives • GCER2—Support claims and counterclaims using relevant, sufficient, and logical evidence 	LA.12.2.1 GCER: (RL.9-10.1, RI.9-10.1, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.9, SL.9-10.1.D) AN: (RL.11-12.3)

<ul style="list-style-type: none"> • GCER3—Strengthen claims using valid reasoning • AN1—Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative • APVP1—Evaluate how an author's stance or use of point of view contributes to the effectiveness of a text as a whole • APVP2—Analyze how an author's content and rhetorical choices communicate a text's purpose • APVP3—Analyze situations in which the intent or purpose of a text is not literally or directly stated • CT1—Compare the treatment of similar themes in texts of historical or literary significance • CT2—Analyze multiple interpretations of a text 	<p>APVP: (RL.11-12.6, RI.11-12.6, RI.11-12.9, SL.11-12.3)</p> <p>CT: (RL.11-12.7, RL.11-12.9)</p>
<p>LA.12.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.2.2</p>
<p>LA.12.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.2.3</p>
<p>LA.12.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.2.4</p>
<p>LA.12.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)</p> <ul style="list-style-type: none"> • AL1—Analyze the development of important terms throughout a text • AL2—Analyze the meaning and role of figurative language in context • AL3—Analyze connotations and other nuances in word meaning • AL4—Identify word changes that affect meaning, including part of speech 	<p>LA.12.2.5 (RL.11-12.4, RI.11-12.4, L.11-12.3, L.11-12.4, L.11-12.4.A, L.11-12.4.B, L.11-12.4.C, L.11-12.4.D, L.11-12.5, L.11-12.5.A, L.11-12.5.B)</p>
<p>LA.12.2.6 Evaluate media (accuracy, validity, reliability, manipulation)</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.2.6</p>
<p>LA.12.3.1 Use multiple sources of literature, including mass media.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.3.1</p>
<p>LA.12.3.2 Conduct research (locate, observe/gather, analyze, conclude).</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.3.2</p>

<p>LA.12.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.3.3</p>
<p>LA.12.4.1 Explain with justification the author's intended meaning.</p> <ul style="list-style-type: none"> • AIT1—Evaluate the development of an idea or theme over the course of a text • AIT2—Analyze the interaction between important ideas or themes within a text • ATOS1—Evaluate the impact and effectiveness of an author's choices in text organization • ATOS2—Evaluate an author's use of multiple organization structures 	<p>LA.12.4.1 AIT: (RL.11-12.2, RI.11-12.2, RI.11-12.3, RI.11-12.9) ATOS:(RL.11-12.5, RI.11-12.5, L.11-12.3.A)</p>
<p>LA.12.4.2 Use textual evidence to justify an interpretation of literary works.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.4.2</p>
<p>LA.12.4.3 Justify how literary works relate to life.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.4.3</p>
<p>LA.12.4.4 Summarize intellectual and emotional responses to literature.</p> <ul style="list-style-type: none"> • AST1—Analyze how an author's stylistic choices affect a text's impact on a reader • AST2—Analyze the tone of a text 	<p>LA.12.4.4 (RL.11-12.4, RI.11-12.6)</p>
<p>LA.12.4.5 Identify with justification how literary works reflect the values/attitudes of another place/time/culture.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.4.5</p>
<p>LA.12.4.6 Demonstrate understanding by summarizing, asking questions, and recalling information.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.4.6</p>
<p>LA.12.5.1 Produce quality examples in several of the following forms: personal and expository essays, research papers, position papers, want ads, journals, summaries, reports, and forms of technical writing.</p> <ul style="list-style-type: none"> • No Critical Concept Alignment 	<p>LA.12.5.1</p>
<p>LA.12.5.2 Answer essay questions with appropriate format and textual references or other support.</p> <ul style="list-style-type: none"> • E1—Edit according to the guidelines in a specific manual, including rules for citing sources 	<p>LA.12.5.2 (L.11-12.1, L.11-12.1.A, L.11-12.1.B, L.11-12.2, L.11-12.2.A, L.11-12.2.B)</p>
<p>LA.12.5.3 Gather background information from primary and secondary sources.</p> <ul style="list-style-type: none"> • SR1—Determine a specific focus for a research project, adjusting the focus based on findings, as necessary 	<p>LA.12.5.3 (RL.11-12.2, RI.11-12.7, W.11-12.2.B, W.11-</p>

<ul style="list-style-type: none"> • SR2—Integrate information from various sources in different media and formats when responding to a question or problem • SR3—Synthesize information from various sources, fairly representing a range of perspectives on a topic • SR4—Evaluate the relevance and credibility of sources 	<p>12.7, W.11-12.8, W.11-12.9, SL.11-12.2)</p>
<p>LA.12.5.4 Choose and write in appropriate styles and formats for specific audiences and purposes (to persuade, inform, entertain, inspire, etc.).</p> <ul style="list-style-type: none"> • RS1—Adapt writing style as appropriate to purpose and task • RS2—Adapt the content and style of writing as appropriate for an audience • RS3—Revise writing so that it consistently fits audience, purpose, and task • GTOS1—Create introductions and conclusions for analytical texts that unify the text and reveal the significance of a topic • GTOS2—Use transitions and syntax to link sections of a text and create cohesion • GTOS3—Organize content logically so that each element builds on what came before it • GN1—Use description, sensory language, and precise details to create a vivid picture of characters, settings, and events in narratives • GN2—Use dialogue and reflection to develop characters' points of view • GN3—Pace and organize narratives to create a smooth progression of experiences or events 	<p>LA.12.5.4 RS: (W.11-12.1.D, W.11-12.2.E, W.11-12.3.A, W.11-12.4, W.11-12.10) GTOS: (W.11-12.1.A, W.11-12.1.C, W.11-12.1.E, W.11-12.2, W.11-12.2.A, W.11-12.2.C, W.11-12.2.F) GN: (W.11-12.2.D, W.11-12.3, W.11-12.3.A, W.11-12.3.B, W.11-12.3.C, W.11-12.3.D, W.11-12.3.E)</p>
<p>LA.12.5.5 Use correct grammar and mechanics.</p> <ul style="list-style-type: none"> • E2—Edit for capitalization • E3—Edit for errors in punctuation, including the use of hyphens • E4—Edit for spelling 	<p>LA.12.5.5 (L.11-12.1, L.11-12.1.A, L.11-12.1.B, L.11-12.2, L.11-12.2.A, L.11-12.2.B)</p>
<p>LA.12.5.6 Understand copyright laws and plagiarism LA.12.6.1 Complete job, college, and other applications neatly, clearly, honestly, and correctly. LA.12.6.2 Select and apply for scholarships. LA.12.6.3 Develop and maintain a resume. LA.12.6.4 Prepare for an interview by doing background research and anticipating questions. LA.12.6.5 Reflect Christian principles through decorum, language, dress, and courtesy. LA.12.6.6 Answer questions honestly using clear, positive, and standard English. LA.12.6.7 Develop a strong Christian work ethic which respects the dignity of labor.</p>	<p>LA.12.5.6, LA.12.6.1-7</p>

- **No Critical Concept Alignment**

SCIENCE – Biology (Life Sciences)	
Content/Measurement Topic	NAD Standard (NGSS)
Cell Theory <ul style="list-style-type: none"> • CT1—Compare the structure of the cell to its function 	A&P.4.3 A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) A&P.5.2 (HS-LS1-2) A&P.5.3 (HS-LS1-2, 1-3, 1-7) A&P.6.1 (HS-LS1-2, 1-7, 3-1, 3-2) BIO1.4.2 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7) BIO1.5.1 (HS-LS1-1, 1-4, 1-5) BIO1.6.1 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)
Origins of Life <ul style="list-style-type: none"> • OL1 - Contrast an evolutionary model with a creationist model for the origins of life. • OL2 – Explain how taxonomy can be used to show similarity of structure and function while not necessarily implying common ancestry 	BIO1.1.1 BIO1.1.2 BIO1.1.3 BIO1.1.4 BIO1.1.5 BIO1.4.1 (HS-LS4-1, 4-2, 4-4, 4-5) BIO1.6.6 (HS-LS4-1, 4-2, 4-4, 4-5)
Carbon Based Molecules <ul style="list-style-type: none"> • CM1—Explain how the structure of carbon-based molecules impacts their function • CM2—Explain how carbon-based substances are classified and named 	A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) BIO1.4.2 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7) BIO1.4.4 (HS-LS2-2, 4-2)
Cellular Respiration and Photosynthesis <ul style="list-style-type: none"> • CRP1—Explain photosynthesis as a chemical process • CRP2—Explain cellular respiration as a chemical process 	A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) BIO1.4.2 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7) BIO1.4.5 (HS-LS1-5, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 4-2) BIO1.6.1 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)
Organism Structure and Function <ul style="list-style-type: none"> • OSF1—Explain the role of cellular division (mitosis) in maintaining and producing complex organisms • OSF2—Explain how cellular differentiation creates specialized cells from stem cells • OSF3—Explain how specialized cells work together to create interacting systems that provide specific functions within a multicellular organism 	A&P.4.3 A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) A&P.5.3 (HS-LS1-2, 1-3, 1-7) A&P.6.1 (HS-LS1-2, 1-7, 3-1, 3-2) A&P.6.2 (HS-LS1-3) A&P.6.3 (HS-LS1-2) A&P.6.4 (HS-LS1-2, 1-3) BIO1.4.2 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7) BIO1.4.3 (HS-LS1-1, 1-6, 3-1, 3-2, 3-3) BIO1.4.4 (HS-LS2-2, 4-2) BIO1.5.3 (HS-LS1-2) BIO1.6.1 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)

<p>Protein Synthesis</p> <ul style="list-style-type: none"> • PS1—Explain how DNA controls the process of protein synthesis 	<p>A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) BIO1.4.3 (HS-LS1-1, 1-6, 3-1, 3-2, 3-3) BIO1.5.2 (HS-LS1-1, 3-1, 3-2, 3-3) BIO1.6.1 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)</p>
<p>Organism Traits</p> <ul style="list-style-type: none"> • OT1—Explain the role of DNA in passing inheritable genetic traits from parents to offspring • OT2—Explain the role of meiosis in passing inheritable genetic traits from parents to offspring • OT3—Explain how inheritable genetic mutations are created 	<p>BIO1.4.3 (HS-LS1-1, 1-6, 3-1, 3-2, 3-3) BIO1.5.2 (HS-LS1-1, 3-1, 3-2, 3-3) BIO1.6.2 (HS-LS3- 2, 3-3)</p>
<p>Genetic Variation</p> <ul style="list-style-type: none"> • GV1—Explain the distribution and variation of expressed traits in a population 	<p>A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) BIO1.5.2 (HS-LS1-1, 3-1, 3-2, 3-3) BIO1.6.2 (HS-LS3- 2, 3-3)</p>
<p>Natural Selection</p> <ul style="list-style-type: none"> • NS1—Explain how advantageous traits increase an organism's chances of reproduction and survival • NS2—Explain how natural selection leads to the adaptation of populations 	<p>BIO1.4.1 (HS-LS4-1, 4-2, 4-4, 4- 5) BIO1.4.5 (HS-LS1-5, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 4-2) BIO1.5.4 (HS-LS1-3, 2-2, 2-3, 2-4, 2-5, 2- 8, 4-3, 4-4) BIO1.6.4 (HSL1-3, 1-5, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-8, 4-2, 4-3, 4-4) BIO1.6.6 (HSL4-1, 4-2, 4-4, 4-5)</p>
<p>Matter and Energy in Ecosystems</p> <ul style="list-style-type: none"> • MEE1—Explain the cycling of matter among organisms in an ecosystem • MEE2—Explain the flow of energy among organisms in an ecosystem 	<p>BIO1.4.5 (HS-LS1-5, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 4-2) BIO1.5.4 (HS-LS1-3, 2-2, 2-3, 2-4, 2-5, 2- 8, 4-3, 4-4) BIO1.6.4 (HSL1-3, 1-5, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-8, 4-2, 4-3, 4-4) ECO.4.4 (HS-LS2-1, 2-2, 2-3, 2-4, HSESS2-6, 3-1, 3-2, 3-3, 3-4, 3-5) ECO.4.5 (HS-PS3-3) ECO.4.6 (HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4) ECO.5.3 (HS-PS3-3) ECO.6.3 (HS-ESS3-4, HS-PS3-3)</p>
<p>Ecosystems Populations</p> <ul style="list-style-type: none"> • EP1—Explain why ecosystems tend to maintain relatively consistent numbers and types of organisms in stable conditions • EP2—Explain how feedback loops maintain homeostasis in an ecosystem • EP3—Explain how changes to an environment can result in a new ecosystem 	<p>BIO1.4.5 (HS-LS1-5, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 4-2) BIO1.5.4 (HS-LS1-3, 2-2, 2-3, 2-4, 2-5, 2- 8, 4-3, 4-4) BIO1.6.4 (HSL1-3, 1-5, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-8, 4-2, 4-3, 4-4) BIO1.6.5 (HS-LS2-1, 2-2, 2- 6, 2-7, 4-5, 4-6) ECO.4.2 (HS-LS1-5, 2-3, 2-4, 2-5, 2-8, 4-2, 4-3, HS-ESS3-6) ECO.4.3 (HS-LS1-3, 2-1, 2-2, 2-6, 4-4, 4-5) ECO.5.1 (HS-LS1-5, 2-5, 2-8, 4-2, 4-3) ECO.5.2 (HS-LS1-3, 2-1, 2-2, 2-6, 4-2, 4-3, 4-4, 4-5, HS-ESS3-4)</p>
<p>Biodiversity</p> <ul style="list-style-type: none"> • B1—Explain the importance of biodiversity 	<p>BIOI.5.4 (HS-LS1-3, 2-2, 2-3, 2-4, 2-5, 2- 8, 4-3, 4-4) BIOI.5.5 (HS-LS1-3, 2-1, 2-2, 2-6, 2-7, 4-6) BIOI.6.5 (HS-LS2-1, 2-2, 2- 6, 2-7, 4-5, 4-6) ECO.4.6 (HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4)</p>

<ul style="list-style-type: none"> B2—Explain the relationship between human activity and biodiversity 	ECO.5.1 (HS-LS1-5, 2-5, 2-8, 4-2, 4-3) ECO.6.1 (HS-LS1-5, 2-3, 2-4, 2-5, 2-8, 4-2, 4-3) ECO.6.4 (HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4)
Homeostasis <ul style="list-style-type: none"> H1—Explain feedback loops that maintain homeostasis in an organism 	A&P.4.3 A&P.5.3 (HS-LS1-2, 1-3, 1-7) A&P.6.1 (HSL1-2, 1-7, 3-1, 3-2) A&P.6.2 (HS-LS1-3) A&P.6.3 (HS-LS1-2) A&P.6.4 (HS-LS1-2, 1-3) BIO1.5.5 (HS-LS1-3, 2-1, 2-2, 2-6, 2-7, 4-6) BIO1.6.1 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)

SCIENCE – Chemistry (Physical Sciences)	
Content/Measurement Topic	NAD Standard (NGSS)
Atomic Structure <ul style="list-style-type: none"> AS1—Explain the atomic structure and electron configurations of specific elements AS2—Explain the organization of the periodic table 	CHM.4.2 (HS-PS1-3, 2-6, 4-3) CHM.5.1 CHM.6.1 (HS-PS1-1, 1-2)
Molecular-Level Structures <ul style="list-style-type: none"> MS1—Relate the strength of electrical forces among particles to the molecular-level structure of substances at the bulk scale MS2—Explain how the molecular-level structure of substances affects their function 	CHM.4.3 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4, 4-4) PSC.4.2 (HS-PS1-1, 1-2) PSC.5.2 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7)
Chemical Reactions <ul style="list-style-type: none"> CR1—Explain how atoms' valence electrons inform the outcome of a simple chemical reaction CR2—Use the law of conservation of mass to explain why chemical reaction equations must be balanced CR3—Explain how the absorption or release of energy from a chemical reaction depends on changes in total bond energy 	CHM.4.3 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4, 4-4) CHM.4.4 (HS-PS1-7) CHM.5.2 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4) CHM.5.3 (HS-PS1-7) CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) CHM.6.3 (HS-PS1-5, 1-6, 1-7) CHM.6.4 (HS-PS1-5, 1-6)
Chemical Reaction Factors <ul style="list-style-type: none"> CRF1—Explain factors that affect chemical reaction rate CRF2—Explain factors that affect the equilibrium of a chemical system 	CHM.4.4 (HS-PS1-7) CHM.5.2 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4) CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) CHM.6.3 (HS-PS1-5, 1-6, 1-7) CHM.6.4 (HS-PS1-5, 1-6)
Changes in Energy	CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) PHY.4.3 (HS-PS3-1, 3-2, 3-3, 3-4)

<ul style="list-style-type: none"> • CE1- Calculate the change in properties of system when energy is added or taken away. • CE2—Calculate the change in energy of one component in a system when energy changes of the other component(s) and energy flows in and out of the system are known 	PHY.5.2 (HS-PS3-1, 3-2, 3-3, 3-4) PHY.6.2 (HS-PS3-1, 3-2, 3-3, 3-4) PSC.6.4 (HS-PS1-8, 3-1, 3-2, 3-3, 3-4, 3-5)
Entropy <ul style="list-style-type: none"> • EN1—Explain why thermal energy uniformly distributes among components of a closed system when two components of different temperatures are combined 	PHY.5.2 (HS-PS3-1, 3-2, 3-3, 3-4) PHY.6.2 (HS-PS3-1, 3-2, 3-3, 3-4)
Fission, Fusion, and Radioactive Decay <ul style="list-style-type: none"> • FFRD1—Explain how changes in the composition of an atom's nucleus during radioactive decay release energy • FFRD2—Explain how changes in the composition of an atom's nucleus during fission release energy • FFRD3—Explain how changes in the composition of an atom's nucleus during fusion release energy 	CHM.4.6 (HS-PS1-8) CHM.6.5 (HS-PS1- 8) PHY.4.6 (HS-PS1-8) PHY.6.5 (HS-PS1-8)
Carbon Based Molecules <ul style="list-style-type: none"> • CM1—Explain how the structure of carbon-based molecules impacts their function • CM2 – Explain how carbon-based substances are classified and named 	A&P.4.5 (HS-LS1-1, 1-4, 1-6, 1-7, 3-1, 3-2, 3-3) BIO1.4.2 (HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7) BIO1.4.4 (HS-LS2-2, 4-2)

SCIENCE – Earth & Space (Earth Science, Environmental Science, Astronomy)	
Content/Measurement Topic	NAD Standard (NGSS)
Earth Systems <ul style="list-style-type: none"> • ES1—Explain how changes to one of Earth's spheres can affect its other spheres • ES2—Explain how human activity impacts Earth systems • ES3—Explain how water's unique properties play a critical role in Earth systems • ES4—Explain the cycling of carbon among the Earth's spheres 	PSC.7.3 (HS-PS4-4) ESC.4.5 (HS-ESS2-5, 2-6) ESC.5.4 (HS-ESS2-6) ESC.6.4 (HS-ESS2-6, 3-6) ESC.7.3 (HS-ESS2-2, 2-4, 3-1, 3-2, 3-3, 3-4, 3-6)
Earth Changes	ESC.4.2 (HS-ESS1-5, 1-6, 2-1, 2-3) ESC.4.3 (HS-ESS1-5, 1-6)

<ul style="list-style-type: none"> • EC1—Explain how matter is cycled by thermal convection within the Earth • EC2—Relate the relative ages of crustal rocks to the theory of plate tectonics • EC3—Explain how Earth's geologic processes form continental and ocean-floor features 	<p>ESC.4.5 (HS-ESS2-5, 2-6) ESC.6.1 ESC.6.2 ESC.6.4 (HS-ESS2-6, 3-6)</p>
<p>Climate Change</p> <ul style="list-style-type: none"> • CC1—Explain how the flow of energy within Earth's systems contributes to climate change • CC2—Predict the future impact of global and regional climate change at current rates • CC3—Explain how climate change has affected human activity 	<p>ECO.3.2 ECO.4.2 (HS-LS1-5, 2-3, 2-4, 2-5, 2-8, 4-2, 4-3, HS-ESS3-6) ECO.4.4 (HS-LS2-1, 2-2, 2-3, 2-4, HSESS2-6, 3-1, 3-2, 3-3, 3-4, 3-5) ECO.7.2 (HS-LS2-7, 4-6, HS-ESS3-1, 3-2, 3-3, 3-4, 3-5) ECO.7.3 (HS-LS2-6, 2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6) ESC.4.1 (HS-ESS1-2, 1-6, 2-7) ESC.4.4 (HS-ESS1-1, 2-2, 2-4) ESC.5.3 (HS-SSE1-1, 2-4) ESC.6.3 (HS-ESS1-1, 2-4, 3-5) ESC.7.2 (HS-ESS2-2, 3-1, 3-2, 3-3, 3-4, 3-6) ESC.7.3 (HS-ESS2-2, 2-4, 3-1, 3-2, 3-3, 3-4, 3-6) PSC.7.2 (HS-PS2-3, 4-2, 4-4, 4-5) PSC.7.3 (HS-PS4-4)</p>
<p>Natural Hazards</p> <ul style="list-style-type: none"> • NH1—Explain how natural hazards impact human activity 	<p>ECO.5.2 (HS-LS1-3, 2-1, 2-2, 2-6, 4-2, 4-3, 4-4, 4-5, HS-ESS3-4) ECO.5.3 (HS-PS3-3) ECO.6.2 (HS-LS1-3, 2-1, 2-2, 2-6, 4-2, 4-3, 4-4, 4-5) ESC.5.3 (HS-SSE1-1, 2-4) ESC.6.3 (HS-ESS1-1, 2-4, 3-5) ESC.7.2 (HS-ESS2-2, 3-1, 3-2, 3-3, 3-4, 3-6) ESC.7.3 (HS-ESS2-2, 2-4, 3-1, 3-2, 3-3, 3-4, 3-6)</p>
<p>Natural Resources</p> <ul style="list-style-type: none"> • NR1—Explain how the availability of natural resources affects human activity • NR2—Explain how cost-benefit ratios inform humans' use of natural resources 	<p>BIO1.6.5 (HS-LS2-1, 2-2, 2-6, 2-7, 4-5, 4-6) BIO1.7.3 (HS-LS2-7, 4-5, 4-6) ECO.4.4 (HS-LS2-1, 2-2, 2-3, 2-4, HSESS2-6, 3-1, 3-2, 3-3, 3-4, 3-5) ECO.4.5 (HS-PS3-3) ECO.4.6 (HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4) ECO.5.4 (HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4, HS-PS3-3) ECO.6.4 (HS-LS2-7, 4-6, HS-ESS2-2, 3-1, 3-2, 3-3, 3-4) ESC.7.3 (HS-ESS2-2, 2-4, 3-1, 3-2, 3-3, 3-4, 3-6)</p>
<p>Earth's History</p> <ul style="list-style-type: none"> • EH1—Explain theories regarding the formation of the Earth and Earth's early history 	<p>ESC.4.3 (HS-ESS1-5, 1-6) ESC.5.2 ESC.6.2</p>
<p>Celestial Objects</p> <ul style="list-style-type: none"> • CO1—Explain the stages of a star's life cycle • CO2—Explain how nuclear fusion in a star's core releases radiation 	<p>CHM.4.6 (HS-PS1-8) CHM.6.5 (HS-PS1-8) ESC.4.1 (HS-ESS1-2, 1-6, 2-7) ESC.4.6 (HS-ESS1-1, 1-3) ESC.6.5 (HS-ESS1-4)</p>

<ul style="list-style-type: none"> • CO3—Explain how stars produce elements throughout their life cycle 	
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SCIENCE – Physical Science	
Content/Measurement Topic	NAD Standard (NGSS)
Motion <ul style="list-style-type: none"> • M1—Use vector analysis to characterize change in position and motion • M2—Use graphs to characterize change in position and motion • M3—Use kinematics equations to characterize change in position and motion 	PHY.4.2 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.4.5 (HS-PS2-1, 2-2, 2-3, 2,4) PSC.5.3 (HS-PS2-1, 2-2, 2-3, 2-4, 2-5) PSC.6.3 (HS-PS2-1, 2-2, 2-3, 2-4)
Force <ul style="list-style-type: none"> • F1—Use Newton's second law of motion to describe the mathematical relationships between net force, acceleration, and mass • F2—Explain why the total momentum of a system of objects is conserved when there is no net force on the system • F3—Explain how to minimize force on an object during a collision • F4 – Explain how unbalanced forces applied to a system can cause a change in its rotational motion 	PHY.4.2 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.4.5 (HS-PS2-1, 2-2, 2-3, 2,4) PSC.5.3 (HS-PS2-1, 2-2, 2-3, 2-4, 2-5) PSC.6.3 (HS-PS2-1, 2-2, 2-3, 2-4)
Energy Conversion <ul style="list-style-type: none"> • ECV1—Explain how to convert energy from one form to another 	CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.5.4 (HS-PS1-4, 1-8, 3-1, 3-2, 3-3, 3-4, 3-5, 4-1) PSC.6.4 (HS-PS1-8, 3-1, 3-2, 3-3, 3-4, 3-5)
Electromagnetic Radiation/Waves Properties <ul style="list-style-type: none"> • ER1—Explain differences between the particle model and the wave model for electromagnetic radiation • ER2—Explain the effects of different frequencies of electromagnetic radiation on matter when absorbed • ER3—Explain factors that affect the properties of waves 	PHY.4.4 (HS-PS4-1, 4-3, 4-4, 4-5) PHY.5.3 (HS-PS3-3, 4-1, 4-3, 4-4, 4-5) PHY.5.5 (HS-PS1-8) PHY.6.3 (HS-PS3-3, 4-1, 4-3, 4-4, 4-5)
Atomic Structure	CHM.4.2 (HS-PS1-3, 2-6, 4-3) CHM.5.1

<ul style="list-style-type: none"> • AS1—Explain the atomic structure and electron configurations of specific elements • AS2—Explain the organization of the periodic table 	CHM.6.1 (HS-PS1-1, 1-2 HS-PS1-1, 1-2)
Chemical Reactions <ul style="list-style-type: none"> • CR1—Explain how atoms' valence electrons inform the outcome of a simple chemical reaction • CR2—Use the law of conservation of mass to explain why chemical reaction equations must be balanced • CR3—Explain how the absorption or release of energy from a chemical reaction depends on changes in total bond energy 	CHM.4.3 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4, 4-4) CHM.4.4 (HS-PS1-7) CHM.5.2 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4) CHM.5.3 (HS-PS1-7) CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) CHM.6.3 (HS-PS1-5, 1-6, 1-7) CHM.6.4 (HS-PS1-5, 1-6)
Chemical Reaction Factors <ul style="list-style-type: none"> • CRF1—Explain factors that affect chemical reaction rate • CRF2—Explain factors that affect the equilibrium of a chemical system 	CHM.4.4 (HS-PS1-7) CHM.5.2 (HS-PS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 3-1, 3-2, 3-4) CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) CHM.6.3 (HS-PS1-5, 1-6, 1-7) CHM.6.4 (HS-PS1-5, 1-6)
Earth Systems <ul style="list-style-type: none"> • ES1—Explain how changes to one of Earth's spheres can affect its other spheres • ES2—Explain how human activity impacts Earth systems • ES3—Explain how water's unique properties play a critical role in Earth systems • ES4—Explain the cycling of carbon among the Earth's spheres 	PSC.7.3 (HS-PS4-4) ESC.4.5 (HS-ESS2-5, 2-6) ESC.5.4 (HS-ESS2-6) ESC.6.4 (HS-ESS2-6, 3-6) ESC.7.3 (HS-ESS2-2, 2-4, 3-1, 3-2, 3-3, 3-4, 3-6)
Earth Changes <ul style="list-style-type: none"> • EC1—Explain how matter is cycled by thermal convection within the Earth • EC2—Relate the relative ages of crustal rocks to the theory of plate tectonics • EC3—Explain how Earth's geologic processes form continental and ocean-floor features 	ESC.4.2 (HS-ESS1-5, 1-6, 2-1, 2-3) ESC.4.3 (HS-ESS1-5, 1-6) ESC.4.5 (HS-ESS2-5, 2-6) ESC.6.1 ESC.6.2 ESC.6.4 (HS-ESS2-6, 3-6)

SCIENCE – Physics

Content/Measurement Topic

 NAD Standard
(NGSS)

<p>Motion</p> <ul style="list-style-type: none"> • M1—Use vector analysis to characterize change in position and motion • M2—Use graphs to characterize change in position and motion • M3—Use kinematics equations to characterize change in position and motion 	<p>PHY.4.2 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.4.5 (HS-PS2-1, 2-2, 2-3, 2-4) PSC.5.3 (HS-PS2-1, 2-2, 2-3, 2-4, 2-5) PSC.6.3 (HS-PS2-1, 2-2, 2-3, 2-4)</p>
<p>Force</p> <ul style="list-style-type: none"> • F1—Use Newton's second law of motion to describe the mathematical relationships between net force, acceleration, and mass • F2—Explain why the total momentum of a system of objects is conserved when there is no net force on the system • F3—Explain how to minimize force on an object during a collision • F4—Explain how unbalanced forces applied to a system can cause a change in its rotational motion 	<p>PHY.4.2 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.4.5 (HS-PS2-1, 2-2, 2-3, 2-4) PSC.5.3 (HS-PS2-1, 2-2, 2-3, 2-4, 2-5) PSC.6.3 (HS-PS2-1, 2-2, 2-3, 2-4)</p>
<p>Gravity</p> <ul style="list-style-type: none"> • G1—Use Newton's law of gravitation to describe the gravitational forces between objects • G2—Predict the motion of orbiting objects in the solar system 	<p>ESC.6.5 (HS-ESS1-4) PHY.4.2 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.4.5 (HS-PS2-1, 2-2, 2-3, 2-4) PSC.5.3 (HS-PS2-1, 2-2, 2-3, 2-4, 2-5) PSC.6.3 (HS-PS2-1, 2-2, 2-3, 2-4)</p>
<p>Energy Conversion</p> <ul style="list-style-type: none"> • ECV1—Explain how to convert energy from one form to another 	<p>CHM.6.2 (HS-PS1-2, 1-3, 1-4, 3-1, 3-2, 3-4) PHY.5.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PHY.6.1 (HS-PS2-1, 2-2, 2-3, 2-4, 3-1, 3-2, 3-3) PSC.5.4 (HS-PS1-4, 1-8, 3-1, 3-2, 3-3, 3-4, 3-5, 4-1) PSC.6.4 (HS-PS1-8, 3-1, 3-2, 3-3, 3-4, 3-5)</p>
<p>Electromagnetic Radiation/Waves Properties</p> <ul style="list-style-type: none"> • ER1—Explain differences between the particle model and the wave model for electromagnetic radiation • ER2—Explain the effects of different frequencies of electromagnetic radiation on matter when absorbed • ER3—Explain factors that affect the properties of waves 	<p>PHY.4.4 (HS-PS4-1, 4-3, 4-4, 4-5) PHY.5.3 (HS-PS3-3, 4-1, 4-3, 4-4, 4-5) PHY.5.5 (HS-PS1-8) PHY.6.3 (HS-PS3-3, 4-1, 4-3, 4-4, 4-5)</p>
<p>Electromagnetism</p> <ul style="list-style-type: none"> • EM1—Identify similarities and differences between electrical and magnetic fields • EM2—Draw conclusions about the ability of electric currents to produce magnetic fields 	<p>PHY.4.4 (HS-PS4-1, 4-3, 4-4, 4-5) PHY.4.5 (HS-PS2-4, 2-5, 3-1, 3-2, 3-3, 3-5) PHY.4.6 (HS-PS1-8) PHY.5.4 (HS-PS2-4, 2-5, 3-1, 3-2, 3-3, 3-5)</p>

<ul style="list-style-type: none"> • EM3—Draw conclusions about the ability of magnetic fields to produce electric currents 	
<p>Fission, Fusion, and Radioactive Decay</p> <ul style="list-style-type: none"> • FFRD1—Explain how changes in the composition of an atom's nucleus during radioactive decay release energy • FFRD2—Explain how changes in the composition of an atom's nucleus during fission release energy • FFRD3—Explain how changes in the composition of an atom's nucleus during fusion release energy 	<p>CHM.4.6 (HS-PS1-8) CHM.6.5 (HS-PS1- 8) PHY.4.6 (HS-PS1-8) PHY.6.5 (HS-PS1-8)</p>

SOCIAL STUDIES– US History	
Content/Measurement Topic	NAD Standard (National Council for the Social Studies, NCSS)
<p>Colonial America</p> <p>Priority:</p> <ul style="list-style-type: none"> • ECA2 - Explain influences on labor systems and economic life in colonial America <p>Supporting:</p> <ul style="list-style-type: none"> • SCA1 – Explain the role of religion in colonial America • SCA2 - Explain the influence of Enlightenment ideas on colonial American society • PCCA3 - Explain elements of ethnic, class, and race relations in violent conflicts in the American colonies 	<p>USH.8.3 (NCSS.V.a, NCSS.V.g, NCSS.VII.d, NCSS.VII.e, NCSS.VII.h)</p>
<p>Revolution</p> <p>Priority:</p> <ul style="list-style-type: none"> • CAR2 - Explain factors that contributed to the outbreak of the American Revolutionary War • ARW2 - Explain the political, social, and economic impact of the Revolutionary War <p>Supporting:</p> <ul style="list-style-type: none"> • CAR3 - Explain the creation of the Declaration of Independence • ARW1 - Explain factors that contributed to the American victory in the Revolutionary War • ARW3 - Assess the effectiveness of the Continental Congress in addressing political and economic issues after the Revolutionary War 	<p>USH.4.2 (NCSS.IX.b)</p> <p>USH.4.4, USH.4.5, USH.8.4 (NCSS.IV.e, NCSS.VII.i)</p>

<p>Constitution Priority:</p> <ul style="list-style-type: none"> • DAPG1 - Explain influences on the ideas expressed in the Constitution <p>Supporting:</p> <ul style="list-style-type: none"> • DAPG3 - Explain how the stature and significance of the federal judiciary changed during the 1790s and the early 19th century 	<p>USH.4.2, USH.4.4, USH.4.6 (NCSS.VI.b, NCSS.X.a, NCSS.X.b)</p>
<p>Treaties Made and Broken Priority:</p> <ul style="list-style-type: none"> • W1- Explain various perspectives regarding the War of 1812 • NAR1 - Explain the impact of United States territorial expansion and government policy on Native Americans in the first half of the 19th century 	<p>USH.4.5 (NCSS.I.b, NCSS.IV.e)</p> <p>USH.4.4, USH.7.2, USH.7.3 (NCSS.IV.g)</p>
<p>Domestic Expansion Priority:</p> <ul style="list-style-type: none"> • EUSE3 - Explain the social and political impact of the idea of manifest destiny <p>Supporting:</p> <ul style="list-style-type: none"> • MAW1 - Explain the causes and consequences of the Mexican-American War • EUSE1 - Explain the impact of the Louisiana Purchase • EUSE2 - Explain the significance of the Monroe Doctrine • EUSE4 - Explain significant cultural and social changes in the American West during the first half of the 19th century 	<p>USH.4.4, USH.4.5, USH.4.6, USH.6.3, USH.7.1, USH.7.3 (NCSS.VI.c, NCSS.VII.b)</p>
<p>Civil War Priority:</p> <ul style="list-style-type: none"> • CW1 - Explain how various factors shaped the course and outcome of the Civil War • R1 - Explain the social and political impact of Reconstruction <p>Supporting:</p> <ul style="list-style-type: none"> • SSD2 - Explain the immediate cause of the secession of southern states and the outbreak of the Civil War • CW2 - Explain the impact of the Civil War on various groups in American society 	<p>USH.4.3, USH.4.5 (NCSS.VI.d)</p> <p>USH.8.3, USH.8.4 (NCSS.IV.e, NCSS.X.c)</p>
<p>Late 19th Century Priority:</p> <ul style="list-style-type: none"> • USELN1 - Explain economic development in the United States during the late 19th century 	<p>USH.8.3 (NCSS.VII.b, NCSS.VII.d, NCSS.VII.g)</p>

<ul style="list-style-type: none"> • USSCN2 - Explain patterns of immigrant life in the United States during the late 19th century <p>Supporting:</p> <ul style="list-style-type: none"> • USELN2 - Explain labor issues in the United States during the late 19th century • USCCN1 - Explain issues associated with urban growth in the United States in the late 19th century • USCCN3 - Explain challenges facing minority groups in the United States during the late 19th century • AWLNC1 - Explain influences on the development of the American West during the second half of the 19th century 	<p>USH.7.2, USH.7.4, USH.8.1 (NCSS.I.a, NCSS.I.b, NCSS.III.a)</p>
<p>Foreign Expansion</p> <p>Priority:</p> <ul style="list-style-type: none"> • USE3 - Explain various US foreign policies in the early 20th century • PE1 - Explain the origins and impact of the Progressive movement <p>Supporting:</p> <ul style="list-style-type: none"> • USE1 - Explain influences on US expansionist foreign policy in the late 19th century 	<p>USH.4.4, USH.5.3, USH.8.4 (NCSS.VI.f, NCSS.IX.a)</p> <p>USH.4.4, USH.4.5, USH.5.2, USH.8.1 (NCSS.II.b, NCSS.V.b, NCSS.X.b, NCSS.X.e, NCSS.X.g)</p>
<p>World War I</p> <p>Priority:</p> <ul style="list-style-type: none"> • AWWI2 - Explain the domestic and international impact of US involvement in World War I <p>Supporting:</p> <ul style="list-style-type: none"> • AWWI1 - Explain US entry into World War I 	<p>USH.4.3, USH.4.5, USH.8.3 (NCSS.II.c)</p>
<p>Depression</p> <p>Priority:</p> <ul style="list-style-type: none"> • USGD2 - Explain the economic, social, cultural, and environmental impact of the Great Depression and Dust Bowl • ND2 - Explain the impact of the New Deal <p>Supporting:</p> <ul style="list-style-type: none"> • USGD1 - Explain influences on the beginning of the Great Depression • ND1 - Explain influences on the New Deal 	<p>USH.4.3, USH.4.5, USH.5.2, USH.7.1 (NCSS.III.i, NCSS.III.j, NCSS.IV.e, NCSS.VII.c, NCSS.VII.i)</p> <p>USH.8.2, USH.8.3 (NCSS.V.c, NCSS.V.f, NCSS.VII.b, NCSS.VII.c, NCSS.VII.f)</p>

<ul style="list-style-type: none"> • ND3 - Explain the legacy of the New Deal for American society and politics 	
<p>World War II Priority:</p> <ul style="list-style-type: none"> • AWWII3 - Explain the impact and legacy of US involvement in World War II • PWSE1 - Explain how American society changed after World War II <p>Supporting:</p> <ul style="list-style-type: none"> • AWWII1 - Explain developments leading to US involvement in World War II • AWWII2 - Explain significant aspects of US involvement in World War II • PWSE2 - Explain how the American economy changed after World War II 	<p>USH.4.3, USH.4.5, USH.5.2, USH.5.3, USH.6.1, USH.8.3, USH.8.4 (NCSS.II.b, NCSS.IX.g)</p> <p>USH.7.2, USH.7.3 (NCSS.V.a, NCSS.X.e, NCSS.X.g)</p>
<p>Cold War Priority:</p> <ul style="list-style-type: none"> • USPS1 - Explain political influences on American society during the 1960s • VW2 - Explain the social and political issues that resulted from US involvement in the Vietnam War <p>Supporting:</p> <ul style="list-style-type: none"> • USFPF1 - Explain major developments in US foreign policy during the early Cold War period • VW1 - Explain the characteristics and impact of the Vietnam War 	<p>USH.4.3, USH.4.4 (NCSS.VI.a, NCSS.IX.a, NCSS.IX.b, NCSS.X.e)</p> <p>USH.4.4, USH.4.5, USH.6.1, USH.8.5 (NCSS.III.i, NCSS.V.a, NCSS.V.d, NCSS.IX.e, NCSS.X.e)</p>
<p>Civil Rights Priority:</p> <ul style="list-style-type: none"> • CRM1 - Explain the development of the civil rights movement <p>Supporting:</p> <ul style="list-style-type: none"> • CRM2 - Explain the involvement of various groups in the civil rights movement • CRM3 - Explain the development of the post-World War II women's movement 	<p>USH.4.3, USH.4.4, USH.7.2, USH.7.3, USH.7.4, USH.7.5, USH.8.2 (NCSS.VI.a, NCSS.X.g)</p>
<p>Modern Era Priority:</p> <ul style="list-style-type: none"> • USDIT1 - Explain the impact of domestic issues and policies in the United States from the Nixon administration through the first Bush administration <p>Supporting:</p>	<p>USH.4.3, USH.5.3, USH.8.1 (NCSS.VII.h, NCSS.IX.b, NCSS.IX.d, NCSS.IX.e)</p>

<ul style="list-style-type: none"> • USFPT1 - Explain US foreign policy from the Nixon administration through the first Bush administration 	
<p>Social and Economic Changes Priority:</p> <ul style="list-style-type: none"> • USEP1 - Explain changes in the workplace and the economy in late 20th- and early 21st-century America <p>Supporting:</p> <ul style="list-style-type: none"> • USFPP1 - Explain US foreign policy since the end of the Cold War • USFPP2 - Explain causes of terrorism and its influence on late 20th- and early 21st-century US foreign and domestic policy 	<p>USH.4.4, USH.5.3, USH.8.3 (NCSS.VII.i, NCSS.VII.d)</p>

SOCIAL STUDIES– World History	
Content/Measurement Topic	NAD Standard (National Council for the Social Studies, NCSS)
<p>Early Civilizations Priority:</p> <ul style="list-style-type: none"> • CC1 - Explain the relationship among the cultural, social, economic, political, and technological features of early civilizations <p>Supporting:</p> <ul style="list-style-type: none"> • MESO1 - Explain significant influences on the development of Mesopotamian civilization • AE2 - Explain the significance of the major achievements of ancient Egyptian civilization • AE3 - Explain the relationship between the Kingdom of Kush and ancient Egypt • IVC2 - Explain the significance of major achievements of the Indus Valley Civilization • IVC4 - Explain the spread of Indo-Aryan peoples and culture into India • EC2 - Explain the significance of major achievements and characteristics of early imperial China • EC3 - Explain possible reasons for the decline of the Han Empire 	<p>WHS.4.2, WHS.4.3, WHS.4.4, WHS.7.5 (NCSS.I.a, NCSS.I.c, NCSS.I.d, NCSS.II.c, NCSS.VII.f, NCSS.VIII.a)</p>
<p>Ancient Mesoamerica Priority:</p> <ul style="list-style-type: none"> • PCA1 - Compare the development and characteristics of various pre-contact North - American Native societies 	<p>WHS.4.2, WHS.4.3, WHS.4.4, WHS.7.5 (NCSS.I.a, NCSS.I.c, NCSS.I.d, NCSS.II.c, NCSS.V.e, NCSS.VIII.a)</p>

<p>Supporting:</p> <ul style="list-style-type: none"> • AMC1 - Explain how Olmec civilization influenced later Mesoamerican civilizations • AMC2 - Explain the significance of the major achievements of the Maya • PCA2 - Compare the development and characteristics of early Mesoamerican and Andean societies • PCA3 - Compare significant features of the Inca and Aztec empires 	
<p>Early Empires Priority:</p> <ul style="list-style-type: none"> • EE1 - Explain the development of large regional empires in Mesopotamia, Israel, and Anatolia • AG4 - Explain the legacy of Hellenistic and Roman thought, culture, and government on later societies <p>Supporting:</p> <ul style="list-style-type: none"> • EE2 - Explain the foundation of Israel and the interactions with the surrounding empires • EE3 - Explain the achievements of the Achaemenid Empire • AG5 - Explain the impact of Alexander the Great's conquests and the Hellenistic period on cultural exchange between the Mediterranean basin, Southwest Asia, and India • AR1 - Explain the significance of major achievements and characteristics of ancient Rome 	<p>WHS.4.2, WHS.7.3 (NCSS.I.e, NCSS.II.c, NCSS.VI.c)</p> <p>WHS.4.4, WHS.5.2, WHS.7.3 (NCSS.I.d)</p>
<p>Religious Based Empires Priority:</p> <ul style="list-style-type: none"> • BE2 - Explain the longevity of the Byzantine Empire • EIC3 - Explain significant cultural characteristics and contributions of Islamic civilization <p>Supporting:</p> <ul style="list-style-type: none"> • BE1 - Explain how the Eastern Roman (Byzantine) Empire survived despite the fall of Rome • EIC1 - Explain the origins and expansion of Islam • EIC2 - Explain the importance of the Umayyad and Abbasid caliphates in the rise of Islamic civilization 	<p>WHS.4.2, WHS.6.2 (NCSS.I.d, NCSS.V.b)</p> <p>WHS.4.2, WHS.4.4, WHS.5.2, WHS.7.1 (NCSS.I.c)</p>
<p>Mongol Empire Priority:</p> <ul style="list-style-type: none"> • MGLE1 - Explain significant characteristics and achievements of the Mongol Empire 	<p>WHS.4.2, WHS.4.4, WHS.7.1, WHS.7.3 (NCSS.I.d)</p>

<ul style="list-style-type: none"> • TE3 - Explain the achievements of the Ottoman Empire through the 17th century <p>Supporting:</p> <ul style="list-style-type: none"> • TE2 - Explain the significance of Timur the Lame's conquests and rule • TE4 - Explain the achievements of the Safavid dynasty • TE5 - Explain the achievements of the Mughal Empire 	<p>WHS.4.2, WHS.4.4, WHS.7.1 (NCSS.I.a)</p>
<p>Europe Priority:</p> <ul style="list-style-type: none"> • MEUR2 - Explain the significance of political and economic developments in medieval Europe • CCLME3 - Explain changes in European society between the 14th and 15th <p>Supporting:</p> <ul style="list-style-type: none"> • MCD1 - Explain the significance of the Merovingian and Carolingian dynasties for the development of Europe and their role in the Great Controversy • V1 - Explain the significance of Norse migrations, invasions, and trade for the development of Europe • CCLME2 - Explain the impact of the Hundred Years' War on European society 	<p>WHS.4.2, WHS.4.4, WHS.4.5, WHS.7.1, WHS.8.2 (NCSS.I.a)</p> <p>WHS.4.4 (NCSS.I.a, NCSS.VII.h)</p>
<p>Colonization Priority:</p> <ul style="list-style-type: none"> • CFEC2 - Compare colonization efforts undertaken by various European countries from the 15th through 18th centuries • CA1 - Explain the impact of economic, social, political, and religious influences on African societies from the 17th century through the early 20th century <p>Supporting:</p> <ul style="list-style-type: none"> • AOE1 - Explain the expansion of overseas exploration and trade in the 15th and 16th centuries • CFEC1 - Compare perspectives and ways of life among Africans, Europeans, and Native Americans when these peoples converged in the western hemisphere after 1492 • DESSC2 - Explain changes in the European economy during the 16th and 17th centuries 	<p>WHS.4.3, WHS.4.5, WHS.5.2 (NCSS.I.b, NCSS.I.f)</p> <p>WHS.5.3, WHS.7.2, WHS.8.4 (NCSS.II.c, NCSS.VII.f, NCSS.IX.e)</p>
<p>French Revolution Priority:</p>	

<ul style="list-style-type: none"> • FR3 - Explain the impact of the French Revolution on society in France, French colonies, and other European monarchies <p>Supporting:</p> <ul style="list-style-type: none"> • FR1 - Explain the origins and causes of the French Revolution • FR2 - Explain influences on the course of the French Revolution • FR4 - Explain the consequences of Napoleon's reign • FR5 - Explain the role of the French Revolution in the Great Controversy 	<p>WHS.4.3, WHS.4.5, WHS.5.2 (NCSS.II.c, NCSS.IV.e, NCSS.VI.f, NCSS.VII.f)</p>
<p>Imperialism</p> <p>Priority:</p> <ul style="list-style-type: none"> • EIET2 - Explain the consequences of European imperialism in the 18th and 19th centuries <p>Supporting:</p> <ul style="list-style-type: none"> • NCEP2 - Explain the significance of nationalism in Europe during the 19th century • EIET1 - Explain factors that contributed to European imperialism in the 18th and 19th centuries 	<p>WHS.4.3, WHS.5.1, WHS.8.1 (NCSS.I.f, NCSS.II.e, NCSS.III.h, NCSS.III.i, NCSS.IV.e, NCSS.IX.e)</p>
<p>Asia</p> <p>Priority:</p> <ul style="list-style-type: none"> • IETC2 - Explain the impact of the British presence in India through the 19th century • CSTC2 - Explain the causes and consequences of economic, social, and political turmoil in China in the 19th century • JSETC2 - Explain how various factors contributed to Japanese modernization during the Meiji Restoration <p>Supporting:</p> <ul style="list-style-type: none"> • IETC1 - Explain the growth of European influence in India in the 18th century • CSTC1 - Explain developments in Chinese society and interaction with the outside world from the rise of the Qing dynasty through the 18th century • JSETC3 - Explain the effects of the First Sino-Japanese War, the Russo-Japanese War, and the colonization of Korea on Japan's status as a world power 	<p>For all priority standards: WHS.4.3, WHS.4.5, WHS.5.2, WHS.8.2 (NCSS.I.b, NCSS.III.h, NCSS.III.i, NCSS.IV.e)</p>
<p>World Wars</p> <p>Priority:</p> <ul style="list-style-type: none"> • WWI2 - Explain influences on the course and outcome of World War I • IP2 - Explain shifts in political conditions in Europe, Africa, Asia, and Latin America between World War I and World War II 	<p>For all priority standards: WHS.4.3, WHS.4.5, WHS.5.2, WHS.6.2, WHS.8.1 (NCSS.III.i, NCSS.IV.e, NCSS.VI.f, NCSS.VI.g, NCSS.IX.e)</p>

<ul style="list-style-type: none"> • WWII4 - Explain shifts in global political and economic conditions after World War II <p>Supporting:</p> <ul style="list-style-type: none"> • OEETC1 - Explain changes in Ottoman society and politics from the 18th century to the early 20th century • IP1 - Explain the rise of fascist ideology and politics in Europe and Japan • WWII3 - Explain the human costs and moral implications of World War II and the Holocaust 	
<p>Cold War Priority:</p> <ul style="list-style-type: none"> • DC1 - Explain political and social change in developing countries in the Middle East, Africa, Asia, and Latin America after World War II • OCW2 - Explain developments that led to an easing of Cold War tensions from the 1970s and the end of the Cold War in the early 1990s <p>Supporting:</p> <ul style="list-style-type: none"> • OCW1 - Explain the development of the Cold War through the 1960s 	<p>For all priority standards: WHS.4.3, WHS.4.4, WHS.8.1 (NCSS.VI.c, NCSS.VI.d, NCSS.VI.e, NCSS.VI.f, NCSS.IX.d)</p>
<p>Modern Era Priority:</p> <ul style="list-style-type: none"> • SCLTC1 - Explain the emergence of global cultural trends in the second half of the 20th century • HRSP1 - Assess the impact of efforts to improve human rights and social conditions through the early 21st century <p>Supporting:</p> <ul style="list-style-type: none"> • SCLTC2 - Explain how scientific and technological trends influenced society in the second half of the 20th century • SCLTC3 - Explain global demographic trends in the second half of the 20th century • HRSP2 - Explain how feminist movements and social changes have affected women's progress toward social equality, economic opportunity, and political rights in various countries • GPC1 - Explain causes and consequences of political conflict and terrorism in late 20th- and early 21st century-society 	<p>For all priority standards: WHS.4.4, WHS.5.2, WHS.5.3, WHS.7.1, WHS.8.1 (NCSS.VII.d, NCSS.IX.a, NCSS.IX.c, NCSS.IX.d, NCSS.IX.e)</p>

SOCIAL STUDIES– Economics	
Content/Measurement Topic	NAD Standard (Council for Economic Education, CEE)
Incentive and Choice Priority:	

<ul style="list-style-type: none"> • IC1 - Explain how to weigh the marginal costs, marginal benefits, and risks of alternative options to make the most effective decision <p>Supporting:</p> <ul style="list-style-type: none"> • IC2 - Explain how different economic and non-economic motivations may influence the ways in which people respond to incentives • IC3 - Explain how various economic institutions respond differently to changing economic conditions and incentives because of the differing goals, rules, and constraints that influence how they behave 	<p>ECN.4.1, ECN.4.2, ECN.6.2 (CEE.2, CEE.4)</p>
<p>Market Economics</p> <p>Priority:</p> <ul style="list-style-type: none"> • ME1 - Explain the causes and effects of changes in supply, demand, and price in a market <p>Supporting:</p> <ul style="list-style-type: none"> • ME2 - Explain how the allocation of resources in an economy is influenced by various factors • ME3 - Explain how the level of competition in a market is influenced by various factors 	<p>ECN.4.1, ECN.4.2 (CEE.3, CEE.7, CEE.8, CEE.9)</p>
<p>Economic Growth</p> <p>Priority:</p> <ul style="list-style-type: none"> • EG2 - Explain the causes of the business cycle <p>Supporting:</p> <ul style="list-style-type: none"> • EG1 - Explain how economic growth is influenced by various factors • EG3 - Explain how levels of employment are influenced by various factors • EIM1 - Explain the effects of economic growth on the economy and the nation • EIM2 - Analyze the distribution of income across the population 	<p>ECN.4.1, ECN.4.2, ECN.4.3, ECN.5.4 (CEE.15))</p>
<p>Economic Policy</p> <p>Priority:</p> <ul style="list-style-type: none"> • EP4 - Explain the reasons for, and possible consequences of, government intervention in markets <p>Supporting:</p> <ul style="list-style-type: none"> • EP1 - Explain how the Federal Reserve System uses monetary policies to influence overall levels of spending, employment, prices, and economic growth • EP2 - Explain how the federal government uses fiscal policies to promote price stability, maximum employment, and reasonable economic growth 	<p>ECN.4.1, ECN.4.2, ECN.4.3, ECN.5.1 (CEE.11, CEE.12, CEE.16, CEE.17, CEE.18, CEE.19, CEE.20)</p>

<ul style="list-style-type: none"> • EP4 - Explain the reasons for, and possible consequences of, government intervention in markets • II1 - Explain how various factors influence interest rates • II2 - Explain how the rise and fall of interest rates affects the allocation of scarce resources between present and future uses • II3 - Explain how various factors influence the rate of inflation • II4 - Explain the effects of inflation on the economy and the nation 	
<p>SOCIAL STUDIES– Civics (Government)</p>	
<p>Content/Measurement Topic</p>	<p>NAD Standard (Center for Civic Education, CCE)</p>
<p>American Democracy Priority:</p> <ul style="list-style-type: none"> • AD2 - Explain how the major ideas of classical republicanism influenced the development of, and are reflected in, the United States Constitution <p>Supporting:</p> <ul style="list-style-type: none"> • ACG1 - Explain how various factors influenced the creation of American constitutional government 	<p>USG.4.4, USG.4.7, USG.5.1 (CCE.I.C.1, CCE.I.C.2, CCE.II.A.1, CCE.II.A.2)</p>
<p>American Constitutional Government Priority:</p> <ul style="list-style-type: none"> • ACG2 - Explain how the features of the United States Constitution facilitate the preservation and promotion of fundamental values and principles • ACG4 - Explain how various social, economic, and political factors help to create and maintain constitutional government 	<p>For all priority standards: USG.4.2, USG.4.3, USG.4.4 (CCE.II.C.1, CCE.II.D.1, CCE.II.D.2, CCE.II.D.3, CCE.II.D.4)</p>
<p>Systems of Government Priority:</p> <ul style="list-style-type: none"> • SG1 - Describe the characteristics of different systems of government • SG2 - Describe the characteristics of state and local governments • SG3 - Explain how the distribution and sharing of power between the national, state, and local governments increases opportunities for citizens to participate and hold their governments accountable 	<p>For all priority standards: USG.4.2, USG.4.3, USG.5.1 (CCE.I.B.1, CCE.I.C.3, CCE.I.D.1, CCE.I.D.2, CCE.I.D.3, CCE.III.A.1, CCE.III.A.2, CCE.III.B.1, CCE.III.B.2, CCE.III.B.3, CCE.III.C.1, CCE.III.C.2, CCE.III.C.3))</p>
<p>American Citizenship Priority:</p> <ul style="list-style-type: none"> • AC1 - Evaluate issues concerning the criteria for, and process of, becoming a United States citizen 	<p>USG.6.1 (CCE.V.A.1, CCE.V.A.2, CCE.V.B.1, CCE.V.B.2, CCE.V.B.3, CCE.V.B.4)</p>

<p>Personal and Civic Responsibility</p> <p>Priority:</p> <ul style="list-style-type: none"> • PCR1 - Explain the importance of civic virtue for American democracy today • PCR3 - Explain the importance to American constitutional democracy of both nonpolitical participation in civil society and private life and participation in government and political life <p>Supporting:</p> <ul style="list-style-type: none"> • PCR2 - Evaluate whether and when either personal or civic responsibilities must give way to the other • AP4 - Explain the importance of various means of participating in American politics, including means other than voting 	<p>For all priority standards: USG.4.2, USG.6.1, USG.6.2, USG.6.3 (CCE.II.B.2, CCE.II.B.3, CCE.II.B.4, CCE.II.C.1, CCE.II.D.3, CCE.V.C.1, CCE.V.C.2, CCE.V.E.2, CCE.V.E.3, CCE.V.E.4)</p>
<p>American Politics</p> <p>Priority:</p> <ul style="list-style-type: none"> • AP3 - Explain the significance of campaigns and elections in the American political system, including current criticisms of campaigns and proposals for their reform <p>Supporting:</p> <ul style="list-style-type: none"> • AP1 - Explain how various factors have influenced the distinctive characteristics of American political culture • AP2 - Describe the nature and role of political parties in the United States 	<p>USG.4.3, USG.4.5, USG.5.4, USG.7.1, USG.7.2 (CCE.III.E.1, CCE.III.E.2, CCE.III.E.3, CCE.III.E.4, CCE.III.E.5)</p>
<p>Public Policy</p> <p>Priority:</p> <ul style="list-style-type: none"> • PPOL1 - Explain public policy issues at the local, state, and national levels, including the respective positions of the major groups interested in those issues <p>Supporting:</p> <ul style="list-style-type: none"> • PPOL2 - Explain why issues important to some groups and the nation do not become part of the public agenda • PPOL3 - Explain alternative views of the proper role of public opinion in a democracy • ROG2 - Explain competing arguments concerning the role of government in major areas of domestic and foreign policy 	<p>USG.5.4, USG.6.3, USG.7.1 (CCE.III.E.6)</p>
<p>Societal Conflict</p> <p>Priority:</p> <ul style="list-style-type: none"> • SC1 - Explain why Americans should insist that current practices (policies) constantly be compared with established ideals <p>Supporting:</p>	<p>USG.4.4, UGS.5.3, USG.5.4, USG.6.2, USG.6.3, USG.7.1 (None)</p>

<ul style="list-style-type: none"> • SC2 - Explain competing ideas about the relationships between personal, political, and economic rights • SC3 - Analyze issues that involve conflicts among fundamental values and principles, such as the conflict between liberty and authority • SC4 - Explain how some conflicts stemming from diversity have been managed and why some of them have not yet been successfully resolved 	
<p>Foreign Policy Priority:</p> <ul style="list-style-type: none"> • FP1 - Explain how the United States is addressing important current foreign policy issues <p>Supporting:</p> <ul style="list-style-type: none"> • FP2 - Explain the significance of principal foreign policies and events in the United States' relations with the world • FP3 - Explain the principal political, economic, technological, and cultural effects the United States has had on the world • ROG2 - Explain competing arguments concerning the role of government in major areas of domestic and foreign policy 	<p>USG.4.6, USG.7.3, USG.7.4 (CCE.IV.A.3, CCE.IV.B.1, CCE.IV.B.2, CCE.IV.B.3, CCE.IV.C.1, CCE.IV.C.2, CCE.IV.C.3, CCE.IV.C.5)</p>

SOCIAL STUDIES– Geography	
Content/Measurement Topic	NAD Standard (National Council for Geography Education, NCGE)
<p>Places and Region Priority:</p> <ul style="list-style-type: none"> • PR1 - Explain relationships in and among places and regions to answer geographic questions • PR2 - Explain how physical and human characteristics make specific regions of the world distinctive <p>Supporting:</p> <ul style="list-style-type: none"> • PR3 - Explain causes and processes of change in the geographic characteristics and spatial organization of places, regions, and environments over time 	<p>For all priority standards: GEO.4.2, GEO.4.4, GEO.6.1, GEO.7.2 (NCGE.3.1.A, NCGE.3.2.A, NCGE.4.1.A, NCGE.4.2.A, NCGE.5.1.A, NCGE.5.2.A)</p>
<p>Demographics Priority:</p> <ul style="list-style-type: none"> • D1 - Explain changes in global population distribution and demographic characteristics over time 	<p>GEO.4.2, GEO.4.3, GEO.5.1, GEO.7.3 (NCGE.9.1.A,</p>

	<p>NCGE.9.1.B, NCGE.9.2.A, NCGE.9.3.B, NCGE.9.3.C)</p>
<p>Movement of People and Goods Priority:</p> <ul style="list-style-type: none"> • MPG2 - Explain the impact of migration on physical and human systems • MPG3 - Explain how concepts of spatial interaction account for patterns of movement <p>Supporting:</p> <ul style="list-style-type: none"> • MPG1 - Compare various instances of migration in terms of theories of migration 	<p>For all priority standards: GEO.4.2, GEO.4.4, GEO.7.1, GEO.7.1, GEO.7.3, GEO.7.4 (NCGE.3.2.A, NCGE.9.3.A, NCGE.9.3.B, NCGE.9.3.C)</p>
<p>Patterns of Economic Activity Priority:</p> <ul style="list-style-type: none"> • PEA1 - Analyze patterns of economic activity 	<p>GEO.4.3, GEO.6.1, GEO.6.2, GEO.6.3, GEO.7.5 (NCGE.11.1.A, NCGE.11.2.A, NCGE.11.3.A, NCGE.11.3.B, NCGE.11.4.A)</p>
<p>Cultures Priority:</p> <ul style="list-style-type: none"> • CUL1 - Explain factors that contribute to cultural convergence or divergence 	<p>GEO.4.2, GEO.6.1, GEO.6.4, GEO.7.4 (NCGE.10.1.B, NCGE.10.3.A, NCGE.10.3.B)</p>
<p>Settlements Priority:</p> <ul style="list-style-type: none"> • S1 - Explain how and why the functions of settlements have changed and may change in the future <p>Supporting:</p> <ul style="list-style-type: none"> • S2 - Explain the changing sizes and spatial patterns of settlements 	<p>GEO.4.2, GEO.6.2, GEO.7.3, GEO.7.5, GEO.7.6 (NCGE.12.1.A, NCGE.12.2.A, NCGE.12.3.A, NCGE.12.3.B)</p>
<p>Differences in Perceptions Priority:</p> <ul style="list-style-type: none"> • DIP2 - Explain possible consequences of people's changing perceptions of places and regions • DIP3 - Explain how and why identities based on place can shape events at various scales <p>Supporting:</p> <ul style="list-style-type: none"> • DIP1 - Explain the development of completeness and accuracy in mental maps of places and regions 	<p>For all priority standards: GEO.4.4, GEO.6.1, GEO.6.4, GEO.6.5, GEO.7.6 (NCGE.4.1.A, NCGE.4.2.A, NCGE.5.2.A, NCGE.6.2.A)</p>