Guam Department of Education
K-12 Content Standards and Performance Indicators

Guam Education Policy Board

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EXECUTIVE SUMMARY

Goal 2 of the DOE District Action Plan states that *all Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school*.

In May 2003, the Guam Education Policy Board adopted the Guam Department of Education District Action Plan (DAP) which establishes the directions and details for improving academic performance. Standards and Assessment, one of seven components of the DAP focuses on what is needed to be done to increase student achievement as students progress from grade to grade and across each content area.

A major activity in the current District Action Plan includes the review and revision of the Guam Department of Education (Guam DOE) K-12 Content Standards and Performance Indicators to reflect current educational practices, national standards and what the local community believes are valuable and necessary for students to be competent, productive, and responsible citizens in society and in the world.

Through the support of Superintendent Nerissa B. Underwood, Ph.D., the revision of the K-12 Content Standards and Performance Indicators began in February 2009 with leadership guidance by the Pacific Resource for Education and Learning (PREL) and a cadre of certified and experienced teacher leaders from the elementary, middle and high schools.

The review and revision is reflected in the content areas of English Language Arts/ Reading, Mathematics, Science, Social Studies, Fine Arts, World Languages, Health, Physical Education, and Educational Technology. These revised content standards and performance indicators reflect a curriculum that is detailed, explicit, and manageable for teachers to effectively teach and students can successfully learn. They are academically rigorous because they create high expectations for all students, yet are balanced with the resources currently available or planned for in the near future.

The Guam DOE K-12 Content Standards and Performance Indicators are the district's adopted curricula and teachers are expected to create their instructional units and lesson plans that focus on these expectations.

This document meets the requirements of the Guam DOE District Action Plan, reflects current educational practices, and is aligned with the National Standards in the content areas.

OVERVIEW

The following is the historical chronology describing the process used in revising the K-12 Content Standards and Performance Indicators.

History

In 1996, the draft of the K-12 Content Standards and Performance Indicators was developed to initiate standards-based education in the Department of Education. The standards reflected educational best practices and alignment to National Standards in all content areas. In January 1999, the Board of Education adopted the K-12 Content Standards and Performance Indicators in the areas of Mathematics, Science, Social Studies, Language Arts and Reading, Visual and Performing Arts, World Languages, Health, Physical Education, Business/Marketing, and Computer Education. While these standards were used to guide the development of effective instructional plans, they have not been updated in over ten years.

In March 2009, the project began to **review and revise** the K-12 Content Standards and Performance Indicators for nine content areas in English Language Arts/Reading, Mathematics, Science, Social Studies, Fine Arts, World Languages, Health, Physical Education, and Educational Technology. The process was facilitated by the Pacific Resources for Education and Learning (PREL) in collaboration with a cadre of certified and experienced teacher leaders from the elementary, middle and high schools. The final draft revisions, which included input from stakeholders, was completed in December 2009. Following the last revisions, the final draft standards document was sent out to the schools for comment by the teachers and school administrators. A majority of GDOE Teachers endorsed the revised Content Standards and Performance Indicators.

The draft Standards was then sent to the Joint Board Union Curriculum Textbook Committee for their endorsement and was subsequently submitted to the Curriculum, Special Education, Textbook Sub-Committee of the Guam Education Policy Board.

Process Summary

Complying with the District Action Plan, the Superintendent of Education initiated the long, overdue review and revision of the K-12 Content Standards and Performance Indicators by charging the Division of Curriculum & Instruction to oversee the process. A Request for Proposal was published to acquire the specific services of experts in the development of Content Standards that reflect current best practices and alignment with National Standards. The bid award was given to the Pacific Resources for Education and Learning (PREL) after a review and approval of their qualifications. A cadre of teacher leaders was then established to represent teachers in all grades in the content areas. The teachers were required to have a current teaching certificate and at least 3 years of classroom experience in the grade

level/content area. Many teachers were members of the Content Area Specialized Teachers (CAST) who had specialized training in their respective content area, pedagogy and leadership skills and who are required to provide staff development training to their respective colleagues. (See appendix A for details of CAST training).

PREL curriculum/content specialists and the Guam DOE teachers worked collaboratively for many months following a rigorous process to review and develop the revised K-12 Content Standards and Performance Indicators.

Review and Revision Process

PREL began communication with Guam DOE to finalize a work plan and develop a schedule of activities immediately upon final contract approval in mid-January, 2009. A series of meetings, including the Superintendent, Deputy Superintendent for Curriculum and Instruction and Improvement and C&I staff, were held on Guam during the week of February 22, 2009 to finalize the work plan.

After discussions with Guam DOE, PREL used two nationally-recognized reports on state standards as the basis for determining model content standards for purposes of comparison reports between national standards, exemplary state standards, and the 1996 Guam DOE standards. "National" content standards in the respective content areas were also included in the synthesis and comparison. The national reports used were *Sizing up State Standards 2008*, published by the American Federation of Teachers (AFT), and *The State of Standards 2006*, published by the Fordham Foundation. In addition to being used to identify model standards, their review criteria, particularly those in the AFT report, were shared with the respective review and revision team to inform their thinking as they carried out their work.

Below is a list of national standards and selected exemplary standards for each of the revised content standard documents. What follows are excerpts from the content area comparison report with rationale for why certain states were selected and used for model exemplary state standards.

English Language Arts/ Reading – National English Language Arts Standards from the International Reading Association (IRA)/ National Council of Teachers of English (NCTE) and standards from Indiana state.

Both *Sizing Up State Standards 2008*, published by the American Federation of Teachers (AFT), and *The State of Standards 2006*, published by the Fordham Foundation, identify Indiana as having high-quality standards for the English language arts. Indiana rated the highest of all the states for model ELA standards.

Mathematics – Principles and Standards for School Mathematics from the National Council of Teachers of Mathematics (NCTM) and standards from Indiana and California states.

This report compares the Guam DOE K–12 mathematics standards with the current National Council of Teachers of Mathematics (NCTM) standards and the mathematics standards of the

states of Indiana and California . The choice of the states of Indiana and California were based on two standards evaluation documents in which these states ranked near the top in both ratings.

Science – National Science Education Standards from the National Research Council (NRC) and standards from Indiana state.

Sizing Up State Standards 2008, published by the American Federation of Teachers (AFT), and *The State of Standards 2006*, published by the Fordham Foundation, identify Indiana as having high quality standards for science. These standards rate among the highest of all the states for model science standards. Indiana was also one of the few states that scored high in the 2000 and 2005 analyses showing consistency of quality over a period of time.

Social Studies – Curriculum Standards for Social Studies from The National Council of Social Studies (NCSS) and standards from Massachusetts state.

Both *Sizing up state standards 2008*, published by the American Federation of Teachers (AFT), and *The state of standards 2006*, published by the Fordham Foundation, identify Massachusetts as having high quality standards for the Social Studies. They and Virginia rate the highest of all the states for model SS standards.

Fine Arts – The Arts Edge National Standards for Arts Education and the Visual and Performing Arts Content Standard for the California Public Schools.

When comparing Guam DOE to California and National standards, it was found that the main difference between these standards was in the way they are organized. A study of approximately half of the state standards reveals that most states use a framework that follows work and research called Discipline-Based Arts Education written in the 1980s by the Getty Foundation. California was chosen as a comparison state because it was similar to the original Getty work, and many of the writers were active in designing the original Discipline-Based Arts Education Framework.

Health Standards – The Joint Committee for National School Health Education Standards developed guidelines for school health standards with a committee made up of representatives from the Association for the Advancement of Health Education, the American Public Health Association, the American School Health Association, and the Society of State Directors of Health, Physical Education, and Recreation.

Physical Education – National Physical Education standards from the National Association for Sport and Physical Education (NASPE) and standards from Indiana state.

The State of Standards 2006, published by the Fordham Foundation, rates Indiana and California as having the highest overall academic standards in the nation. While PE was not one

of the five subjects identified by the Fordham Foundation, a high level of clarity, rigor, and appropriate content are key components of exemplary standards in all content areas. Indiana and California revised their standards in 2008 and are closely aligned to the National Standards for Physical Education**.**

World Languages – Standards for Foreign Language Learning: Preparing for the 21st Century from the American Council in the Teaching of Foreign Languages (ACTFL) and standards from the Indiana state.

The Indiana Department of Education reviews and updates the standards for each grade level in each subject area at least once every 6 years, in an effort to maintain high-quality academic standards. Indiana teachers, community members, and content experts at the university level collaborated to draft the *2007 Indiana Academic Standards for World Languages,* while operating under the state's mandate to devise standards that are "world-class, clear, concise, jargon-free, and by grade level".

Educational Technology –National Educational Technology Standards for Students (NETS*S), from the International Society for Technology in Education (ISTE) and Washington State Educational Technology Standards.

The International Society for Technology in Education (ISTE) is the leading institution in educational technology, both in the U.S. and internationally, and their standards for students, teachers, and administrators are widely referenced and used in state standards development. The NETS*S standards used in this comparison report were published by ISTE in 2007. These are an updated version of the original NETS*S standards that were published in 1998.

Washington State Educational Technology Standards

The Washington state educational technology standards were chosen for this comparison report because they were updated recently, in December 2008. Their standards development process represents a relevant and updated vision of educational technology standards at a state level. While many U.S. states have not published revised standards based on the revised NETS*S, Washington state has been through a thoughtful process of developing new educational technology standards and mapping them with the revised national standards.

The PREL facilitators for each of the nine content areas met, either in person or through video teleconferencing, with the teachers that would make up the review and revision team in late April. These meetings focused on the key findings of the respective synthesis and comparison reports.

Each of the teacher leaders involved in the review and revision process was asked to return to their school sites and interview other teachers and stakeholders to identify priority issues to be addressed in the revision process as part of preparation for the May working sessions. The

input gathered through teacher interviews and other stakeholders was augmented with information from a survey of approximately 700 teachers carried out in March 2009.

Teacher training on the development and writing of content standards and performance indicators was completed on Saturday, May 09, 2009 for the content areas of Language Arts/ Reading, Social Studies, World Languages, Technology and Physical Education. The same training was held for the rest of the content areas- Math, Science, Health, and Fine Arts on Saturday, May 16, 2009. This training was mandatory for all teachers involved in the revision process because the new knowledge gained was directly applied to each of the content areas. Teachers were trained on the goals of standards revision, procedures, next steps, and glossary of terms. Most of their training time was devoted to practicing how to write performance indicators.

The goals for the standards revision included 1) rigor: the standard's ability to measure against other standards across the nation; 2) depth: the levels of cognition, the affective levels and the psychomotor levels – the level of skill students are expected to produce; 3) breadth: content coverage, how wide of a scope is being covered in that area; and, 4) coherence: how they provide seamless transition.

The decisions made by the cadre included the following 1) determining essential and core content; 2) determining reasonable and achievable indicators; 3) standard development across the grades; 4) consistency of performance indicators with content standards.

The cadre determined whether the standards were appropriate and sufficient and ensured that the standards were vertically articulated (what is expected from grades K-12) and horizontally articulated (what is expected from students) across the grade.

While PREL facilitators and teacher teams approached the completion of their first draft of revised standards some teams faced challenges. For content areas that were presented with challenges, the PREL facilitators continued support of the teacher cadres to revise the standards and performance indicators via email, phone conference, or subsequent face to face meetings. PREL facilitators continued communication with their teacher revision teams until the draft standards and performance indicators for their respective content area was completed.

In consultation with the GDOE Division of Curriculum and Instruction, a calendar was established to solicit feedback on the draft standards from all interested persons from July 29, 2009 to August 12, 2009. PREL designed a web-based survey instrument to obtain feedback using online survey software from SurveyMonkey.com. The online survey was posted on PREL's website and the Guam DOE website. Hard copies of the first draft and survey tool were also available at the PREL Guam Service Center and Guam DOE Curriculum and Instruction office for those who did not have access to the internet.

After the agreed upon two week period, the Guam DOE Superintendent determined that an additional two weeks was necessary to acquire more participation in the survey. As a result,

over a four week period from July 29, 2009 to September 07, 2009 was given for all interested persons to provide feedback and input on the draft.

The survey results were aggregated by PREL immediately after the close date of September 07, 2009. Each PREL facilitator shared the summary of results with the teacher revision cadres (who participated in developing the drafts) and the Division of Curriculum and Instruction. Each content area teacher revision cadre analyzed the summaries and made modifications based on the results and comments as well as other input received along the way.

Survey data was collected from 115 respondents to the online survey along with other types of input collected to help inform the draft standards. It is important to note that although the online survey indicated total responses from 115 participants, the Division of Curriculum and Instruction and PREL have been informed by some respondents that they were answering on behalf of more than one teacher. One such example would be a high school department chair answering on behalf of five teachers.

On September 17, 2009, a stakeholders meeting was held during a Guam Education Policy Board work session to review the information gathered from the comparison reports and input received from teacher leaders. An update and progress report on the project was presented by the Division of Curriculum and Instruction. PREL's focus was on summarizing 1) the recommendations for all nine content areas based on the comparison reports completed and disseminated on April 23, 2009 to May 05, 2009 and 2) the feedback gathered from teachers who were part of the review and revision teams.

Recommendations made by those present at the session, particularly board members, were addressed by the Curriculum and Instruction Office before the final drafts were submitted to Guam DOE.

The final drafts of the Guam DOE Revised K-12 Content Standards and Performance Indicators were completed and submitted to the Division of Curriculum and Instruction in December 2009.

In late December 2009, electronic and hard copies of the draft were sent out to all the schools. School administrators were asked to have their teachers review the draft and to submit their comments to the Division of Curriculum and Instruction. In addition to these copies provided to the schools, hard copies were also made available at the Division of Curriculum and Instruction and the PREL office for a final public review and feedback. Electronic and hard copies were also given to the Guam Education Policy Board for review and comments.

Following the teacher reviews and endorsements, the draft was submitted to the Joint Board Union Curriculum Textbook Committee for their review. All members of the committee endorsed the revision after evaluating and analyzing the results of the teacher endorsements. The draft was then submitted to the Curriculum, Special Education and Textbook Sub-Committee of the Guam Education Policy Board.

Highlights of the Revised Content Standards and Performance Indicators

The content standards and performance indicators were revised and refined to reflect current research which includes alignment with current national standards and the criteria from the American Federation of Teachers (AFT) for good standards. The highlights below indicate the differences between the revised standards and the current standards:

- There is a standard and consistent format for all content areas.
- Clear definitions for each standard in all content areas were added.
- Standard statements were revised to express K-12 goals.
- Performance indicators were aligned with standard goals (horizontal alignment)
- Performance indicators were aligned to each grade level (vertical alignment)
- Grade-level performance indicators and examples added clarity and detail for teachers. (Current Science standards are organized by grade clusters for both middle and high school, 6-8 and 9-12. The revised Middle school standards are broken down by grade and in the high school the standards are broken down by course.)
- End of grade expectations were added for grades K-8 to ensure consistency for all content areas.
- End of course expectations for high school core curriculum were revised and/or added for all content areas.
- Most subject areas were re-organized by strands and/or themes to help organize the content for teachers.
- National Standards and State Exemplary Standards were incorporated into the revised Standards

Activities Related to the Revised Content Standards

Following the adoption of the revised K-12 Content Standards and Performance Indicators, is will be a series of related activities.

PREL will facilitate a training of trainers to assist in preparing the teacher cadre members and other representatives to conduct revised standards orientation and training for the district. Following a one-year period, C and I staff will solicit implementation feedback from teachers.

Another upcoming related activity will be the alignment of the revised standards with the Guam DOE adopted textbooks and SAT 10. Also, any future text program adoption will also be based on alignment with these approved Guam DOE standards in each content area.

Once the standards are adopted, the development of the criterion-reference assessments based on the adopted standards will begin. Other related activities include curriculum alignment to the standards and curriculum guide development tied to the revised standards.

It is anticipated that once the revised Guam DOE Content Standards are adopted, the above related activities will provide support for teachers to effectively teach to the standards and help student to meet those standards. They will also provide a mechanism- through the criterion-referenced assessments - to measure student achievement towards those standards.

ACKNOWLEDGEMENTS

Special thanks to the members of the Content Area Cadres who led the work in reviewing and revising the K-12 Content Standards and Performance Indicators

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GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR
EDUCATIONAL TECHNOLOGY

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K –12 in mathematics, language arts, science, social studies, world languages, physical education, education technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders in Guam. In addition, they provide more clarity to support all students in developing skills; deepening their understanding of concepts and processes; and utilizing their problem-solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

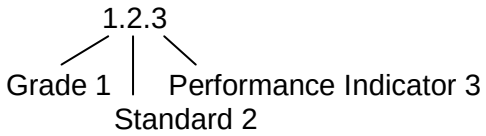
***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

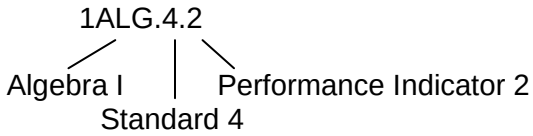
Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.





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Guam Department of Education K–12 Educational Technology Standards for Students (GDOE K–12 ETS·S)

Introduction

The Guam Department of Education K–12 Educational Technology Standards for Students (GDOE K–12 ETS·S) is a framework that proposes the knowledge and skills that all K–12 students require in order to learn effectively and productively in our emerging global society and increasingly digital world.

Background

The rapid advancements in technology impact every facet of our lives, including shifts in what students need to master in order to meet the challenges of learning and living productively. Daniel H. Pink (2006), in *A Whole New Mind*, points out that "We've progressed from a society of farmers to a society of factory workers to a society of knowledge workers. And now we're progressing yet again—to a society of creators and empathizers, of pattern recognizers and meaning makers."

This concept has implications for GDOE as they transition schools into learning places conducive to student learning, collaboration, innovation, and creativeness.

Although the existing GDOE Computer Science Standards, developed in 2000, reflect the skills and knowledge necessary for students to succeed in the technology intensive environment that was emerging in the late 1900s and early 2000s, the focus of those standards is limited to learning about the technologies themselves. Recognizing the shift in focus from learning *about* the technologies to a need for students to *use technologies meaningfully* to support digital-age learning goals, the GDOE launched its Gateway to Success Technology Master Plan in June 2008. The Master Plan outlines a comprehensive approach to improve student academic achievement through the use of technology in elementary and secondary schools. The District Action Plan that is referenced in the Master Plan defines a review process that includes a revision and adoption of K–12 educational technology content standards and performance indicators to align with emerging learning practices in education and the National Educational Technology Standards for Students. The revised Educational Technology Standards for Students reflect the directions of the Action Plan.

Purpose

The proposed educational technology standards, revised in 2009, maintain the value of understanding operating systems and technologies, however, they also reflect a dramatic shift toward providing opportunities for students to select and use the technologies in integrated ways to solve problems, complete projects, and creatively and effectively express themselves in a society that Pink describes as global, dynamic, and digital. These opportunities engage students to interweave educational technology skills and relevant curricular content to do the following:

- Demonstrate creativity and innovation
- Communicate and collaborate
- Practice digital citizenship
- Use technology effectively and productively

The International Society for Technology in Education (ISTE) developed a set of revised standards in 2007, the National Educational Technology Standards for Students (NETS·S). The NETS·S served as a foundation for the development team's revision process. The Washington State Educational Technology Standards, an exemplary model for operationalizing the NETS·S standards, provided a valuable comparative reference.

Two goals guided the development work that resulted in the revised GDOE K–12 Educational Technology Standards for Students:

1. Determine what students should know and be able to do to meet the challenges of learning and living in a digital society.
2. Provide opportunities for technology use to occur as an integral part of learning across all skills and subject areas.

Essential Conditions for Effective Implementation

The Guam Department of Education K–12 Educational Technology Standards for Students are intended to be interwoven with the foundational skills and core understandings embodied in all content area standards in enriched learning environments that provide opportunities to meet diverse instructional and learning needs.

Essential systemic conditions that optimize the likelihood that technology integration will impact teaching and learning are based on the following:

- The belief that technology use should not occur in isolation, but as an integral part of learning across all skills and subject areas, as well as the integration of multiple digital tools.
- Every child has regular access to a high speed Internet connection, functional computers, and digital tools for learning.
- Dynamic professional development to effectively operationalize the GDOE K–12 Educational Technology Standards for Students, including opportunities to:
    - Develop an integration framework for a systemic approach to the application of the technology in teaching and learning.
    - Promote collaborative sharing of ideas on integration strategies.
    - Define each grade level's performance tasks and map performance indicators to specific subject areas.
    - Develop competency with educational technologies to facilitate student development of process and product-based outcomes.

Standards

The five standards and performance indicators represent current best practices in student technology use and Digital-Age Learning skills. Each standard includes topics that serve as unifying descriptors for the performance indicators. Due to the fast pace of technological advancements, the performance indicators reflect "core" skills and knowledge of technology application that provide foundations, rather than prescriptions, for their use in teaching and learning.

Standard 1: Creativity and Innovation
Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.

Topics: Design and Create Original Works As a Means of Personal or Group Expression.
Explore Systems, Identify Trends, and Forecast Possibilities.

Standard 2: Communication and Collaboration
Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Topics: Communicate and Collaborate To Learn With Others.
Develop Cultural Understanding and Global Awareness by Engaging With Learners of Many Cultures.

Standard 3: **Research for Problem Solving and Decision Making**
Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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Topics: Identify and Define Problems, Issues, or Questions for Investigation and Plan Strategies To Guide Inquiry.
Locate and Organize Information from a Variety of Resources and Media.
Process Data (Analyze and Synthesize) To Develop Solutions, Make Informed Decisions, or Report Results.

Standard 4: Digital Citizenship
Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.

Topics: Practice Personal Safety.
Demonstrate Ethical and Appropriate Use of Information and Technology.

Standard 5: Technology Operations and Concepts
Students demonstrate and apply an understanding of technological concepts, systems, and operations.

Topics: Understand the Operation of Technological Concepts and Systems, Including the Application of Basic Troubleshooting Skills.
Demonstrate Proficient Use of Applications and Productivity Tools.

Organization
The GDOE K–12 Educational Technology Standards for Students are written with performance indicators for each grade level for Kindergarten through Grade 5. In grades 6–8 and 9–12, the standards and performance indicators are developed by grade spans as the application of technologies are integrated in a variety of coursework throughout the span of grades.

Acknowledgements
This revision of the GDOE Educational Technology Standards for Students was completed in September 2009 with the help of a team of GDOE teachers.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Use digital media and resources (e.g., drawing tools, digital camera) to capture images and illustrate ideas for class stories and content-related topics (with teacher assistance).
K.1.2	Use teacher-selected interactive resources (e.g., interactive online sites, content-related CDs/DVDs) to practice content skills (e.g., math, reading, vocabulary) and explore new concepts.
GRADE ONE	
1.1.1	Capture digital images and, with assistance, add the images into a graphic organizing program (e.g., Photo Organizer, Story Maker) to enhance digital stories or content-related concepts for sharing.
1.1.2	Use curriculum-specific simulations to practice critical thinking processes (e.g., comparing and contrasting, sequencing, categorizing information).
1.1.3	Predict patterns (e.g., weather, growth, cycles) based on graphs created from a grade-appropriate spreadsheet template.
GRADE TWO	
2.1.1	Illustrate and communicate original ideas and stories using digital tools and resources (e.g., template of a presentation program using text, images, and illustrations).
2.1.2	Use online or CD-ROM-based simulations and graphic organizers to explore (e.g., classify, test a hypothesis, recognize attributes, find examples and non-examples) and learn concepts.
2.1.3	Collect and graph data related to grade-specific content in a graphing template, then interpret patterns, predict outcomes, and share results.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
GRADE THREE	
3.1.1	Compile exemplary samples of one's work in a teacher-created electronic portfolio.
3.1.2	Use presentation and/or word processing software to present original stories or information on a topic.
3.1.3	As a class, identify trends in information (e.g., weather patterns, growth patterns, math patterns, probability) displayed in a graphing software.
3.1.4	Practice skills, explore new concepts, and recognize patterns using online or CD-ROM-based interactive resources and educational games.
GRADE FOUR	
4.1.1	Compile and present exemplary samples of one's work in an electronic portfolio.
4.1.2	Use word processing and/or presentation software to publish and/or present original stories.
4.1.3	Demonstrate the use of tables and graphs (e.g., Venn diagram, timeline, maps, pie charts) using visual representation software to organize, analyze, and compare information.
4.1.4	Use online models and simulations (e.g., online math manipulative(s), science and social studies simulations) to conceptualize abstract content information.
GRADE FIVE	
5.1.1	Compile and present exemplary samples of one's work in an electronic portfolio.
5.1.2	Demonstrate appropriate use of online hosting websites (e.g., shared writing, storytelling, problem solving sites) to apply skills, vocabulary, and concepts from content areas.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
GRADE FIVE	
5.1.3	Use visual representation software to organize, analyze, and compare individually-researched information (e.g., graphs, Venn diagrams, timelines, maps, pie charts).
5.1.4	Use online simulations, games, and interactive sites to visualize content-related concepts (e.g., fractions, adaptation and cycles).
GRADES 6–8	
6–8.1.1	Compile and present exemplary samples of one's work in an electronic portfolio.
6–8.1.2	Produce a product for personal or group expression (e.g., slide show of a culminating product, collaborative website, forum, video documentary) using a combination of text, images, sound, music, and/or video.
6–8.1.3	Identify a content-related issue, develop a systematic plan of investigation, and present innovative sustainable solutions using online tools and resources.
6–8.1.4	Illustrate a content-related concept, process, or relationship with graphic elements (e.g., graphs, charts, maps, digital models, simulations) using graphing or concept-mapping software.
GRADES 9–12	
9–12.1.1	Produce original media products that incorporate different content areas using a combination of text, images, sound, music, or video for personal or group expression and inclusion in portfolios.
9–12.1.2	Analyze survey data, report information, and display the data in a variety of ways (e.g., tables, graphs) to support conclusions.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
9–12.1.3	Identify patterns and correlations of data to build understanding and recognize relationships between elements (e.g., chemical reactions, global issues).
9–12.1.4	Determine and explore cause and effect relationships using virtual simulations in different contexts (e.g., global warming, science and geographic phenomena, conflict among nations).

Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Work with others to illustrate and communicate content-based concepts for inclusion in collective class stories or reports developed with graphics and writing applications.
K.2.2	Work with a partner to explore teacher-selected software programs that reinforce and enrich content topics.
K.2.3	Learn about other cultures using digital images, stories, and Web information (with teacher assistance).
GRADE ONE	
1.2.1	Select digital content (e.g., graphics, text, sound) with a partner for contribution to a class-developed multimedia report on a subject.
1.2.2	Learn about other cultures using digital images, stories, and Web information.
GRADE TWO	
2.2.1	Work collaboratively with others to convey ideas or illustrate content concepts with digital tools and resources (e.g., complete a slide show of a story, poem, or summary).
2.2.2	Organize digital information on a class topic (e.g., complete database profiles of characters, events, or books read) and share it on a school website.
2.2.3	Compare and contrast places of origin of families in the class using a global map. Post a class photo journal created with a presentation template.

Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
PERFORMANCE INDICATORS	
GRADE THREE	
3.2.1	Participate in and contribute to content-based online projects in small groups (e.g., complete teacher-created or Web-based webquests, virtual tours, and online games).
3.2.2	Post content information (e.g., reading lists, social studies or science topics in spreadsheet or database forms) to a classroom website.
3.2.3	Articulate the similarities and differences of cultures using appropriate technological tools (e.g., graphic organizer, publishing software, tables).
GRADE FOUR	
4.2.1	Use digital communication tools (e.g., email, forums) to compare information or common content topics with others (e.g., post Web instructions to solve math problems of the week, share information topics, provide feedback on an issue related to a curriculum inquiry).
4.2.2	Compare and contrast characteristics of cultures using information from appropriate websites (e.g., virtual tours, web quests, databases).
GRADE FIVE	
5.2.1	Participate in online collaborative projects with students in other schools on common curriculum-related content (e.g., solve a problem; create a product by building collective wikis, web quests, book reviews; debate community issues).
5.2.2	Create and maintain a classroom website.
5.2.3	Connect with international students on the World Wide Web through email, blogs, or collaborative sites to investigate content-related topics or a global issue.

Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
PERFORMANCE INDICATORS	
GRADES 6–8	
6–8.2.1	Use technology tools (e.g., email, blogs, portable document format) to exchange ideas and content with individuals or groups outside of the school community.
6–8.2.2	In a collaborative group, use a variety of technologies to design and publish digital products (e.g., newspaper, slide show, or video on content-related topics) to effectively communicate curriculum concepts to audiences.
6–8.2.3	Use collaborative electronic authoring tools (e.g., conferencing software, wikis) with other students to present curriculum content reflecting multicultural perspectives.
GRADES 9–12	
9–12.2.1	Interact and collaborate with others using a variety of digital communication tools (e.g., peer review and editing, debate, joint data collection) to support individual learning and contribute to the learning of others.
9–12.2.2	Communicate information and ideas effectively to multiple audiences using a variety of digital media and formats (e.g., email, blogs, webpage's).
9–12.2.3	Gain cultural perspectives on content-related issues or topics by participating in global online projects.
9–12.2.4	Participate in an online community through discussion boards or video or Web conferences to understand or solve a local or global issue.

Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Use digital media (e.g., visit the Web, watch an educational video, CD-ROM) to identify a topic and formulate questions for an investigation as a class.
K.3.2	Use a digital storyboard template as a class to organize an investigation, determine the appropriate resources, and locate information about a topic.
K.3.3	Use a variety of digital resources (e.g., selected websites, DVDs, videos) as a class to obtain information about a specific topic.
K.3.4	Use a graphic or text document (e.g., teacher-made table, template) as a class to input and organize key words from information sources.
K.3.5	Use a teacher-designed presentation template to deliver a class report on a topic.
GRADE ONE	
1.3.1	Use digital media (e.g., visit the Web, watch an educational video, engage in simulations) as a class to build content background and record research questions on a topic.
1.3.2	Identify which digital tools and resources can be used to gather information about a topic of interest.
1.3.3	Identify relevant information from teacher-selected digital resources (e.g., developmentally appropriate resource databases, DVDs, videos, electronic references) in small groups.
1.3.4	Use productivity software (e.g., developmentally appropriate databases, spreadsheets, word processor templates) to record and organize information as a class.

Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
1.3.5	Use teacher-prepared templates (e.g., spreadsheet, graphs, tables) to interpret organized information as a class.
1.3.6	Contribute research findings to a class using a presentation software template.
GRADE TWO	
2.3.1	Use digital tools and resources to build background on a topic of interest and individually determine questions for exploration.
2.3.2	Identify electronic tools (e.g., websites, surveys, video interviews) that are used to gather information from various audiences.
2.3.3	Select relevant bookmarked websites from a teacher collection of online resources to support a decision, solve a problem, or answer a research question.
2.3.4	Describe the need to cite information from websites.
2.3.5	Use productivity software (e.g., teacher-made databases, spreadsheets, text documents, presentation templates) to record data that can be translated into graphs and tables and to communicate conclusions and summaries.
GRADE THREE	
3.3.1	Build background knowledge by viewing different media (e.g., video, webcasts, websites, DVDs) and brainstorm research topics using appropriate digital tools (e.g., word processing applications, concept mapping programs).
3.3.2	Use digital tools (e.g., storyboards, image capture templates) to plan a project research.
3.3.3	Locate information using teacher-selected digital media (e.g., search engines, bookmarks, website links).

Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
3.3.4	Input and organize information and images into an appropriate application (e.g., table, text document, database form template).
3.3.5	Cite online resources used to obtain information for a research project.
3.3.6	Create a multi-slide presentation to display a solution, decision, or summary supported by graphs, charts, and photos of research findings.
GRADE FOUR	
4.3.1	Build background knowledge, brainstorm topics, or generate questions using content keywords in appropriate applications (e.g., concept mapping, visual brainstorming).
4.3.2	Identify relevant Web resources using search strategies and bookmark favorite sites.
4.3.3	Select and organize relevant data in an application or template (e.g., table, text document template, database template).
4.3.4	Use appropriate presentation media (e.g., multimedia, text documents, graphics, charts, summaries) to express research results, decisions made, or problem solved with appropriate citations.
GRADE FIVE	
5.3.1	Brainstorm potential research topics using existing knowledge and/or viewing digital content and record research questions in a digital template.
5.3.2	Construct an outline or timeline to plan a project using an application (e.g., word processing or publishing software).
5.3.3	Evaluate and select appropriate information sources and digital media to complete a research task, solve a problem, or make a decision.

Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
5.3.4	Demonstrate knowledge of key words in using search engines and resource databases and bookmark relevant sites.
5.3.5	Input data into an appropriate representation (e.g., table, database form template), analyze results by comparing and contrasting information, and evaluate the credibility and biases of the content.
5.3.6	Create a multi-slide presentation to report research results, decisions made, and problem solved, including accurate citations for all sources and integrated feedback from multiple audiences.
GRADES 6–8	
6–8.3.1	Identify and use technology resources (e.g., FAQs, resource databases, web quests) to investigate current issues, questions, or problems and propose a plan to find solutions.
6–8.3.2	Use digital graphic organizers (e.g., mind-mapping software, concept webs) to plan an investigation or solve a problem.
6–8.3.3	Select appropriate media formats (e.g., websites, online surveys, interviews, blogs) and content that reflect diverse perspectives on an issue or problem.
6–8.3.4	Use basic functions of search engines to locate and gather information from relevant sources (e.g., databases, websites, podcasts).
6–8.3.5	Input and organize information into appropriate media formats (e.g., spreadsheet or database, online organizational tools) citing all sources of information.
6–8.3.6	Combine information from separate sources to display arguments reflecting diverse perspectives from multiple audiences and use bibliography tools to cite media sources.
6–8.3.7	Evaluate electronic resources for validity, credibility, and biases (e.g., information found on Web domain names, such as .gov, .net, .com, and .edu).
GRADES 9–12	

Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
PERFORMANCE INDICATORS	
9–12.3.1	Define potential topics on current issues, problems to solve, or significant questions using appropriate digital resources (e.g., resource databases, websites, online projects, blogs).
9–12.3.2	Organize a project or inquiry using online tools (e.g., wikis, web quests, storyboards).
9–12.3.3	Select a variety of sources (e.g., resource databases, video interviews, online experts, documentaries) to reflect diverse perspectives on an issue.
9–12.3.4	Use advanced functions of search engines, including the help menu and directories, to identify resources for different purposes.
9–12.3.5	Combine and record relevant information according to project requirements using a variety of digital media (e.g., inspiration software, databases, spreadsheets) reflecting: • Support and counter arguments. • Assessment of the credibility, validity, and potential bias of resources. • Citation of all sources of information.
9–12.3.6	Select and use digital tools, instruments, and measurement devices to collect and organize data while conducting experiments, evaluating theories, and testing hypotheses.
9–12.3.7	Apply copyright law to correctly paraphrase, quote, summarize, and cite technological sources using bibliography tools (e.g., Bibliography Maker), including permission requests for source use from individuals or organizations as applicable.
9–12.3.8	Integrate alternative perspectives and feedback from multiple audiences and resources in an interactive digital product to present a solution, decision, or summary.
9–12.3.9	Create an electronic portfolio (e-portfolio) of digital images, music, and custom animated projects.

Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Articulate an understanding of the safe use of personal information (e.g., name, address, phone number, photo).
K.4.2	Follow the school's online safety guidelines.
K.4.3	Demonstrate respect for the digital work of others (e.g., do not delete, copy, or post information of others) and understand one's digital rights.
GRADE ONE	
1.4.1	Demonstrate safe online practices by not sharing/publishing personal information about one's self and others.
1.4.2	Recognize and understand online safety measures and notify an adult of potential dangers (e.g., general information about predators, online harassment).
1.4.3	Demonstrate respect for opinions of others posted online.
GRADE TWO	
2.4.1	Describe differences between safe and unsafe websites and know procedures (i.e., clicking the home icon, turning the monitor off, shutting down the computer, notifying an adult) for exiting an inappropriate site.
2.4.2	Explain the potential harm of intrusive applications (e.g., viruses, pop-up windows).
2.4.3	Practice responsible and appropriate use of technology systems, software, and information.
3.4.1	Use secure passwords for programs and online accounts to protect personal information.
3.4.2	Recognize and report potential hazards and the dangers of inappropriate behavior (e.g., pop-up sites, cyber-bullying) on the Internet.

Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
PERFORMANCE INDICATORS	
GRADE THREE	
3.4.3	Apply ergonomic strategies (e.g., electrical safety, appropriate posture) to avoid injury while using technology.
3.4.4	Comply with the GDOE Acceptable Use Policy.
3.4.5	Practice responsible, appropriate use of technology systems, software, information, and others' intellectual property (i.e., honor author's ownership and follow copyright laws).
GRADE FOUR	
4.4.1	Articulate the potential dangers of inappropriate online behaviors (e.g., cyber-bulling, spamming, phishing).
4.4.2	Comply with the GDOE Acceptable Use Policy.
4.4.3	Identify acceptable and unacceptable use of technology and digital works of others and describe personal consequences of inappropriate use.
GRADE FIVE	
5.4.1	Describe the impact of inappropriate online behavior (e.g., solicitation, identity theft, cyber-bullying, insults) on individuals and society.
5.4.2	Demonstrate the appropriate use of an online profile for responsible blogging, chatting, and posting of information.
5.4.3	Comply with the GDOE Acceptable Use Policy.
5.4.4	Explain the ethical use of technologies (e.g., legal downloading, intellectual ownership, fraud) and the effect on individuals, society, and the global community.

Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
PERFORMANCE INDICATORS	
GRADES 6–8	
6–8.4.1	Explain the purpose of privacy and follow online safety (e.g., not disclosing personal information, protecting one's passwords, engaging in responsible sharing of information).
6–8.4.2	Explain the importance of firewalls and filtering systems.
6–8.4.3	Identify methods for addressing risks for unethical online behaviors (e.g., consumer fraud, virus setting, spamming, phishing, identity theft).
6–8.4.4	Comply with the GDOE Acceptable Use Policy.
6–8.4.5	Demonstrate acceptable and responsible use of information (e.g., follow copyright laws, legal downloading protocols, fair use provisions, file sharing protocols, creative commons agreements, other protocols) when using digital content.
GRADES 9–12	
9–12.4.1	Understand privacy issues and how data is made available and protect systems with firewalls, filtering systems, and antivirus programs.
9–12.4.2	Practice safe and responsible sharing of information and opinions online.
9–12.4.3	Follow protocols when accessing multiple digital communities (e.g., online lists and forums).
9–12.4.4	Comply with the GDOE Acceptable Use Policy.
9–12.4.5	Practice responsible and appropriate use of technology systems, software, and information and comply with copyright laws.
9–12.4.6	Assess and explain the connection between the emerging technologies and ethical and unethical uses and the impact on individuals, societies, and cultures.

Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Demonstrate the knowledge of the differences between hardware and software applications.
K.5.2	Identify and show proper care of digital equipment (e.g., computer mouse, keyboard, speakers, monitor, camera, DVD players).
K.5.3	Navigate the computer system using the following: • Mouse (open/close applications, print/save documents) • Keyboard (type letters and numbers)
K.5.4	Load/open and navigate software applications with minimal assistance.
K.5.5	Use content-appropriate applications (computer-based and online) for directed and independent learning (e.g., create a picture, read e-books, browse content-based DVDs).
GRADE ONE	
1.5.1	Meet grade level keyboarding proficiency: • Demonstrate proper finger positioning on home keys using a QWERTY keyboard. • Identify symbols and icons on the keyboard and in computer applications.
1.5.2	Explain performance tasks using the correct vocabulary.
1.5.3	Use menus and respond to on-screen commands (e.g., load, next, save, print, exit).
1.5.4	Open/close content-based software and follow the program directions.
1.5.5	Navigate through teacher-selected websites that reinforce or enrich skills in a content area with a partner or a group.

GRADE TWO	
2.5.1	Meet grade level keyboarding proficiency by demonstrating correct hand placement and keyboarding basics (i.e., use arrow keys, enter keys, shift, spacebar) using a keyboarding program.
2.5.2	Use a variety of digital equipment and apply basic troubleshooting procedures.
2.5.3	Use graphic/drawing and writing applications (e.g., Paint, drawing software, Word) to illustrate and input a story or report.
2.5.4	View and interact with various online resources (e.g., e-books, puzzles, games) to reinforce or enrich content skills.
GRADE THREE	
3.5.1	Meet grade level keyboarding proficiency by touch-type with speed and accuracy using a keyboarding program (10 wpm).
3.5.2	Demonstrate care for digital tools (e.g., digital camera/camcorder, scanners, webcam) that are used to collect, analyze, and communicate data.
3.5.3	Demonstrate the use of basic features and functions of word processing, presentation, spreadsheet, and database templates and records.
3.5.4	Demonstrate basic Web browser navigation to view and gather information (i.e., open the browser; type the URL; navigate back, forward, home; refresh the screen; bookmark sites).
3.5.5	Create a digital story or report using a word processor or presentation application and illustrate it by importing graphics created in a drawing or painting application.
GRADE FOUR	
4.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy in keyboarding (15 wpm).
4.5.2	Manage hardware components and operating systems effectively: • Demonstrate correct usage of shortcut keys (e.g., ctrl+c, ctrl+x, alt+F4.). • Save and manage files to a variety of appropriate locations (e.g., external drives). • Recognize properly connected computer cables and peripheral devices.

Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
PERFORMANCE INDICATORS	
4.5.3	Produce simple graphs and charts using appropriate applications (e.g., spreadsheets, databases, presentations).
4.5.4	Create a multi-slide presentation integrating images and audio.
4.5.5	Use a variety of search engines or online resource databases to locate information from websites.
GRADE FIVE	
5.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy in keyboarding (20 wpm with 90% accuracy) and demonstrating correct usage of all keyboard keys and proper typing techniques.
5.5.2	Manage and troubleshoot (i.e., use a variety of tutorials) hardware components and operating systems effectively: • Organize and manage files and folders in different locations (classes, home, and online). • Configure technological equipment for presentation independently. • Identify and understand the difference between non-networked and networked computers.
5.5.3	Create a multi-slide presentation with images, graphics, animation, and audio.
5.5.4	Use communication and collaborative online tools (e.g., emails, blogs, wikis) to create and send messages with guided practice.
GRADES 6–8	
6–8.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy in keyboarding (up to 45 wpm with 90% accuracy).
6–8.5.2	Identify types of files by their icons and extensions (e.g., .pdf, .jpeg, .txt, .exe).
6–8.5.3	Apply appropriate network protocols to access, save, and back up files to servers and external drives.
6–8.5.4	Describe strategies for identifying, solving, and preventing common software, hardware, and networking problems.
6–8.5.5	Integrate a variety of file types (e.g., picture, sound, text) and multiple formatting and editing features of a word processing or publishing program to create different products (e.g., documents, presentations, posters, newsletters, pamphlets, websites).

Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
PERFORMANCE INDICATORS	
6–8.5.6	Use online collaborative technologies to support learning.
GRADES 9–12	
9–12.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy of keyboarding (55 wpm with 90% accuracy).
9–12.5.2	Configure and troubleshoot hardware, software, and network systems using online tutorials, forums, and discussion boards.
9–12.5.3	Understand and independently demonstrate accessibility protocols for a variety of server-based and network applications.
9–12.5.4	Demonstrate skill in integrating a variety of digital equipment (e.g., digital camera, scanner, sound system, computer) to complete performance-based projects.
9–12.5.5	Use multiple features and functions of common applications (e.g., spreadsheet, word processing, presentation, media authoring, and graphics softwares) to organize and analyze data and publish products.
9–12.5.6	Participate and interact in collaborative technologies (e.g., forums and discussion boards, podcasts, video conferencing) to support learning.
9–12.5.7	Understand functions and features of online applications (e.g., online encyclopedias, search engines).
9–12.5.8	Apply technological tools to research career options, requirements, and availability.
9–12.5.9	Understand functions and features of emerging online interactive sites, such as: • Common blogging sites (e.g., edublog, Multiply.com) • Social networking sites (e.g., MySpace, Facebook, Twitter)

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
K.1.1	Use digital media and resources (e.g., drawing tools, digital camera) to capture images and illustrate ideas for class stories and content-related topics (with teacher assistance).
K.1.2	Use teacher-selected interactive resources (e.g., interactive online sites, content-related CDs/DVDs) to practice content skills (e.g., math, reading, vocabulary) and explore new concepts.
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
K.2.1	Work with others to illustrate and communicate content-based concepts for inclusion in collective class stories or reports developed with graphics and writing applications.
K.2.2	Work with a partner to explore teacher-selected software programs that reinforce and enrich content topics.
K.2.3	Learn about other cultures using digital images, stories, and Web information (with teacher assistance).
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
K.3.1	Use digital media (e.g., visit the Web, watch an educational video, CD-ROM) to identify a topic and formulate questions for an investigation as a class.
K.3.2	Use a digital storyboard template as a class to organize an investigation, determine the appropriate resources, and locate information about a topic.
K.3.3	Use a variety of digital resources (e.g., selected websites, DVDs, videos) as a class to obtain information about a specific topic.

K.3.4	Use a graphic or text document (e.g., teacher-made table, template) as a class to input and organize key words from information sources.
K.3.5	Use a teacher-designed presentation template to deliver a class report on a topic.
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
K.4.1	Articulate an understanding of the safe use of personal information (e.g., name, address, phone number, photo).
K.4.2	Follow the school's online safety guidelines.
K.4.3	Demonstrate respect for the digital work of others (e.g., do not delete, copy, or post information of others) and understand one's digital rights.
Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
K.5.1	Demonstrate the knowledge of the differences between hardware and software applications.
K.5.2	Identify and show proper care of digital equipment (e.g., computer mouse, keyboard, speakers, monitor, camera, DVD players).
K.5.3	Navigate the computer system using the following: • Mouse (open/close applications, print/save documents) • Keyboard (type letters and numbers)
K.5.4	Load/open and navigate software applications with minimal assistance.
K.5.5	Use content-appropriate applications (computer-based and online) for directed and independent learning (e.g., create a picture, read e-books, browse content-based DVDs).

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
1.1.1	Capture digital images and, with assistance, add the images into a graphic organizing program (e.g., Photo Organizer, Story Maker) to enhance digital stories or content-related concepts for sharing.
1.1.2	Use curriculum-specific simulations to practice critical thinking processes (e.g., comparing and contrasting, sequencing, and categorizing information).
1.1.3	Predict patterns (e.g., weather, growth, cycles) based on graphs created from a grade-appropriate spreadsheet template.
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
1.2.1	Select digital content (e.g., graphics, text, sound) with a partner for contribution to a class-developed multimedia report on a subject.
1.2.2	Learn about other cultures using digital images, stories, and Web information.
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
1.3.1	Use digital media (e.g., visit the Web, watch an educational video, engage in simulations) as a class to build content background and record research questions on a topic.
1.3.2	Identify which digital tools and resources can be used to gather information about a topic of interest.
1.3.3	Identify relevant information from teacher-selected digital resources (e.g., developmentally appropriate resource databases, DVDs, videos, electronic references) in small groups.
1.3.4	Use productivity software (e.g., developmentally appropriate databases, spreadsheets, word processor templates) to record and organize information as a class.

1.3.5	Use teacher-prepared templates (e.g., spreadsheet, graphs, tables) to interpret organized information as a class.
1.3.6	Contribute research findings to a class using a presentation software template.
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
1.4.1	Demonstrate safe online practices by not sharing/publishing personal information about one's self and others.
1.4.2	Recognize and understand online safety measures and notify an adult of potential dangers (e.g., general information about predators, online harassment).
1.4.3	Demonstrate respect for opinions of others posted online.
Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
1.5.1	Meet grade level keyboarding proficiency: • Demonstrate proper finger positioning on home keys using a QWERTY keyboard. • Identify symbols and icons on the keyboard and in computer applications.
1.5.2	Explain performance tasks using the correct vocabulary.
1.5.3	Use menus and respond to on-screen commands (e.g., load, next, save, print, exit).
1.5.4	Open/close content-based software and follow the program directions.
1.5.5	Navigate through teacher-selected websites that reinforce or enrich skills in a content area with a partner or a group.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
2.1.1	Illustrate and communicate original ideas and stories using digital tools and resources (e.g., template of a presentation program using text, images, and illustrations).
2.1.2	Use online or CD-ROM-based simulations and graphic organizers to explore (e.g., classify, test a hypothesis, recognize attributes, find examples and non-examples) and learn concepts.
2.1.3	Collect and graph data related to grade-specific content in a graphing template, then interpret patterns, predict outcomes, and share results.
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
2.2.1	Work collaboratively with others to convey ideas or illustrate content concepts with digital tools and resources (e.g., complete a slide show of a story, poem, or summary).
2.2.2	Organize digital information on a class topic (e.g., complete database profiles of characters, events, or books read) and share it on a school website.
2.2.3	Compare and contrast places of origin of families in the class using a global map. Post a class photo journal created with a presentation template.
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
2.3.1	Use digital tools and resources to build background on a topic of interest and individually determine questions for exploration.
2.3.2	Identify electronic tools (e.g., websites, surveys, video interviews) that are used to gather information from various audiences.

2.3.3	Select relevant bookmarked websites from a teacher collection of online resources to support a decision, solve a problem, or answer a research question.
2.3.4	Describe the need to cite information from websites.
2.3.5	Use productivity software (e.g., teacher-made databases, spreadsheets, word processor and presentation templates) to record data that can be translated into graphs and tables and to communicate conclusions and summaries.
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
2.4.1	Describe differences between safe and unsafe websites and know procedures (i.e., clicking the home icon, turning the monitor off, shutting down the computer, notifying an adult) for exiting an inappropriate site.
2.4.2	Explain the potential harm of intrusive applications (e.g., viruses, pop-up windows).
2.4.3	Practice responsible and appropriate use of technology systems, software, and information.
Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
2.5.1	Meet grade level keyboarding proficiency by demonstrating correct hand placement and keyboarding basics (i.e., arrow keys, enter keys, shift, spacebar) using a keyboarding program.
2.5.2	Use a variety of digital equipment and apply basic troubleshooting procedures.
2.5.3	Use graphic/drawing and writing applications (e.g., Paint, drawing software, Word) to illustrate and input a story or report.
2.5.4	View and interact with various online resources (e.g., e-books, puzzles, games) to reinforce or enrich content skills.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
3.1.1	Compile exemplary samples of one's work in a teacher-created electronic portfolio.
3.1.2	Use presentation and/or word processing software to present original stories or information on a topic.
3.1.3	As a class, identify trends in information (e.g., weather patterns, growth patterns, math patterns, probability) displayed in a graphing software.
3.1.4	Practice skills, explore new concepts, and recognize patterns using online or CD-ROM-based interactive resources and educational games.
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
3.2.1	Participate in and contribute to content-based online projects in small groups (e.g., complete teacher-created or Web-based webquests, virtual tours, and online games).
3.2.2	Post content information (e.g., reading lists, social studies or science topics in spreadsheet or database forms) to a classroom website.
3.2.3	Articulate the similarities and differences of cultures using appropriate technological tools (e.g., graphic organizer, publishing software, tables).
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
3.3.1	Build background knowledge by viewing different media (e.g., video, webcasts, websites, DVDs) and brainstorm research topics using appropriate digital tools (e.g., word processing applications, concept mapping programs).
3.3.2	Use digital tools (e.g., storyboards, image capture templates) to plan a project research.

3.3.3	Locate information using teacher-selected digital media (e.g., search engines, bookmarks, website links).
3.3.4	Input and organize information and images into an appropriate application (e.g., table, text document, database form template).
3.3.5	Cite online resources used to obtain information for a research project.
3.3.6	Create a multi-slide presentation to display a solution, decision, or summary supported by graphs, charts, and photos of research findings.
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
3.4.1	Use secure passwords for programs and online accounts to protect personal information.
3.4.2	Recognize and report potential hazards and the dangers of inappropriate behavior (e.g., pop-up sites, cyber-bullying) on the Internet.
3.4.3	Apply ergonomic strategies (e.g., electrical safety, appropriate posture) to avoid injury while using technology.
3.4.4	Comply with the GDOE Acceptable Use Policy.
3.4.5	Practice responsible, appropriate use of technology systems, software, information, and others' intellectual property (i.e., honor author's ownership and follow copyright laws).
Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
3.5.1	Meet grade level keyboarding proficiency by touch-type with speed and accuracy using a keyboarding program (10 wpm).
3.5.2	Demonstrate care for digital tools (e.g., digital camera/camcorder, scanners, webcam) that are used to collect, analyze, and communicate data.

3.5.3	Demonstrate the use of basic features and functions of word processing, presentation, spreadsheet, and database templates and records.
3.5.4	Demonstrate basic Web browser navigation to view and gather information (i.e., open the browser; type the URL; navigate back, forward, home; refresh the screen; bookmark sites).
3.5.5	Create a digital story or report using a word processing or presentation application and illustrate it by importing graphics created in a drawing or painting application.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
4.1.1	Compile and present exemplary samples of one's work in an electronic portfolio.
4.1.2	Use word processing and/or presentation software to publish and/or present original stories.
4.1.3	Demonstrate the use of tables and graphs (e.g., Venn diagram, timeline, maps, pie charts) using visual representation software to organize, analyze, and compare information.
4.1.4	Use online models and simulations (e.g., online math manipulatives, science and social studies simulations) to conceptualize abstract content information.
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
4.2.1	Use digital communication tools (e.g., email, forums) to compare information or common content topics with others (e.g., post Web instructions to solve math problems of the week, share information topics, or provide feedback on an issue related to a curriculum inquiry).
4.2.2	Compare and contrast characteristics of cultures using information from appropriate websites (e.g., virtual tours, webquests, databases).
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
4.3.1	Build background knowledge, brainstorm topics, or generate questions using content keywords in appropriate applications (e.g., concept mapping, visual brainstorming).
4.3.2	Identify relevant Web resources using search strategies and bookmark favorite sites.
4.3.3	Select and organize relevant data in an application or template (e.g., table, document template, database template).

4.3.4	Use appropriate presentation media (e.g., multimedia, text documents, graphics, charts, summaries) to express research results, decisions made, or problem solved with appropriate citations.
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
4.4.1	Articulate the potential dangers of inappropriate online behaviors (e.g., cyber-bullying, spamming, phishing).
4.4.2	Comply with the GDOE Acceptable Use Policy.
4.4.3	Identify acceptable and unacceptable use of technology and digital works of others and describe personal consequences of inappropriate use.
Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
4.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy in keyboarding (15 wpm).
4.5.2	Manage hardware components and operating systems effectively: • Demonstrate correct usage of shortcut keys (e.g., ctrl+c, ctrl+x, alt+F4). • Save and manage files to a variety of appropriate locations (e.g., external drives). • Recognize properly connected computer cables and peripheral devices.
4.5.3	Produce simple graphs and charts using appropriate applications (e.g., spreadsheets, databases, presentations).
4.5.4	Create a multi-slide presentation integrating images and audio.
4.5.5	Use a variety of search engines or online resource databases to locate information from websites.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
5.1.1	Compile and present exemplary samples of one's work in an electronic portfolio.
5.1.2	Demonstrate appropriate use of online hosting websites (e.g., shared writing, storytelling, problem solving sites) to apply skills, vocabulary, and concepts from content areas.
5.1.3	Use visual representation software to organize, analyze, and compare individually researched information (e.g., graphs, Venn diagrams, timelines, maps, pie charts).
5.1.4	Use online simulations, games, and interactive sites to visualize content-related concepts (e.g., fractions, adaptation, cycles).
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
5.2.1	Participate in online collaborative projects with students in other schools on common curriculum-related content (e.g., solve a problem; create a product by building collective wikis, webquests, book reviews; debate community issues).
5.2.2	Create and maintain a classroom website.
5.2.3	Connect with international students on the World Wide Web through email, blogs, or collaborative sites to investigate content-related topics or a global issue.
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
5.3.1	Brainstorm potential research topics using existing knowledge and/or viewing digital content and record research questions in a digital template.

5.3.2	Construct an outline or timeline to plan a project using an application (e.g., word processing or publishing software).
5.3.3	Evaluate and select appropriate information sources and digital media to complete a research task, solve a problem, or make a decision.
5.3.4	Demonstrate knowledge of key words in using search engines and resource databases and bookmark relevant sites.
5.3.5	Input data into an appropriate representation (e.g., table, database form template), analyze results by comparing and contrasting information, and evaluate the credibility and biases of the content.
5.3.6	Create a multi-slide presentation to report research results, decisions made, and problem solved, including accurate citations for all sources and integrated feedback from multiple audiences.
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
5.4.1	Describe the impact of inappropriate online behavior (e.g., solicitation, identity theft, cyber-bullying, insults) on individuals and society.
5.4.2	Demonstrate the appropriate use of an online profile for responsible blogging, chatting, and posting of information.
5.4.3	Comply with the GDOE Acceptable Use Policy.
5.4.4	Explain the ethical use of technologies (e.g., legal downloading, intellectual ownership, fraud) and the effect on individuals, society, and the global community.
Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
5.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy in keyboarding (20 wpm with 90% accuracy) and demonstrating correct usage of all keyboard keys and proper typing techniques.

5.5.2	Manage and troubleshoot (i.e., use a variety of tutorials) hardware components and operating systems effectively: • Organize and manage files and folders in different locations (classes, home, and online). • Configure technological equipment for presentation independently. • Identify and understand the difference between non-networked and networked computers.
5.5.3	Create a multi-slide presentation with images, graphics, animation, and audio.
5.5.4	Use communication and collaborative online tools (e.g., emails, blogs, wikis) to create and send messages with guided practice.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
6–8.1.1	Compile and present exemplary samples of one's work in an electronic portfolio.
6–8.1.2	Produce a product for personal or group expression (e.g., slide show of a culminating product, collaborative website, forum, video documentary) using a combination of text, images, sound, music, and/or video.
6–8.1.3	Identify a content-related issue, develop a systematic plan of investigation, and present innovative sustainable solutions using online tools and resources.
6–8.1.4	Illustrate a content-related concept, process, or relationship with graphic elements (e.g., graphs, charts, maps, digital models, simulations) using graphing or concept-mapping software.
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
6–8.2.1	Use technology tools (e.g., email, blogs, portable document format) to exchange ideas and content with individuals or groups outside of the school community.
6–8.2.2	In a collaborative group, use a variety of technologies to design and publish digital products (e.g., newspaper, slide show, or video on content-related topics) to effectively communicate curriculum concepts to audiences.
6–8.2.3	Use collaborative electronic authoring tools (e.g., conferencing software, wikis) with other students to present curriculum content reflecting multicultural perspectives.
Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
6–8.3.1	Identify and use technology resources (e.g., FAQs, resource databases, webquests) to investigate current issues, questions, or problems and propose a plan to find solutions.

6–8.3.2	Use digital graphic organizers (e.g., mind-mapping software, concept webs) to plan an investigation or solve a problem.
6–8.3.3	Select appropriate media formats (e.g., websites, online surveys, interviews, blogs) and content that reflect diverse perspectives on an issue or problem.
6–8.3.4	Use basic functions of search engines to locate and gather information from relevant sources (e.g., databases, websites, podcasts).
6–8.3.5	Input and organize information into appropriate media formats (e.g., spreadsheet or database, online organizational tools) citing all sources of information.
6–8.3.6	Combine information from separate sources to display arguments reflecting diverse perspectives from multiple audiences and use bibliography tools to cite media sources.
6–8.3.7	Evaluate electronic resources for validity, credibility, and biases (e.g., information found on Web domain names, such as .gov, .net, .com, and .edu).
Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
6–8.4.1	Explain the purpose of privacy and follow online safety (e.g., not disclosing personal information, protecting one's passwords, engaging in responsible sharing of information).
6–8.4.2	Explain the importance of firewalls and filtering systems.
6–8.4.3	Identify methods for addressing risks for unethical online behaviors (e.g., consumer fraud, virus setting, spamming, phishing, identity theft).
6–8.4.4	Comply with the GDOE Acceptable Use Policy.
6–8.4.5	Demonstrate acceptable and responsible use of information (e.g., follow copyright laws, legal downloading protocols, fair use provisions, file-sharing protocols) when using digital content.

Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
6–8.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy in keyboarding (up to 45 wpm with 90% accuracy).
6–8.5.2	Identify types of files by their icons and extensions (e.g., .pdf, .jpeg, .txt, .exe).
6–8.5.3	Apply appropriate network protocols to access, save, and back up files to servers and external drives.
6–8.5.4	Describe strategies for identifying, solving, and preventing common software, hardware, and networking problems.
6–8.5.5	Integrate a variety of file types (e.g., picture, sound, text) and multiple formatting and editing features of a word processing or publishing program to create different products (e.g., documents, presentations, posters, newsletters, pamphlets, websites).
6–8.5.6	Use online collaborative technologies to support learning.

Standard 1: Creativity and Innovation Students demonstrate creative thinking to develop innovative products using appropriate digital tools and resources.	
9–12.1.1	Produce original media products that incorporate different content areas using a combination of text, images, sound, music, or video for personal or group expression and inclusion in portfolios.
9–12.1.2	Analyze survey data, report information, and display the data in a variety of ways (e.g., tables, graphs) to support conclusions.
9–12.1.3	Identify patterns and correlations of data to build understanding and recognize relationships between elements (e.g., chemical reactions, global issues).
9–12.1.4	Determine and explore cause and effect relationships using virtual simulations in different contexts (e.g., global warming, science and geographic phenomena, conflict among nations).
Standard 2: Communication and Collaboration Students use digital media and resources to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
9–12.2.1	Interact and collaborate with others using a variety of digital communication tools (e.g., peer review and editing, debate, joint data collection) to support individual learning and contribute to the learning of others.
9–12.2.2	Communicate information and ideas effectively to multiple audiences using a variety of digital media and formats (e.g., email, blogs, webpages).
9–12.2.3	Gain cultural perspectives on content-related issues or topics by participating in global online projects.
9–12.2.4	Participate in an online community through discussion boards or video or Web conferences to understand or solve a local or global issue.

Standard 3: Research for Problem Solving and Decision Making Students plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	
9–12.3.1	Define potential topics on current issues, problems to solve, or significant questions using appropriate digital resources (e.g., resource databases, websites, online projects, blogs).
9–12.3.2	Organize a project or inquiry using online tools (e.g., wikis, web quests, storyboards).
9–12.3.3	Select a variety of sources (e.g., resource databases, video interviews, online experts, documentaries) to reflect diverse perspectives on an issue.
9–12.3.4	Use advanced functions of search engines, including the help menu and directories, to identify resources for different purposes.
9–12.3.5	Combine and record relevant information according to project requirements using a variety of digital media (e.g., inspiration software, databases, spreadsheets) reflecting: • Support and counter arguments. • Assessment of the credibility, validity, and potential bias of resources. • Citation of all sources of information.
9–12.3.6	Select and use digital tools, instruments, and measurement devices to collect and organize data while conducting experiments, evaluating theories, and testing hypotheses.
9–12.3.7	Apply copyright law to correctly paraphrase, quote, summarize, and cite technological sources using bibliography tools (e.g., Bibliography Maker), including permission requests for source use from individuals or organizations as applicable.
9–12.3.8	Integrate alternative perspectives and feedback from multiple audiences and resources in an interactive digital product to present a solution, decision, or summary.
9–12.3.9	Create an electronic portfolio (e-portfolio) of digital images, music, and custom animated projects.

Standard 4: Digital Citizenship Students demonstrate safe, legal, and ethical behavior when using technology to communicate or create a product.	
9–12.4.1	Understand privacy issues and how data is made available and protect systems with firewalls, filtering systems, and antivirus programs.
9–12.4.2	Practice safe and responsible sharing of information and opinions online.
9–12.4.3	Follow protocols when accessing multiple digital communities (e.g., online lists and forums).
9–12.4.4	Comply with the GDOE Acceptable Use Policy.
9–12.4.5	Practice responsible and appropriate use of technology systems, software, and information and comply with copyright laws.
9–12.4.6	Assess and explain the connection between the emerging technologies and ethical and unethical uses and the impact on individuals, societies, and cultures.

Standard 5: Technology Operations and Concepts Students demonstrate and apply an understanding of technological concepts, systems, and operations.	
9–12.5.1	Meet grade level keyboarding proficiency by increasing speed and accuracy of keyboarding (55 wpm with 90% accuracy).
9–12.5.2	Configure and troubleshoot hardware, software, and network systems using online tutorials, forums, and discussion boards.
9–12.5.3	Understand and independently demonstrate accessibility protocols for a variety of server-based and network applications.
9–12.5.4	Demonstrate skill in integrating a variety of digital equipment (e.g., digital camera, scanner, sound system, computer) to complete performance-based projects.
9–12.5.5	Use multiple features and functions of common applications (e.g., spreadsheet, word processing, presentation, media authoring, and graphics softwares) to organize and analyze data and publish products.
9–12.5.6	Participate and interact in collaborative technologies (e.g., forums and discussion boards, podcasts, video conferencing) to support learning.
9–12.5.7	Understand functions and features of online applications (e.g., online encyclopedias, search engines).
9–12.5.8	Apply technological tools to research career options, requirements, and availability.
9–12.5.9	Understand functions and features of emerging online interactive sites, such as: • Common blogging sites (e.g., edublog, Multiply.com) • Social networking sites (e.g., MySpace, Facebook, Twitter)

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR
FINE ARTS

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders in Guam. In addition, they provide more clarity to support all students in developing skills; deepening their understanding of concepts and processes; and utilizing their problem-solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

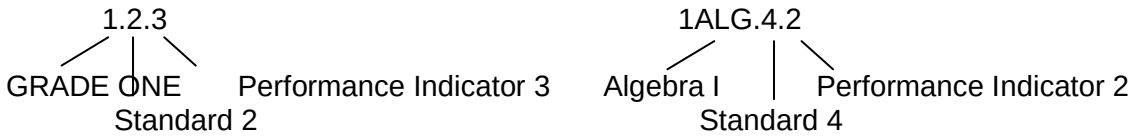
Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation. Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.



Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.

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Middle school: proficient 170

Middle school: advanced 172

High school: proficient 174

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IX. By Grade Level for Visual Arts 178

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Middle school: proficient 190

Middle school: advanced 192

High school: proficient 194

High school: advanced 196

Introduction to Fine Arts Standards

Arts education standards can make a difference in teaching and learning because they address two fundamental issues in education—quality and accountability. Standards help ensure that the study of the arts is disciplined and well-focused, and that arts instruction has a point of reference for assessing its results. In addressing these issues, arts education standards are the foundation for:

- A planned, sequenced, and comprehensive learning experience across four arts strands: dance, music, theater, and the visual arts.
- Instructional opportunities for students to observe, describe, analyze, interpret, and judge their environment using the content vocabulary of the arts.
- A hands-on orientation to learning for creative engagement in the arts and the development of higher order thinking and problem-solving skills.
- Exposure to and appreciation for diverse cultural and historical contexts.
- Interdisciplinary study; connecting the arts with other content areas.
- A life-long orientation to learning about the arts.

The Vision and Purpose

The Fine Arts Standards describe what students in the Guam Department of Education (GDOE) *should know* and *be able to do* by the time they have completed secondary school.

Students:

- Communicate at the basic level in the four arts disciplines—dance, music, theater, and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tool techniques, and critical thinking for each art discipline.
- Communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and discuss basic analyses of works of art from structural, historical, and cultural periods and have a basic understanding of historical development in the arts disciplines across the arts as a whole and within cultures.
- Relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related projects.

Strands

There are four strands, each of which has four common standards followed by explicit performance indicators. The fine arts strands are dance, music, theater, and visual arts.

Standards
There are four standards, each describing expectations for student knowledge and skills. Each standard is followed by performance indicators that specify end-of-grade or end-of-course progress toward meeting the standard.

Standard 1: Perceiving and Responding—Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.
Standard 2: Creating—Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.
Standard 3: Understanding Cultural and Historical Context—Students will understand the role of the arts in past and present cultures throughout the world.
Standard 4: Building Connections—Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real-world applications.

Performance Indicators
The Fine Arts Standards are written with performance indicators for each grade level for kindergarten through grade five. These performance indicators show cumulative progress in each of the fine arts standards. The listings show the grade level first, followed by the standard number, and then the performance indicator number. Ex: K.2.1 (Kindergarten, Standard 2, Performance Indicator 1). At the middle school level, Fine Arts classes are elective, so there is one set of performance indicators appropriate for this age group from which teachers may develop a course syllabus for one or more than one class. These performance indicators allow for both learning that builds on the elementary school program, as well as for introductory courses. The listings show the grade span first using the letters MS for middle school (grades 6–8); next is the standard number, followed by the performance indicator. Ex: MS.4.3 (Middle School, Standard 4, Performance Indicator 3). At the high school level (HS), one credit (1 year) is mandated for graduation. However, an interest in the arts often motivates students to take additional arts courses as electives. Courses in MS or HS can be designed using any combination of performance indicators, but must include all four standards in each course.

Acknowledgements
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Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Understand and respond to a wide range of opposites of elements of dance: shape, space, energy, and time. *EXAMPLE(S):* high/low, straight/curved, forward/backward, wiggle/freeze, fast/slow
K.1.2	Move in response to verbal instructions. *EXAMPLE(S):* walk, turn, reach Move in response to sound or music cues. *EXAMPLE(S):* a drum, musical chairs
GRADE ONE	
1.1.1	Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements. *EXAMPLE(S):* skip lightly, turn strongly, fall heavily
1.1.2	Perform short movement problems, emphasizing the element of space, shape, time, and energy. • Space *EXAMPLE(S):* paths, forward, through, backward • Shape *EXAMPLE(S):* curved/linear, big/small, high/low • Time *EXAMPLE(S):* fast/slow, jerky/smooth, rhythmic/arrhythmic • Energy *EXAMPLE(S):* explosive/lethargic, strong/weak
1.1.3	Discuss basic locomotor and axial movements and paths. • Basic locomotor and axial movements *EXAMPLE(S):* skip, slide, stretch, roll • Paths *EXAMPLE(S):* direct/indirect, straight/curved
GRADE TWO	

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
2.1.1	Show a variety of combinations of basic locomotor skills. *EXAMPLE(S):* walk and run, gallop and jump, hop and skip, slide and roll
2.1.2	Show a variety of combinations of axial movements. *EXAMPLE(S):* swing and balance shapes, turn and stretch, bend and twist
2.1.3	Perform short movement problems, emphasizing the element of time. *EXAMPLE(S):* varied tempos, rhythmic patterns, counting
2.1.4	Expand the ability to incorporate spatial concepts with movement problems. *EXAMPLE(S):* moving in a straight line or along a zigzagged, circular, or curved path
GRADE THREE	
3.1.1	Perform dance movements using elementary dance terminology of a genre (e.g., jazz, ballet, hula).
3.1.2	Discuss criteria to assess the quality of a performance. *EXAMPLE(S):* focus, level of personal involvement, physical control
3.1.3	Explain and demonstrate what it means to be a good audience member.
GRADE FOUR	
4.1.1	Describe and execute a specific movement using appropriate dance vocabulary.
4.1.2	Describe body alignment (i.e., relative position of body parts to spine and weight distribution).
4.1.3	Identify unique characteristics of dances watched or performed from countries studied in the history/social science curriculum. *EXAMPLE(S):* rhythms, spatial patterns, gestures, intent
4.1.4	Describe ways in which a dancer communicates ideas and moods. *EXAMPLE(S):* strong technique, projection, expression
GRADE FIVE	
5.1.1	Use level-appropriate dance vocabulary to describe and execute dances.
5.1.2	Describe dance elements used in personal work and that of others.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
5.1.3	Use dance vocabulary to identify and support personal preferences for dances observed or performed.
5.1.4	Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance. *EXAMPLE(S):* focus, strength, coordination
5.1.5	Discuss how outstanding dancers affect audience members emotionally or intellectually.
GRADE SIX	
6.1.1	Discuss the principles of contrast, unity, and variety in phrasing of dance.
6.1.2	Describe and analyze movements observed and performed using appropriate dance vocabulary.
6.1.4	Discuss the experience of performing personal work.
6.1.5	Distinguish the differences between viewing live and recorded dance. *EXAMPLE(S):* controlling perspective, isolating particular facets, or discussing that performances exist only once in time and space when live
GRADE SEVEN	
7.1.1	Use appropriate intermediate-level dance vocabulary to describe everyday gestures and movement observed in viewing live or recorded dance performances (descriptions may take the form of a drawing or video/computer documentation).
7.1.2	Discuss judging performances in a range of genres. *EXAMPLE(S):* theatre, social, ritual, ethnic
7.1.3	Discuss the impact of live or recorded music in dance performances. *EXAMPLE(S):* Recorded music is consistent. Live music can be altered.
7.1.4	Discuss how different venues influence the experience and impact of dancing. *EXAMPLE(S):* a studio setting, traditional stage, theater in the round
7.1.5	Describe how the role of the performer is different than the expectations of the audience.
GRADE EIGHT	

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
8.1.1	Analyze gestures and movements viewed in live or recorded dance.
8.1.2	Discuss choreography preferences relating to the elements of dance.
8.1.3	Name and use specific criteria in assessing personal and professional dance choreography. *EXAMPLE(S):* contrast, phrasing, unity.
8.1.4	Apply specific criteria to analyze and judge the quality of a dance performance by well-known dancers or companies. *EXAMPLE(S):* technical skill, musicality, dynamics, mood
8.1.5	Describe and analyze how differences in costumes, lighting, props, sound, and venues can enhance or detract from the meaning of a dance.
8.1.6	Describe the special and challenging characteristics of the experience of dancing for an audience.
HIGH SCHOOL: PROFICIENT LEVEL ONE	
HSP1.1.1	Discuss how the qualities of a theatrical production contribute to the success of a dance performance. *EXAMPLE(S):* sound, lighting, costuming, set design, props
HSP1.1.2	Discuss personal preferences about dance styles and choreographic forms using criteria-based assessment.
HSP1.1.3	Discuss the advantages and limitations of viewing live and recorded dance performances.
HSP1.1.4	Discuss the advantages and disadvantages of various techniques in the presentation of dance. *EXAMPLE(S): V*ideo, film, computer, DVD, recorded music.
HIGH SCHOOL: PROFICIENT LEVEL TWO	
HSP2.1.1	Describe dance elements in detail utilizing extended dance vocabulary at an intermediate level.
HSP2.1.2	Identify and analyze the variety of ways in which a dancer can move the elements of dance and codified technique. Increase intermediate-level dance vocabulary.
HSP2.1.3	Critique dance works to improve choreographic structure and artistic presence.
HSP2.1.4	Apply criteria-based assessments appropriate to various dance forms. *EXAMPLE(S):* concert jazz, street, liturgical.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
HSP2.1.5	Judge the elements of dance and choreography relating to spatial design, variety, contrast, clear structure, etc.
HSP2.1.6	Discuss possible reasons that a dance artist is motivated to create a dance. *EXAMPLE(S):* to showcase the body, to acknowledge a celebration, to memorialize an event, to give the viewer another perspective on an idea
HIGH SCHOOL: ADVANCED LEVEL ONE	
HSA1.1.1	Describe dance elements in detail utilizing extended dance vocabulary at an intermediate/advanced level.
HSA1.1.2	Compare, contrast, and judge various dance forms using selected criteria. *EXAMPLE(S):* concert jazz, street, liturgical
HSA1.1.3	Discuss personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
HSA1.1.4	Discuss dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
HIGH SCHOOL: ADVANCED LEVEL TWO	
HSA2.1.1	Research and assess how specific dance works change (evolve) because of the impact of historic and cultural influences on their interpretations. *EXAMPLE(S):* Because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Use body, energy, space, and time to move in a variety of ways.
K.2.2	Move in locomotor and axial modes.
K.2.3	Move in ways that reflect a variety of personal experiences and natural observances. 1.Personal Experiences *EXAMPLE(S):* happy sad, angry, excited 2. Natural Observances *EXAMPLE(S):* like a butterfly, like a fish
K.2.4	Respond to a variety of stimuli. *EXAMPLE(S):* sounds, words, songs, props, images, observed dance
K.2.5	Create simple dance sequences and repeat them (patterns). *EXAMPLE(S):* run-jump-balance, march- skip-clap
K.2.6	Move with a partner. *EXAMPLE(S):* skipping, mirroring, lead/follow in pairs, follow the leader
GRADE ONE	
1.2.1	Move in response to problem-solving tasks. *EXAMPLE(S):* How many ways can you walk, turn, slide, hop, etc.?
1.2.2	Respond in movement to a wide range of stimuli. *EXAMPLE(S):* music, books, pictures, rhymes, poetry, props, sounds, light
1.2.3	Create a short movement sequence with a beginning, a middle, and an end.
1.2.4	Create shapes and movements at low, middle, and high levels.
1.2.5	Imitate simple movement patterns.
1.2.6	Express basic emotional qualities through movement. *EXAMPLE(S):* angry, sad, excited, happy
1.2.7	Improvise movement ideas.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
1.2.8	Work with others in a group to solve a specific dance problem. *EXAMPLE(S):* design three shapes—high, medium, and low; create slow and fast movements
GRADE TWO	
2.2.1	Demonstrate multiple solutions in response to a given movement problem. *EXAMPLE(S):* In how many ways can you travel from point A to point B?
2.2.2	Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
2.2.3	Create shapes, changing dimension and tempo.
2.2.4	Develop a dance phrase.
2.2.5	Work cooperatively in small and large groups.
2.2.6	Demonstrate partner skills. *EXAMPLE(S):* imitating, leading/following
GRADE THREE	
3.2.1	Move using axial and locomotor technique.
3.2.2	Initiate, alter, and end movement.
3.2.3	Perform short movement problems, emphasizing the element of force/energy. *EXAMPLES:* swing, melt, explode, quiver
3.2.4	Expand the ability to incorporate spatial and time concepts in movement problems. *EXAMPLE(S):* Select and combine three locomotor movements traveling in three different pathways and using three different tempos.
3.2.5	Improvise and select several ways to solve a given movement problem. *EXAMPLE(S):* How many ways can you combine a turn, stretch, and jump?
3.2.6	Create a sequence that has a beginning, a middle, and an end.
3.2.7	Create a variety of shapes and movements using different levels and dimension.
3.2.8	Demonstrate a variety of partner skills. *EXAMPLE(S):* imitation, leading/following, mirroring

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
3.2.9	Create and perform original movement sequences with a partner or a small group.
GRADE FOUR	
4.2.1	Demonstrate increased range and use of space, time, and force/energy concepts. *EXAMPLE(S):* Pulse/accents, melt/collapse, weak/strong
4.2.2	Create and develop set movement patterns and sequences.
4.2.3	Improvise movement phrases.
4.2.4	Create a dance study that has a beginning, middle, and an end.
4.2.5	Convey a range of feelings through use of dynamics, design in space, and technique for peers.
4.2.6	Improvise dance studies with focus and expression.
4.2.7	Demonstrate additional partner and group skills. *EXAMPLE(S):* Imitating, leading/following, mirroring, calling/responding, echoing
GRADE FIVE	
5.2.1	Demonstrate focus, physical control, and coordination. *EXAMPLE(S):* proper alignment, balance
5.2.2	Use a wide variety of movements. *EXAMPLE(S):* Isolations/whole body, combinations
5.2.3	Demonstrate a range of movement utilizing space, time, and force/energy concepts.
5.2.4	Incorporate the principles of variety, contrast, and unity with dance studies.
5.2.5	Demonstrate cooperation, collaboration, and empathy in working with partners and in groups. *EXAMPLE(S):* leading/following, mirroring, calling/responding, echoing, opposing
GRADE SIX	
6.2.1	Demonstrate focus, physical control, coordination, and accurate reproduction in locomotor and axial movement.
6.2.2	Move with a variety of force and energy qualities.
6.2.3	Compare and demonstrate the difference between imitating and modifying or creating original movement.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
6.2.4	Demonstrate the ability to coordinate movement with different musical rhythms and styles. *EXAMPLE(S):* ABA form, canon
6.2.5	Rehearse dance studies for the purpose of performing for others.
GRADE SEVEN	
7.2.1	Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
7.2.2	Demonstrate increased ability and skill to sustain longer and more complex sequences in a variety of dance genres.
7.2.3	Demonstrate risk taking in generating bigger and stronger movements.
7.2.4	Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
7.2.5	Demonstrate skill in using ideas and themes to develop simple dance forms. *EXAMPLE(S):* rondo, ABA form
7.2.6	Describe and incorporate simple dance forms in dance studies. *EXAMPLE(S):* AB form, canon
7.2.7	Convey a wide range of feeling and expression through gestures, posture, and movement.
7.2.8	Demonstrate an awareness of the body as an instrument of expression in movement.
7.2.9	Participate in the presentation of dance. *EXAMPLE(S):* classmates, lecture/demo, works in progress
7.2.10	Demonstrate originality in using partner or group relationships to define the elements of contrast.
7.2.11	Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups in studying and performing. *EXAMPLE(S):* imitating, leading/following, mirroring, calling/responding, echoing, sequence building
GRADE EIGHT	
8.2.1	Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in artistic expression.
8.2.2	Demonstrate an understanding of centering, weight shift, and tension/release.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
8.2.3	Demonstrate greater technical control in generating bigger and stronger movements and perfection in alignment.
8.2.4	Identify and use force/energy variations when executing gesture and locomotor and axial movements.
8.2.5	Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
8.2.6	Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.
8.2.7	Apply basic music elements to the making and performance of dances. *EXAMPLE(S):* rhythm, meter, accents
8.2.8	Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.
8.2.9	Demonstrate performance skill in the ability to project energy and express ideas through dance.
8.2.10	Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups in studying and performing. *EXAMPLE(S):* Imitating, leading/following, mirroring, calling/responding, echoing, sequence building
HIGH SCHOOL: PROFICIENT LEVEL ONE	
HSP1.2.1	Demonstrate refined physical coordination when moving or utilizing stillness *at* an *intermediate level.* *EXAMPLE(S):* alignment, agility, balance, strength
HSP1.2.2	Perform at an *intermediate level* in *a* dance genre. *EXAMPLE(S):* modern, ballet, jazz, tap, ballroom, social/recreational, ballroom
HSP1.2.3	Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.
HSP1.2.4	Create a body of short studies of dance demonstrating originality, unity, and clarity of intent.
HSP1.2.5	Create and perform improvisations, studies, and composition with dynamic range.
HSP1.2.6	Identify and apply basic music elements to construct and perform dances. *EXAMPLE(S):* rhythm, meter, tempo, timbre
HSP1.2.7	Design a dance that utilizes an established genre.
HSP1.2.8	Demonstrate performance skill in the ability to interpret and communicate through dance.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
HSP1.2.9	Perform original works that employ personal artistic intent and communicate effectively.
HSP1.2.10	Collaborate with peers in the development of choreography in groups. *EXAMPLE(S):* duets, trios, small ensembles, “en masse”
HIGH SCHOOL: PROFICIENT LEVEL TWO	
HSP2.2.1	Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.
HSP2.2.2	Teach movement patterns, phrases, or compositions to younger students.
HSP2.2.3	Demonstrate highly developed coordination and control when performing complex locomotor and axial movement from one or more genres. *EXAMPLE(S):* refined isolations/articulations, agility, balance, strength, endurance
HSP2.2.4	Perform works of dance, demonstrating technical accuracy and consistent artistic intent.
HSP2.2.5	Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.
HIGH SCHOOL: ADVANCED LEVEL ONE	
HSA1.2.1	Perform in multiple dance genres, integrating an intermediate/advanced level of technical skill and clear intent.
HSA1.2.2	Perform work of another dance artist maintaining the integrity of the work while applying personal artistic expression.
HSA1.2.3	Demonstrate the use of personal images as motivation for individual and group dance performances.
HSA1.2.4	Perform works by other dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
HSA1.2.5	Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.
HSA1.2.6	Design a dance that utilizes an “avant garde” style.
HSA1.2.7	Collaborate with peers in the development of choreography in diverse groupings. *EXAMPLE(S):* all male, all female, people standing with people sitting
HSA1.2.8	Teach a variety of movement patterns and phrases to peers.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
HIGH SCHOOL: ADVANCED LEVEL TWO	
HSA2.2.1	Perform increasingly complex works of dance at a high level of refinement.
HSA2.2.2	Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance and stage presence.
HSA2.2.3	Create a dance composition that demonstrates originality, unity, clarity of intent, and a dynamic range of movement within a genre.
HSA2.2.4	Use dance structures, musical forms, theatrical elements, and technology to create original works.
HSA2.2.5	Perform works of more than one dance genre while maintaining the artistic integrity of the work and applying personal artistic expression.
HSA2.2.6	Teach peers a variety of increasingly complex movement patterns and phrases.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Name and perform folk/traditional dances from another culture.
GRADE ONE	
1.3.1	Describe and execute an ethnic dance.
1.3.2	Describe aspects of the style, costumes, and music of a dance.
1.3.3	Describe similarities of dance movement in two countries.
1.3.4	Explain why people dance. *EXAMPLE(S):* to tell a story, show feelings, have fun
GRADE TWO	
2.3.1	Describe and execute an ethnic dance.
2.3.2	Use rhythms from different cultures. *EXAMPLE(S):* clapping, stamping using whole body movement
2.3.3	Describe dances seen in celebrations and community events.
GRADE THREE	
3.3.1	Describe commonalities among and differences between dances from various countries.
3.3.2	Describe and demonstrate ritual and ethnic dances that show daily activities. *EXAMPLE(S):* harvesting, fishing, weaving, worshipping
3.3.3	Discuss how costumes and shoes influence dance movement.
GRADE FOUR	
4.3.1	Move, representing ethnic dance with different arrangements of dancers. *EXAMPLE(S):* lines, circles, couples
4.3.2	Perform and describe dances that reflect the geographical place in which the dances are performed. *EXAMPLE(S):* deserts, rain forests, islands
4.3.3	Perform and describe ethnic dance from Micronesia.
GRADE FIVE	

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
5.3.1	Describe and perform ethnic, social, or theatrical dance performed in Micronesian cultures.
GRADE SIX	
6.3.1	Compare and contrast features of dances already performed from different countries. *EXAMPLE(S):* ballet, bon dance, hula
6.3.2	Explain the importance and function of dance in students' lives.
GRADE SEVEN	
7.3.1	Explain the function of dance in daily life in specific time periods and in countries being studied in Social Studies. *EXAMPLE(S):* in ceremonies, social events, traditional settings, theatrical performance
7.3.2	Explain how dance functions among people of different age groups, including their own.
GRADE EIGHT	
8.3.1	Compare and contrast specific kinds of dances that have been performed. *EXAMPLE(S):* work, courtship, ritual, entertainment
8.3.2	Explain the various ways people have experienced dance in their daily lives. *EXAMPLE(S):* Roman entertainment, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations
HIGH SCHOOL: PROFICIENT LEVEL ONE	
HSP1.3.1	Perform an ethnic, social, or theatrical dance with appropriate stylistic nuances.
HSP1.3.1	Explain the variety of roles dance plays among different socioeconomic groups in selected countries. *EXAMPLE(S):* royalty and peasants
HSP1.3.2	Discuss how dancers from various cultures and historical periods reflect diversity and values. *EXAMPLE(S):* ethnicity, gender, body types, religious intent
HIGH SCHOOL: PROFICIENT LEVEL TWO	
HSP2.3.1	Discuss and perform ethnic, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
HSP2.3.2	Discuss ways in which ethnic, social, or theatrical dance reflects its specific cultural context.
HSP2.3.3	Describe the roles of males and females in dance in the United States during various time periods.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
HIGH SCHOOL: ADVANCED LEVEL ONE	
	No performance indicator
HIGH SCHOOL: ADVANCED LEVEL TWO	
HSA2.3.1	Discuss how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts. *EXAMPLE(S):* 17th century Italy, 18th century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution, Spanish/Japanese invasions of Micronesia
HSA2.3.2	Discuss universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
HSA2.3.3	Discuss how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

Standard 4: Building Connections

Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.

PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Demonstrate recognition of personal space and respect for the personal space of others.
K. 4.2	Give examples of the similarities between everyday movement and dance movement. *EXAMPLE(S):* wind, volcanic flow, cats leaping, rockets launching for space travel
GRADE ONE	
1.4.1	Demonstrate curricular concepts through dance. *EXAMPLE(S):* growth cycle, animal movement
1.4.2	Give examples of how dance relates to other subjects. *EXAMPLE(S):* mathematics—shapes (such as triangle, square, circle), counting; language arts—beginning, middle, end
GRADE TWO	
2.4.1	Use literature and visual art to inspire dance ideas. *EXAMPLE(S):* poems, cartoon, pictures
2.4.2	Describe how dance is created.
2.4.3	Describe how dancing requires good health-related habits. *EXAMPLE(S):* nutrition, rest, proper preparation for physical activity
GRADE THREE	
3.4.1	Explain relationships between dance elements and other subjects. *EXAMPLE(S):* spatial pathways—maps and grids; geometric shapes—body shapes
3.4.2	Describe how dancing develops physical and mental well-being. *EXAMPLE(S):* control, flexibility, posture, strength, risk taking
3.4.3	Discuss how problem solving and self-control relate to other school activities.
3.4.4	Give examples of ways in which the activities of professionals in the performing arts are similar to each other. *EXAMPLE(S):* observing discipline, practicing skills, rehearsing performances
GRADE FOUR	

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
4.4.1	Explain how dance relates to and uses the vocabulary of other art subjects. *EXAMPLE(S):* positive and negative space, shape, line, rhythm, character
4.4.2	Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.
4.4.3	Analyze the choreographic process and its relation to the writing process. *EXAMPLE(S):* brainstorming, exploring and developing ideas, putting ideas into a form, sequencing
GRADE FIVE	
5.4.1	Describe how dancing requires good health-related habits. *EXAMPLE(S):* individual and group goals for flexibility, strength, endurance, stress management, nutrition
5.4.2	Discuss the use of technology in the performing arts. *EXAMPLE(S):* video, DVDs, CDs, cameras
5.4.3	Demonstrate social skills that enable students to become leaders/teachers and followers/learners.
GRADE SIX	
6.4.1	Describe how other art disciplines are integrated into dance performances. *EXAMPLE(S):* sound lighting, set design, props, music
6.4.2	Describe the responsibilities a dancer has in maintaining good health-related habits. *EXAMPLE(S):* balanced nutrition, regular exercise, adequate sleep, proper alignment, range of motion
GRADE SEVEN	
7.4.1	Describe how dancing builds physical and emotional well-being. *EXAMPLE(S):* positive body image, physical goals, creative goals, focus/concentration
7.4.2	Appraise how time management, listening, problem-solving, and teamwork skills used in composing and rehearsing a dance can be applied to other group activities.
7.4.3	Identify careers in dance and dance-related fields. *EXAMPLE(S):* educator, therapist, videographer, critic, choreographer, notator
GRADE EIGHT	

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
8.4.1	Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects. *EXAMPLE(S):* memorizing, researching, practicing
8.4.2	Describe how dancing builds positive mental, physical, and health-related practices. *EXAMPLE(S):* discipline, stress management, anatomic awareness
HIGH SCHOOL: PROFICIENT LEVEL ONE	
HSP1.4.1	Identify and use different sources to generate ideas for dance compositions. *EXAMPLE(S):* poetry, photographs, political/social issues, sculptures, nature, technology
HSP1.4.2	Discuss how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.
HIGH SCHOOL: PROFICIENT LEVEL TWO	
HSP2.4.1	Demonstrate effective use of technology for recording, analyzing, and creating dances.
HSP2.4.2	Discuss how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.
HSP2.4.3	Discuss the training, education, and experience needed to pursue dance career options. *EXAMPLE(S):* performer, choreographer, dance therapist, teacher, historian, critic, filmmaker
HIGH SCHOOL: ADVANCED LEVEL ONE	
HSA1.4.1	Demonstrate effective knowledge and skills in using technology when creating, recording, and producing dance.
HSA1.4.2	Compare careers in dance and dance-related fields. *EXAMPLE(S):* theatre, video, recreation
HIGH SCHOOL: ADVANCED LEVEL TWO	
HSA2.4.1	Research and explain how dancers leave their performing careers to enter into alternative careers. *EXAMPLE(S):* educators, body/movement analysts, therapists, directors
HSA2.4.2	Determine the appropriate training, experience, and education needed to pursue dance-related careers.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Use icons or inventive symbols to represent beat.
K.1.2	Identify and describe basic elements in music. *EXAMPLE(S):* high/low, fast/slow, loud/soft, beat
K.1.3	Create movements that correspond to specific music.
K.1.4	Identify and discuss the elements in music written for specific purposes and/or relate to topics students are studying. *EXAMPLE(S):* work song, lullaby
GRADE ONE	
1.1.1	Read, write, and perform simple patterns of rhythm and pitch using beat, rest, and divided beat (i.e., two sounds on one beat).
1.1.2	Identify simple musical forms. *EXAMPLE(S):* phrase, AB, echo
1.1.3	Identify common instruments visually and aurally in a variety of music.
1.1.4	Create movements to music that reflect focused listening.
1.1.5	Describe how ideas or moods are communicated through music.
GRADE TWO	
2.1.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, and rests.
2.1.2	Read, write, and perform simple patterns of pitch using solfège.
2.1.3	Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
2.1.4	Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
2.1.5	Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.
2.1.6	Use the terminology of music in discussing individual preferences for specific music.
2.1.7	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
2.1.8	Identify how musical elements communicate ideas or moods.
2.1.9	Respond to a live performance with appropriate audience behavior.
GRADE THREE	
3.1.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, and rests.
3.1.2	Read, write, and perform pentatonic patterns using solfège.
3.1.3	Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
3.1.4	Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
3.1.5	Describe the way in which sound is produced on various instruments.
3.1.6	Identify simple musical forms. *EXAMPLE(S):* AABA, AABB, round
3.1.7	Select and use specific criteria in making judgments about the quality of a musical performance.
3.1.8	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
3.1.9	Describe how specific musical elements communicate particular ideas or moods in music.
GRADE FOUR	
4.1.1	Read, write, and perform melodic notation for simple songs in major keys using solfège.
4.1.2	Read, write, and perform diatonic scales and rhythmic notation, including sixteenth notes, dotted notes, and syncopation. *EXAMPLE(S):* eighth/quarter/eighth note and eighth-rest/quarter/eighth note
4.1.3	Describe and recognize music according to its elements using the terminology of music and give examples of musical forms, including rondo.
4.1.4	Classify how a variety of instruments from diverse cultures produce sound. *EXAMPLE(S):* idiophone, aerophone, chordophone, membranophone
4.1.5	Use specific criteria when judging the relative quality of musical performances.
4.1.6	Describe the characteristics that make a performance a work of art.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
GRADE FIVE	
5.1.1	Read, write, and perform simple melodic notation in treble clef in major and minor keys.
5.1.2	Read, write, and perform major and minor scales and rhythmic notation, including quarter-note triplets and tied syncopation.
5.1.3	Analyze the use of music elements in aural examples from various genres and cultures.
5.1.4	Identify vocal and instrumental ensembles from a variety of genres and cultures.
5.1.5	Identify and describe music forms, including theme and variations and twelve-bar blues.
5.1.6	Identify and analyze differences in tempo and dynamics in contrasting music selections.
5.1.7	Develop and apply appropriate criteria to support personal preferences for specific musical works.
MIDDLE SCHOOL: PROFICIENT	
MSP.1.1	Read, write, and perform intervals and triads.
MSP.1.2	Read, write, and perform rhythmic and melodic notation using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
MSP.1.3	Transcribe simple aural examples into rhythmic notation.
MSP.1.4	Sight-read simple melodies in the treble clef or bass clef.
MSP.1.5	Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
MSP.1.6	Describe larger music forms. *EXAMPLE(S):* sonata-allegro form, concerto, theme, variations
MSP.1.7	Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.
MSP.1.8	Explain how various aesthetic qualities convey images, feeling, or emotion.
MSP.1.9	Identify aesthetic qualities in a specific musical work.
MSA.1.1	Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
MIDDLE SCHOOL: ADVANCED	
MSA.1.2	Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
MSA.1.3	Transcribe aural examples into rhythmic and melodic notation.
MSA.1.4	Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).
MSA.1.5	Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
MSA.1.6	Describe larger musical forms. *EXAMPLE(S):* symphony, tone poem
MSA1.7	Explain how musical elements are used to create specific music events in given aural examples.
MSA.1.8	Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
MSA.1.9	Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.
MSA.1.10	Explain how and why people use and respond to specific music from different musical cultures found in the United States.
MSA.1.11	Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.
HIGH SCHOOL: PROFICIENT	
HSP.1.1	Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
HSP.1.2	Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1–6).
HSP.1.3	Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1–6).
HSP.1.4	Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
HSP.1.5	Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
HSP.1.6	Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.
HSP.1.7	Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
HSP.1.8	Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
HSP.1.9	Explain how people in a particular culture use and respond to specific musical works from that culture.
HSP.1.10	Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.
HIGH SCHOOL: ADVANCED	
HSA.1.1	Read a full instrument or vocal score and describe how the elements of music are used.
HSA.1.2	Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).
HSA.1.3	Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).
HSA.1.4	Analyze and describe significant musical events perceived and remembered in a given aural example.
HSA.1.5	Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
HSA.1.6	Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.
HSA.1.7	Compare and contrast how a composer's intentions result in a work of music and how that music is used.
HSA.1.8	Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
HSA.1.9	Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Use the singing voice to echo short melodic patterns.
K.2.2	Sing age-appropriate songs from memory.
K.2.3	Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
K.2.4	Create accompaniments using the voice or a variety of classroom instruments.
GRADE ONE	
1.2.1	Sing with accuracy in a developmentally appropriate range.
1.2.2	Sing age-appropriate songs from memory.
1.2.3	Play simple accompaniments on classroom instruments.
1.2.4	Improvise simple rhythmic accompaniments using body percussion or classroom instruments.
GRADE TWO	
2.2.1	Sing with accuracy in a developmentally appropriate range.
2.2.2	Sing age-appropriate songs from memory.
2.2.3	Play rhythmic ostinatos on classroom instruments.
2.2.4	Improvise simple rhythmic and melodic accompaniments using voice and a variety of classroom instruments.
GRADE THREE	
3.2.1	Sing with accuracy in a developmentally appropriate range.
3.2.2	Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
3.2.3	Play rhythmic and melodic ostinatos on classroom instruments.
3.2.4	Create short rhythmic and melodic phrases in question-and-answer form.
GRADE FOUR	

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
4.2.1	Use classroom instruments to play melodies and accompaniments and sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.
4.2.2	Compose and improvise simple rhythmic and melodic patterns on classroom instruments.
GRADE FIVE	
5.2.1	Use classroom instruments to play and sing melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos and two-part harmony, alone and with others .
5.2.2	Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
MIDDLE SCHOOL: PROFICIENT	
MSP.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
MSP.2.2	Sing music written in two parts.
MSP.2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
MSP.2.4	Compose short pieces in duple and triple meters.
MSP.2.5	Arrange simple pieces for voices or instruments using traditional sources of sound.
MSP.2.6	Improvise simple melodies.
MIDDLE SCHOOL: ADVANCED	

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
MSA.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
MSA.2.2	Sing music written in two, three, or four parts.
MSA.2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
MSA.2.4	Compose short pieces in duple, triple, mixed, and compound meters.
MSA.2.5	Arrange simple pieces for voices or instruments other than those for which the pieces were written using traditional and nontraditional sound sources, including digital/ electronic media.
MSA.2.6	Improvise melodic and rhythmic embellishments and variations in major keys.
MSA.2.7	Improvise short melodies to be performed with and without accompaniment.
HIGH SCHOOL: PROFICIENT	
HSP.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6.
HSP.2.2	Sing music written in three or four parts with and without accompaniment.
HSP.2.3	Sing in small ensembles with one performer for each part.
HSP.2.4	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).
HSP.2.5	Perform on an instrument in small ensembles with one performer for each part.
HSP.2.6	Compose music using musical elements for expressive effect.
HSP.2.7	Compose and arrange music for voices or various acoustic or digital/electronic instruments using appropriate ranges for traditional sources of sound.
HSP.2.8	Arrange pieces for voices and instruments other than those for which the pieces were originally written.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
HSP.2.9	Improvise harmonizing parts using an appropriate style.
HSP.2.10	Improvise original melodies over given chord progressions.
HIGH SCHOOL: ADVANCED	
HSA.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).
HSA.2.2	Sing music written in four parts with and without accompaniment.
HSA.2.3	Sing in small ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).
HSA.2.4	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).
HSA.2.5	Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).
HSA.2.6	Compose music in distinct styles.
HSA.2.7	Compose and arrange music for various combinations of voice and acoustic and digital/ electronic instruments using appropriate ranges and traditional and nontraditional sound sources.
HSA.2.8	Create melodic and rhythmic improvisations in a style or genre within a musical culture. *EXAMPLE(S):* gamelan, jazz, mariachi

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Identify the various uses of music in daily experiences.
K.3.2	Sing and play simple singing games from various cultures and the local community.
K.3.3	Use a personal vocabulary to describe voices and instruments from diverse and local cultures.
K.3.4	Use developmentally appropriate movements in responding to music from various genres and styles. *EXAMPLES*: rhythm, melody
GRADE ONE	
1.3.1	Recognize and talk about music and celebrations of the cultures represented in the school population.
1.3.2	Sing and play simple singing games from various cultures and the local community. (Bring in a local musician.)
1.3.3	Use a personal vocabulary to describe voices, instruments, and music from diverse and local cultures.
1.3.4	Use developmentally appropriate movements in responding to music from various genres, periods, and style. *EXAMPLES*: rhythm, melody, form
GRADE TWO	
2.3.1	Identify the uses of specific music in daily or special events.
2.3.2	Sing simple songs and play singing games from various cultures.
2.3.3	Describe music from various cultures.
GRADE THREE	
3.3.1	Identify the uses of music in various cultures and time periods.
3.3.2	Sing and play memorized songs from diverse cultures.
3.3.3	Identify differences and commonalities in music from various cultures.
GRADE FOUR	
4.3.1	Explain the relationship between music and events in history.
4.3.2	Identify, sing, and play music from diverse cultures and time periods.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
4.3.3	Compare musical styles from two or more cultures.
4.3.4	Recognize the influence of various cultures on music in Guam.
GRADE FIVE	
5.3.1	Describe the social functions of a variety of musical forms from various cultures and time periods. *EXAMPLE(S):* folk songs, dances
5.3.2	Identify different or similar uses of musical elements in music from diverse cultures.
5.3.3	Sing and play music from diverse cultures and time periods.
5.3.4	Describe the influence of various cultures and historical events on musical forms and styles of Guam.
MIDDLE SCHOOL: PROFICIENT	
MSP.3.1	Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
MSP.3.2	Listen to and describe the role of music in ancient civilizations. *EXAMPLE(S):* Chinese, Egyptian, Greek, Indian, Roman
MSP.3.3	Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
MSP.3.4	Listen to, describe, and perform music of various styles from a variety of cultures.
MSP.3.5	Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.
MIDDLE SCHOOL: ADVANCED	
MSA.3.1	Compare and contrast the functions music serves and the place of musicians in society in various cultures.
MSA.3.2	Identify and explain the influences of various cultures on music in early United States history.
MSA.3.3	Explain how music has reflected social functions and changing ideas and values.
MSA.3.4	Sing and play simple singing games from various cultures and the local community. (Bring in a local musician.)
MSA.3.5	Perform music from diverse genres, cultures, and time periods.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
MSA.3.6	Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.
HIGH SCHOOL: PROFICIENT	
HSP.3.1	Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
HSP.3.2	Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
HSP.3.3	Describe the differences between styles in traditional folk genres within the United States.
HSP.3.4	Perform music from various cultures and time periods.
HSP.3.5	Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.
HIGH SCHOOL: ADVANCED	
HSA.3.1	Analyze how the roles of musicians and composers have changed or remained the same throughout history.
HSA.3.2	Identify uses of music elements in nontraditional music. *EXAMPLE(S):* atonal, twelve-tone, serial
HSA.3.3	Compare and contrast the social function of a variety of music forms in various cultures and time periods.
HSA.3.4	Perform music from a variety of cultures and historical periods.
HSA.3.5	Compare and contrast instruments from a variety of cultures and historical periods.
HSA.3.6	Compare and contrast musical styles within various popular genres in North America and South America.
HSA.3.7	Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
HSA.3.8	Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Use music, together with dance, theater, and the visual arts, for storytelling.
K.4.2	Identify and talk about the reasons artists have for creating dances, music, theater pieces, and works of visual art.
GRADE ONE	
1.4.1	Recognize and explain how people respond to their world through music.
1.4.2	Describe how the performance of songs and dances improves after practice and rehearsal.
GRADE TWO	
2.4.1	Identify similar themes in stories, songs, and art forms. *EXAMPLE(S):* patterns, texture
2.4.2	Identify and discuss who composes and performs music.
GRADE THREE	
3.4.1	Identify the use of similar elements in music and other art forms. *EXAMPLE(S):* form, pattern, rhythm
3.4.2	Identify what musicians and composers do to create music.
GRADE FOUR	
4.4.1	Identify, integrate, and interpret expressive art disciplines into a well-organized presentation or performance.
4.4.2	Relate dance movements to express musical elements or represent musical intent in specific music.
4.4.3	Evaluate improvement in personal musical performances after practice or rehearsal.
GRADE FIVE	
5.4.1	Explain the role of music in community events.
5.4.2	Identify ways in which the music professions are similar to or different from one another.
MIDDLE SCHOOL: PROFICIENT	
MSP.4.1	Describe how knowledge of music connects to learning in other subject areas.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
MSP.4.2	Identify career pathways in music.
MIDDLE SCHOOL: ADVANCED	
MSA.4.1	Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art.
MSA.4.2	Describe how music is composed and adapted for use in film, video, radio, and television.
MSA.4.3	Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.
HIGH SCHOOL: PROFICIENT	
HSP.4.1	Give examples of interrelationships between the principles and subject matter of music and various disciplines outside the arts.
HSP.4.2	Describe the process for arranging, underscoring, and composing music for film and video productions.
HSP.4.3	Research musical careers in radio, television, and advertising.
HIGH SCHOOL: ADVANCED	
HSA.4.1	Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
HSA.4.2	Analyze the process for arranging, underscoring, and composing music for film and video productions.
HSA.4.3	Identify and explain the various factors involved in pursuing careers in music.

Standard 1: Perceiving and Responding

Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.

PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Use the vocabulary of theater, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.
K.1.2	Identify differences between real people and imaginary characters.
K.1.3	Respond appropriately to a theatrical experience as an audience.
K.1.4	Compare a real story with a fantasy story.
GRADE ONE	
1.1.1	Use the vocabulary of the theater, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
1.1.2	Observe and describe the traits of a character.
1.1.3	Describe what was liked about a theatrical work or a story.
1.1.4	Identify and discuss emotional reactions to a theatrical experience.
GRADE TWO	
2.1.1	Use the vocabulary of theater, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.
2.1.2	Use body and voice to improvise alternative endings to a story.
2.1.3	Critique an actor's performance as to the use of voice, gesture, and movement to create character.
2.1.4	Respond to a live performance with appropriate audience behavior.
2.1.5	Identify the message or moral of a work of theater.
GRADE THREE	
3.1.1	Use the vocabulary of theater, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.
3.1.2	Identify who, what, where, when, and why (the five Ws) in a theatrical experience.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
3.1.3	Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.
3.1.4	Compare the content or message in two different works of theater.
GRADE FOUR	
4.1.1	Use the vocabulary of theater, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.
4.1.2	Identify a character's objectives and motivations to explain that character's behavior.
4.1.3	Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *EXAMPLE(S):* "**I** want you to go." "I want **you** to go." "I want you to **go**."
4.1.4	Develop and apply appropriate criteria or rubrics for critiquing characterization, diction, pacing, gesture, and movement.
4.1.5	Compare and contrast the impact on the audience of theater, film, television, radio, and other media.
4.1.6	Describe students' responses to a work of theater and explain what the scriptwriter did to elicit those responses.
GRADE FIVE	
5.1.1	Use the vocabulary of theater, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.
5.1.2	Identify the structural elements of plot (i.e., exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.
5.1.3	Develop and apply appropriate criteria for critiquing the work of writers and technical artists in theater, film, and video.
5.1.4	Describe devices actors use to convey meaning or intent in commercials on television.
MIDDLE SCHOOL: PROFICIENT	
MSP.1.1	Use the vocabulary of theater, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, stage crew, playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
MSP.1.2	Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theater.
MSP.1.3	Design and apply appropriate criteria or rubrics for evaluating sets, lighting, props, puppetry, makeup, and costumes in a theatrical presentation.
MSP.1.4	Identify and explain how cultural influences affect the content and meaning of works of theater, television, and film.
MIDDLE SCHOOL: ADVANCED	
MSA.1.1	Use the vocabulary of theater, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.
MSA.1.2	Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
MSA.1.3	Analyze the use of figurative language and imagery in dramatic texts.
MSA1.4	Develop criteria and write a formal review of a theatrical production.
MSA.1.5	Compare and contrast how works of theater from different cultures or time periods convey the same or similar content or plot.
HIGH SCHOOL: PROFICIENT	
HSP.1.1	Use the vocabulary of theater, such as acting values, style, genre, design, and theme, to describe theatrical experiences.
HSP.1.2	Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.
HSP.1.3	Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.
HSP.1.4	Report on how a specific actor used drama to convey meaning in his or her performances.
HIGH SCHOOL: ADVANCED	

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
HSA.1.1	Analyze theatrical experiences using the vocabulary of theater, such as *genre, style, acting values, theme*, and *design*.
HSA.1.2	Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.
HSA.1.3	Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.
HSA.1.4	Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
HSA.1.5	Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of work.
HSA.1.6	Develop a thesis based on research as to why people create theater.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Perform imitative movements, rhythmical activities, and theater games. *EXAMPLE(S):* freeze, statues, mirrors
K.2.2	Perform group pantomimes and improvisations to retell familiar stories.
K.2.3	Use costumes and props in role-playing.
GRADE ONE	
1.2.1	Demonstrate skills in pantomime, tableau, and improvisation.
1.2.2	Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.
GRADE TWO	
2.2.1	Perform in group improvisational theatrical games that develop cooperative concentration.
2.2.2	Retell familiar stories sequencing story points and identifying character, setting, and conflict.
2.2.3	Use improvisation to portray such concepts as friendship, hunger, or seasons.
2.2.4	Create costume pieces, props, or sets for a theatrical experience.
GRADE THREE	
3.2.1	Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.
3.2.2	Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.
GRADE FOUR	
4.2.1	Demonstrate the emotional traits of a character through gesture and action.
4.2.2	Retell or improvise stories from classroom literature in a variety of tones. *EXAMPLE(S):* gossipy, sorrowful, comic, frightened, joyful, sarcastic
4.2.3	Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.
GRADE FIVE	

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
5.2.1	Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
5.2.2	Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.
5.2.3	Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.
MIDDLE SCHOOL: PROFICIENT	
MSP.2.1	Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.
MSP.2.2	Maintain a rehearsal script/notebook to record directions and blocking.
MSP.2.3	Use effective vocal expression, gesture, facial expression, and timing to create character.
MSP.2.4	Write and perform a scene or one act play that includes dialog, action, and a variety of character types.
MIDDLE SCHOOL: ADVANCED	
MSA.2.1	Create short dramatizations in selected styles of theater, such as musical theater.
MSA.2.2	Perform character-based improvisations, pantomimes, or monologues using voice, blocking, and gesture to enhance meaning.
MSA.2.3	Create characters, environments, and actions that exhibit tension and suspense.
HIGH SCHOOL: PROFICIENT	
HSP.2.1	Make acting choices using script analysis, character research, reflection, and through the rehearsal process.
HSP.2.2	Write dialogues and scenes, applying basic dramatic structure (i.e., exposition, complication, conflict, crises, climax, and resolution).
HSP.2.3	Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.
HIGH SCHOOL: ADVANCED	
HSA.2.1	Make acting choices using script analysis, character research, and reflection and create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
HSA.2.2	Improvise or write dialogues and scenes applying basic dramatic structure (i.e., exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.
HSA.2.3	Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
K.3.2	Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
GRADE ONE	
1.3.1	Identify the cultural and geographic origins of stories.
1.3.2	Identify theatrical conventions, such as props, costumes, masks, and sets.
1.3.3	Describe the roles and responsibilities of audience and actor.
GRADE TWO	
2.3.1	Identify theater and storytelling forms from different cultures.
2.3.2	Identify universal characters in stories and plays from different periods and places.
GRADE THREE	
3.3.1	Dramatize different cultural versions of similar stories from around the world.
3.3.2	Identify universal themes in stories and plays from different periods and places.
GRADE FOUR	
4.3.1	Identify theatrical and storytelling traditions of the many cultures of Guam.
4.3.2	Recognize key developments in the entertainment industry in Guam, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.
GRADE FIVE	
5.3.1	Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
5.3.2	Interpret how theater and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.
5.3.3	Analyze ways in which theater, television, and film play a part in our daily lives.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
5.3.4	Identify types of early American theater. *EXAMPLE(S):* melodrama and musical theater
MIDDLE SCHOOL: PROFICIENT	
MSP.3.1	Create scripts that reflect particular historical periods or cultures.
MSP.3.2	Design and create masks, puppets, props, costumes, or sets drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.
MSP.3.3	Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.
MSP.3.4	Compare and contrast various theater styles throughout history. *EXAMPLE(S):* Ancient Greece, Elizabethan theatre, Kabuki theater, Kathakali dance theater, commedia dell'arte
MIDDLE SCHOOL: ADVANCED	
MSA.3.1	Describe the ways in which American history, such as the Industrial Revolution and slavery, has been portrayed in the minstrel show, the melodrama, and the musical.
MSA.3.2	Identify and explain how technology has changed American theater. *EXAMPLE(S):* how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light
HIGH SCHOOL: PROFICIENT	
HSP.3.1	Identify and compare how film, theater, television, and electronic media influence values and behaviors.
HSP.3.2	Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabarata*.
HSP.3.3	Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
HIGH SCHOOL: ADVANCED	
HSA.3.1	Research, write and perform monologues in various cultures reflecting accurate and consistent dialect.
HSA.3.2	Analyze the impact of traditional and nontraditional theater, film, television, and electronic media on society.
HSA.3.3	Perform, design, or direct theater pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
HSA.3.4	Compare and contrast specific styles and forms of world theater. *EXAMPLE(S):* differentiate between Elizabethan comedy and Restoration farce

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Dramatize information from other content areas. Use movement to reinforce vocabulary, such as *fast, slow, in, on, through, over*, and/or *under*.
K.4.2	Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.
GRADE ONE	
1.4.1	Dramatize the theatrical concept of beginning, middle, and end to other content areas. *EXAMPLE(S):* act out the life cycle of a butterfly
1.4.2	Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.
GRADE TWO	
2.4.1	Use problem-solving and cooperative skills in dramatizing a story or concept from another subject area.
2.4.2	Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.
GRADE THREE	
3.4.1	Use problem-solving and cooperative skills to dramatize a story from another content area, with emphasis on the five Ws.
3.4.2	Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.
GRADE FOUR	
4.4.1	Dramatize events in Guam history.
4.4.2	Use improvisation and dramatization to explore concepts in other content areas.
4.4.3	Exhibit team identity and commitment to purpose when participating in theatrical experiences.
GRADE FIVE	
5.4.1	Use theatrical skills to dramatize events and concepts from other curriculum areas. *EXAMPLE(S):* reenacting the signing of the Declaration of Independence in history/social science

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
5.4.2	Identify the roles and responsibilities of performing and technical artists in theater, film, television, and electronic media.
MIDDLE SCHOOL: PROFICIENT	
MSP.4.1	Use theatrical skills to communicate concepts or ideas from other curriculum areas. *EXAMPLE(S):* creating a musical based on a piece of literature
MSP.4.2	Research career opportunities in media, advertising, marketing, and interactive Web design.
MSP.4.3	Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation
MIDDLE SCHOOL: ADVANCED	
MSA.4.1	Use theatrical skills to present content or concepts in a video (e.g., on cellular mitosis).
MSA.4.2	Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg and research the education, training, and work experience necessary in that field.
HIGH SCHOOL: PROFICIENT (see note)	
HSP.4.1	Describe how skills acquired in theater may be applied to other content areas and careers.
HSP.4.2	Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
HSP.4.3	Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

Note. The proficient level of achievement for students in grades 9 through 12 can be attained at the end of 1 year of high school study within the discipline of theater after the student has attained the level of achievement in theater required of all students in GRADE EIGHT.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HIGH SCHOOL: ADVANCED	
HSA.4.1	Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theater, film/video, and electronic media.
HSA.4.2	Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
HSA.4.3	Communicate creative design and directorial choices to ensemble members using leadership skills, aesthetic judgment, or problem-solving skills.
HSA.4.4	Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Recognize and describe simple patterns found in the environment and works of art.
K.1.2	Name art materials introduced in lessons. *EXAMPLE(S):* clay, paint, crayons
K.1.3	Identify the elements of art (i.e., types of line, color, and shape) in the environment and in works of art.
K.1.4	Discuss their own works of art using art vocabulary learned (i.e., line, color, shape).
K.1.5	Describe what is seen, including both literal and expressive content, in selected works of art.
K.1.6	Discuss how and why they made a specific work of art and, using art vocabulary, explain why they like it.
GRADE ONE	
1.1.1	Describe and replicate repeated patterns in nature, in the environment, and in works of art.
1.1.2	Distinguish among various media when looking at works of art. *EXAMPLE(S):* clay, paints, drawing materials
1.1.3	Identify the elements of art in objects in nature, in the environment, and in works of art. *EXAMPLE(S):* types of line, color, shape, and actual or implied form and texture
1.1.4	Describe how and why they made a selected work of art, focusing on the given art vocabulary.
1.1.5	Describe how and why they made a selected work of art, focusing on the media and technique.
1.1.6	Select something they like about their work of art and something they would change.
GRADE TWO	
2.1.1	Perceive and describe repetition and balance in nature, in the environment, and in works of art.
2.1.2	Perceive and discuss differences in mood created by warm and cool colors.
2.1.3	Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.
2.1.4	Compare ideas expressed through their own works of art with the work of others.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
2.1.5	Compare different responses to the same work of art.
2.1.6	Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
GRADE THREE	
3.1.1	Perceive, describe, and respond to rhythm and movement in works of art and in the environment.
3.1.2	Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
3.1.3	Compare and contrast two works of art made by the use of different art tools and media. *EXAMPLE(S):* tempera, computer, pen and ink
3.1.4	Identify and describe elements of art in works of art, emphasizing line, color, shape/ form, texture, space, and value.
3.1.5	Compare and contrast selected works of art and describe them using the vocabulary of art. *EXAMPLE(S):* representational and non-representational
3.1.6	Select an artist's work (or their own) and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.
GRADE FOUR	
4.1.1	Perceive and describe contrast and emphasis in works of art and in the environment.
4.1.2	Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
4.1.3	Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
4.1.4	Describe the concept of proportion (in face, figure) as used in works of art.
4.1.5	Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.
4.1.6	Describe how using the language of the visual arts helps to describe works of art.
4.1.7	Identify and describe how a person's own cultural context influences individual responses to works of art.
4.1.8	Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
4.1.9	Identify and describe how various cultures define and value art differently.
4.1.10	Describe how the individual experiences of an artist may influence the development of specific works of art.
GRADE FIVE	
5.1.1	Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
5.1.2	Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
5.1.3	Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.
5.1.4	Identify, describe, and analyze how selected principles of art are used in a specific artwork.
5.1.5	Compare the different purposes of a specific culture for creating art.
5.1.6	Develop and use specific criteria as individuals and in groups to assess works of art.
5.1.7	Assess their own works of art using specific criteria and describe what changes they would make for improvement.
MIDDLE SCHOOL: PROFICIENT	
MSP.1.1	Identify and describe all the elements of art found in selected works of art. *EXAMPLE(S):* color, shape/form, line, texture, space, value
MSP.1.2	Discuss works of art with regard to theme, genre, style, idea, and differences in media.
MSP.1.3	Describe how balance is effectively used in a work of art. *EXAMPLE(S):* symmetrical, asymmetrical, radial
MSP.1.4	Describe, interpret, and develop meaning from what they see in works of art. *EXAMPLE(S):* how a work of art looks, what a work of art communicates
MSP.1.5	Identify and describe ways in which their culture is being reflected in current works of art.
MSP.1.6	Develop specific criteria as individuals or in groups to assess and critique works of art.
MSP.1.7	Discuss in small groups the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.
MIDDLE SCHOOL: ADVANCED	

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
MSA.1.1	Use art vocabulary when describing the intent and content of works of art.
MSA.1.2	Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.
MSA.1.3	Analyze the use of the elements and principles of art to relate to meaning in digital media. *EXAMPLE(S):* video, film, electronic media
MSA.1.4	Define their own points of view and investigate the effects from cultures other than their own.
MSA.1.5	Develop a theory about the artist's intent, including their own, in a series of works of art using reasoned statements to support personal opinions.
MSA.1.6	Develop and apply a set of criteria to present a reasoned argument about the artistic value of a work of art and respond to the arguments put forth by others within a classroom setting.
MSA.1.7	Select a grouping of their own works of art that reflects growth over time and describe the progression.
HIGH SCHOOL: PROFICIENT	
HSP.1.1	Identify and use the principles of design to discuss, analyze, and write about subjects in their environment and in works of art, including their own.
HSP.1.2	Research, analyze, and write about an artist's distinctive style and its contribution to the meaning of the artwork.
HSP.1.3	Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
HSP.1.4	Analyze the media used by a given artist and describe how it influences the meaning of the work.
HSP.1.5	Compare and contrast similar styles of artwork done in traditional materials and new forms of media.
HSP.1.6	Discuss how personal beliefs, cultural traditions, and current social and political contexts influence the interpretation of the meaning or message in a work of art.
HSP.1.7	Critically speak and write about selected works of art, including their own.
HIGH SCHOOL: ADVANCED	
HSA.1.1	Analyze and discuss complex ideas in works of art. *EXAMPLE(S):* distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
HSA.1.2	Discuss a series of their original works of art using the elements and principles of art.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
PERFORMANCE INDICATORS	
HSA.1.3	Research two artworks from different time periods and discuss their similarities and differences using art vocabulary.
HSA.1.4	Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
HSA.1.5	Describe the use of the elements and principles of art to express a mood in one or more of their works of art.
HSA.1.6	Select three works of art from their art portfolio and critically discuss the intent of the works and the use of the media.
HSA.1.7	Analyze and articulate how society influences the interpretation and message of a work of art.
HSA.1.8	Analyze their personal direction and style in their own works of art.
HSA.1.9	Examine and discuss their own works of art and the work of others in classroom critiques.
HSA.1.10	Rationalize and argue why a specific work of art or object is art. Rationalize and argue why the same work of art or object should not be considered art. *EXAMPLE(S):* Is it good art? Does art need to be pretty? Can art be ugly?
HSA.1.11	Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Use lines, shapes, and colors to make patterns with tempera paints.
K.2.2	Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper, in creating a collage with colored cut or torn paper and add lines.
K.2.3	Paint pictures expressing ideas about family and neighborhood.
K.2.4	Use lines in drawings and paintings to create contours of realistic objects in nature.
K.2.5	Use geometric shapes (e.g., circle, triangle, square) and organic shapes (i.e., natural) to make a work of art.
GRADE ONE	
1.2.1	Use different types of texture in two-dimensional and three-dimensional works of art. *EXAMPLE(S):* smooth, sandy, soft, rigid
1.2.2	Mix secondary colors from primary colors and describe the process with tempera paints.
1.2.3	Create a three-dimensional form, such as a real or imaginary animal, in a clay-type material.
1.2.4	Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
1.2.5	Draw or paint a still life using secondary colors.
1.2.6	Use implied visual and actual texture in original works of art.
1.2.7	Create artwork based on observations of actual objects and everyday scenes using paints or pens.
GRADE TWO	
2.2.1	Demonstrate beginning skill in the use of basic tools for printing, crayon rubbings, and collage.
2.2.2	Demonstrate beginning skill in the use of art media, such as oil pastels and tempera paints.
2.2.3	Depict the illusion of depth (i.e., space) in a work of art using overlapping shapes, relative size, and placement within the picture.
2.2.4	Create a painting or drawing using either warm or cool colors expressively.
2.2.5	Use bilateral or radial symmetry to create visual balance.
GRADE THREE	

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
3.2.1	Explore ideas and observational drawings in a personal sketchbook.
3.2.2	Mix and apply tempera paints to create tints and shades and create a value chart.
3.2.3	Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
3.2.4	Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes in space and on forms.
3.2.5	Create an imaginative clay sculpture based on an organic (i.e., natural) form.
3.2.6	Create an original work of art emphasizing rhythm and movement using a selected printing process.
GRADE FOUR	
4.2.1	Use shading (i.e., value) to transform a two-dimensional shape into a three-dimensional form. *EXAMPLE(S):* circle to sphere
4.2.2	Use the conventions of facial and figure proportions in a figure study.
4.2.3	Use additive and subtractive processes in making simple sculptural forms.
4.2.4	Use fibers or other materials to create a simple weaving.
4.2.5	Use accurate proportions to create an expressive portrait or a figure drawing or painting.
4.2.6	Use the interaction between positive and negative space expressively in a work of art.
4.2.7	Use contrast (i.e., light and dark) expressively in an original work of art.
4.2.8	Use complementary colors in an original composition to show contrast and emphasis.
GRADE FIVE	
5.2.1	Use one-point perspective to create the illusion of space.
5.2.2	Create gesture and contour observational drawings.
5.2.3	Demonstrate beginning skill in the manipulation of digital imagery. *EXAMPLE(S):* Computer generated art, digital photography, or videography.
5.2.4	Create an expressive abstract composition based on real objects.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
5.2.5	Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
5.2.6	Use perspective in an original work of art to create a real or imaginary scene.
5.2.7	Paint a still life using lowered intensity, primary and secondary colors. (Lower the intensity of a color by adding its opposite.)
5.2.8	Communicate values, opinions, or personal insight through an original work of art.
MIDDLE SCHOOL: PROFICIENT	
MSP.2.1	Use observational drawing skills to depict a variety of subject matter. *EXAMPLE(S):* contour lines, positive/negative shapes
MSP.2.2	Apply the rules of one- and two-point perspective in creating a work of art.
MSP.2.3	Create a drawing using varying tints, shades, and intensities.
MSP.2.4	Explain the intent of a personal work of art and draw the work of a recognized artist.
MSP.2.5	Select specific media and processes to express moods, feelings, themes, or ideas.
MSP.2.6	Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
MSP.2.7	Create an original work of art using digital media.
MIDDLE SCHOOL: ADVANCED	
MSA.2.1	Demonstrate an increased knowledge of technical skills in using art media and processes. *EXAMPLE(S):* pen and Ink, paints, printing press, silk screening, computer graphics software
MSA.2.2	Design and create maquettes for three-dimensional sculptures.
MSA.2.3	Create an original work of art using digital media.
MSA.2.4	Design and create an expressive figurative sculpture that is either additive or subtractive.
MSA.2.5	Select a medium to use to communicate a theme in a series of works of art.
HIGH SCHOOL: PROFICIENT	
HSP.2.1	Use the principles of art to solve visual arts problems.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
PERFORMANCE INDICATORS	
HSP.2.2	Prepare a portfolio of original art that reflects refined craftsmanship and technical skills.
HSP.2.3	Review and refine observational drawing and painting skills.
HSP.2.4	Develop and refine skills in the manipulation of digital imagery (either still or video).
HSP.2.5	Create a two- or three-dimensional work of art that addresses a social issue.
HIGH SCHOOL: ADVANCED	
HSA.2.1	Create original works of art of increasing complexity and skill using multiple combinations of the elements and principles of art.
HSA.2.2	Plan and create works of art using complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
HSA.2.3	Analyze the works and style of a well-known artist and create a drawing or painting using a similar style and media.
HSA.2.4	Apply an advanced level of proficiency in at least one art medium.
HSA.2.5	Assemble and display objects or works of art in an art exhibit.
HSA.2.6	Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
HSA.2.7	Identify and discuss innovative visual metaphors and symbolism in creating works of art.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Describe functional (i.e., used) and non-utilitarian (i.e., not used, only viewed) art seen in daily life.
K.3.2	Identify and describe works of art that show people doing things together.
K.3.3	Look at and discuss works of art from a variety of times and cultures. *EXAMPLE(S):* artists: Mondrian (geometric), Matisse (organic)
GRADE ONE	
1.3.1	Identify and describe various subject matter used in art. *EXAMPLE(S):* landscapes, seascapes, portraits, still life
1.3.2	Recognize and discuss "view" and then describe art from various cultures.
1.3.3	Identify art objects from various cultures and describe what they have in common and how they differ. *EXAMPLE(S):* Japanese screen painting, Mexican tin art, African masks
GRADE TWO	
2.3.1	Explain how artists use their work to share experiences or communicate ideas.
2.3.2	Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
2.3.3	Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives and in Guam's culture.
GRADE THREE	
3.3.1	Compare and describe various works of art that have similar or different time periods.
3.3.2	Identify artists from the community and discuss local or regional art traditions. (Bring in a local artist.)
3.3.3	Distinguish and describe representational, abstract, and nonrepresentational works of art.
3.3.4	Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery. *EXAMPLE(S):* puppets, masks, containers
3.3.5	Write about a work of art that reflects a student's own cultural background.
GRADE FOUR	

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
PERFORMANCE INDICATORS	
4.3.1	Describe how art plays a role in reflecting life. *EXAMPLE(S):* in photography, quilts, architecture
4.3.2	Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to Guam's history and art heritage.
4.3.3	Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in Guam both past and present.
GRADE FIVE	
5.3.1	Describe the value of national art collections and museums.
5.3.2	Identify and describe various fine, traditional, and folk arts from historical periods worldwide.
5.3.3	Identify and compare works of art from various regions of the United States.
5.3.4	View selected works of art from a major culture and observe changes in materials and styles over a period of time.
MIDDLE SCHOOL: PROFICIENT	
MSP.3.1	Research and discuss the role of the visual arts, both print and electronic, from a variety of selected resources.
MSP.3.2	View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.
MSP.3.3	Research and describe how art reflects social, political, or cultural values and conditions locally and worldwide.
MSP.3.4	Compare, in oral or written form, representative images or designs from at least two selected cultures.
MSP.3.5	Compare and contrast works of art from various periods, styles, and cultures and explain how the works reflect the society in which they were made.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MIDDLE SCHOOL: ADVANCED	
MSA.3.1	Examine and describe or report on the role of a work's comment on or protest of social conditions.
MSA.3.2	Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.
MSA.3.3	Discuss the contributions of various immigrant cultures to the art of a particular society.
MSA.3.4	Identify major works of art created by women and describe the impact of those works on society at that time.
HIGH SCHOOL: PROFICIENT	
HSP.3.1	Identify and describe the purpose of art.
HSP.3.2	Identify and describe the role and influence of new technologies on contemporary works of art.
HSP.3.3	Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
HIGH SCHOOL: ADVANCED	
HSA.3.1	Identify and examine contemporary styles and discuss the diverse social and economic developments reflected in the works of art.
HSA.3.2	Identify contemporary artists who have achieved regional or international recognition and discuss ways in which their work influences present-day culture.
HSA.3.3	Investigate and discuss universal concepts and themes expressed in works of art from diverse cultures.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Look at and draw something used every day and describe how the object is used. *EXAMPLE(S):* scissors, toothbrush, fork
K.4.2	Read a favorite book and describe how the artist used shapes and colors in the illustrations.
K.4.3	Point out symbols found at home, in school, and in the community that use line, shapes, and color. *EXAMPLE(S):* stop signs, walk symbols
K.4.4	Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.
GRADE ONE	
1.4.1	Clap out rhythmic patterns found in the lyrics of music and represent them as visual patterns.
1.4.2	Compare and contrast objects of folk and local art from various time periods and cultures.
1.4.3	Identify and sort pictures into categories according to the elements of art emphasized in the works. *EXAMPLE(S):* color, line, shape/form, texture
1.4.4	Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.
GRADE TWO	
2.4.1	Use placement, overlapping, and size differences to show opposites. *EXAMPLE(S):* in/out, over/under, together/apart, fast/slow, stop/go
2.4.2	Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.
2.4.3	Identify pictures and sort them into categories according to expressive qualities. *EXAMPLE(S):* theme, mood
2.4.4	Discuss art with artists in the community. *EXAMPLE(S):* prints, ceramics, paintings, sculpture
GRADE THREE	
3.4.1	Describe how costumes contribute to the meaning of a dance.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
3.4.2	Write a poem or story inspired by their own works of art.
3.4.3	Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.
3.4.4	Describe how artists have affected people's lives. *EXAMPLE(S):* architects, book illustrators, muralists, industrial designers
GRADE FOUR	
4.4.1	Select a nonobjective painting, work in small groups to interpret movement, and then write a paragraph reporting on the arts experience.
4.4.2	Identify through research 20th century artists who have incorporated symmetry as a part of their work and then create a work of art using bilateral or radial symmetry.
4.4.3	Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.
4.4.4	Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.
GRADE FIVE	
5.4.1	Use linear perspective to depict geometric objects in space. Identify and describe all the elements of art found in selected works of art. *EXAMPLE(S):* color, shape/form, line, texture, space, value
5.4.2	Identify and design icons, logos, and other graphic devices as symbols for ideas and information.
5.4.3	Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.
MIDDLE SCHOOL: PROFICIENT	
MSP.4.1	Research how art was used in theatrical productions in the past and in the present.
MSP.4.2	Research how traditional characters (e.g., the trickster) found in a variety of cultures, past and present, are represented in illustrations.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
MSP.4.3	Study the music and art of a selected historical era that reflects that time and culture.
MSP.4.4	Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.
MSP.4.5	Create artwork containing visual metaphors that express the traditions and myths of selected cultures.
MSP.4.6	Describe tactics employed in advertising to sway the viewer's thinking and provide examples.
MSP.4.7	Examine two- and three-dimensional images and compare how different representations of the same objects lead to different interpretations of their meanings.
MSP.4.8	Establish criteria to use in selecting works of art for a specific type of art exhibition.
MSP.4.9	Identify professions in or related to the visual arts and some of the specific skills needed for those professions.
MIDDLE SCHOOL: ADVANCED	
MSA.4.1	Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.
MSA.4.2	Demonstrate an understanding of the effects of visual communication through digital media on all aspects of society. *EXAMPLE(S):* television, music videos, film, Internet
MSA.4.3	Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.
HIGH SCHOOL: PROFICIENT	
HSP.4.1	Produce works of art using content-specific principles and techniques from visual arts and one other discipline. *EXAMPLE(S):* science, literature, social studies
HSP.4.2	Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
HSP.4.3	Compare and contrast the ways in which different media (e.g., television, newspapers, magazines) cover the same art exhibition.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
PERFORMANCE INDICATORS	
HSP.4.4	Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (i.e., aesthetician).
HIGH SCHOOL: ADVANCED	
HSA.4.1	Discuss how advances in technology might change the definition of visual arts.
HSA.4.2	Compare and contrast works of art by identifying and discussing the symbolic meanings found in images.
HSA.4.3	Prepare portfolios of their original works of art for a variety of purposes. *EXAMPLE(S):* review for postsecondary application, exhibition, job application, personal collection
HSA.4.4	Assemble and display objects or works of art in an art exhibit.
HSA.4.5	Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.
HSA.4.6	Integrate the creativity and techniques of the visual arts with selected other disciplines. *EXAMPLE(S):* the humanities, sciences, math, history, language arts

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
K.1.1	Understand and respond to a wide range of opposites of elements of dance: shape, space, energy, and time. *EXAMPLE(S):* high/low, straight/curved, forward/backward, wiggle/freeze, fast/slow
K.1.2	Move in response to verbal instructions. *EXAMPLE(S):* walk, turn, reach Move in response to sound or music cues. *EXAMPLE(S):* a drum, musical chairs
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
K.2.1	Use body, energy, space, and time to move in a variety of ways.
K.2.2	Move in locomotor and axial modes.
K.2.3	Move in ways that reflect a variety of personal experiences and natural observances. 1.Personal Experiences *EXAMPLE(S):* happy sad, angry, excited 2. Natural Observances *EXAMPLE(S):* like a butterfly, like a fish
K.2.4	Respond to a variety of stimuli. *EXAMPLE(S):* sounds, words, songs, props, images, observed dance
K.2.5	Create simple dance sequences and repeat them (patterns). *EXAMPLE(S):* run-jump-balance, march- skip-clap
K.2.6	Move with a partner. *EXAMPLE(S):* skipping, mirroring, lead/follow in pairs, follow the leader
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
K.3.1	Name and perform folk/traditional dances from another culture.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
K.4.1	Demonstrate recognition of personal space and respect for the personal space of others.
K.4.2	Give examples of the similarities between everyday movement and dance movement. *EXAMPLE(S):* wind, volcanic flow, cats leaping, rockets launching for space travel

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
1.1.1	Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements. *EXAMPLE(S):* skip lightly, turn strongly, fall heavily
1.1.2	Perform short movement problems, emphasizing the element of space, shape, time, and energy. • Space *EXAMPLE(S):* paths, forward, through, backward • Shape *EXAMPLE(S):* curved/linear, big/small, high/low • Time *EXAMPLE(S):* fast/slow, jerky/smoothly, rhythmic/arrhythmic • Energy *EXAMPLE(S):* explosive/lethargic, strong/weak
1.1.3	Discuss basic locomotor and axial movements and paths. • Basic locomotor and axial movements *EXAMPLE(S):* skip, slide, stretch, roll • Paths *EXAMPLE(S):* direct/indirect, straight/curved
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
1.2.1	Move in response to problem-solving tasks. *EXAMPLE(S):* How many ways can you walk, turn, slide, hop?
1.2.2	Respond in movement to a wide range of stimuli. *EXAMPLE(S):* music, books, pictures, rhymes, poetry, props, sounds, light
1.2.3	Create a short movement sequence with a beginning, middle, and an end.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
1.2.4	Create shapes and movements at low, middle, and high levels.
1.2.5	Imitate simple movement patterns.
1.2.6	Express basic emotion through movement. *EXAMPLE(S):* angry, sad, excited, happy
1.2.7	Improvise movement ideas.
1.2.8	Work with others in a group to solve a specific dance problem. *EXAMPLE(S):* design three shapes—high, medium, and low; create slow and fast movements
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
1.3.1	Describe and execute an ethnic dance.
1.3.2	Describe aspects of the style, costumes, and music of a dance.
1.3.3	Describe similarities of dance movement in two countries.
1.3.4	Explain why people dance. *EXAMPLE(S):* to tell a story, to show feelings, to have fun
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
1.4.1	Demonstrate curricular concepts through dance. *EXAMPLE(S):* growth cycle, animal movement
1.4.2	Give examples of how dance relates to other subjects. *EXAMPLE(S):* mathematics—shapes (such as triangle, square, circle), counting; language arts—beginning, middle, end

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
2.1.1	Show a variety of combinations of basic locomotor skills. *EXAMPLE(S):* walk and run, gallop and jump, hop and skip, slide and roll
2.1.2	Show a variety of combinations of axial movements. *EXAMPLE(S):* swing and balance shapes, turn and stretch, bend and twist
2.1.3	Perform short movement problems, emphasizing the element of time. *EXAMPLE(S):* varied tempos, rhythmic patterns, counting
2.1.4	Expand the ability to incorporate spatial concepts with movement problems. *EXAMPLE(S):* Moving in a straight line or along a zigzagged, circular, or curved path.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
2.2.1	Demonstrate multiple solutions in response to a given movement problem. *EXAMPLE(S):* In how many ways can you travel from point A to point B?
2.2.2	Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
2.2.3	Create shapes, changing dimension and tempo.
2.2.4	Develop a dance phrase.
2.2.5	Work cooperatively in small and large groups.
2.2.6	Demonstrate partner skills. *EXAMPLE(S):* imitating, leading/following
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
2.3.1	Describe and execute an ethnic dance.
2.3.3	Use rhythms from different cultures. *EXAMPLE(S):* clapping, stamping, using whole body movement.
2.3.4	Describe dances seen in celebrations and community events.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
2.4.1	Use literature and visual art to inspire dance ideas. *EXAMPLE(S):* poems, cartoon, pictures
2.4.2	Describe how dance is created.
2.4.3	Describe how dancing requires good health-related habits. *EXAMPLE(S):* nutrition, rest, proper preparation for physical activity

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
3.1.1	Perform dance movements using elementary dance terminology of a genre (e.g., jazz, ballet, hula).
3.1.2	Discuss criteria to assess the quality of a performance. *EXAMPLE(S):* focus, level of personal involvement, physical control
3.1.3	Explain and demonstrate what it means to be a good audience member.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
3.2.1	Move using axial and locomotor technique.
3.2.2	Initiate, alter, and end movement.
3.2.3	Perform short movement problems, emphasizing the element of force/energy. *EXAMPLES:* swing, melt, explode, quiver
3.2.4	Expand the ability to incorporate spatial and time concepts in movement problems. *EXAMPLE(S):* Select and combine three locomotor movements traveling in three different pathways and using three different tempos.
3.2.5	Improvise and select several ways to solve a given movement problem. *EXAMPLE(S):* How many ways can you combine a turn, stretch, and jump?
3.2.6	Create a sequence that has a beginning, a middle, and an end.
3.2.7	Create a variety of shapes and movements, using different levels and dimension.
3.2.8	Demonstrate a variety of partner skills. *EXAMPLE(S):* imitation, leading/following, mirroring
3.2.9	Create and perform original movement sequences with a partner or a small group.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
3.3.1	Describe commonalities among and differences between dances from various countries.
3.3.2	Describe and demonstrate ritual and ethnic dance that show daily activities. *EXAMPLE(S):* harvesting, fishing, weaving, worshipping
3.3.3	Discuss how costumes and shoes influence dance movement.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
3.4.1	Explain relationships between dance elements and other subjects. *EXAMPLE(S):* spatial pathways—maps and grids; geometric shapes—body shapes
3.4.2	Describe how dancing develops physical and mental well-being. *EXAMPLE(S):* control, flexibility, posture, strength, risk taking
3.4.3	Discuss how problem solving and self-control relate to other school activities.
3.4.4	Give examples of ways in which the activities of professionals in the performing arts are similar to each other. *EXAMPLE(S):* observing discipline, practicing skills, rehearsing performances

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
4.1.1	Describe and execute a specific movement using appropriate dance vocabulary.
4.1.2	Describe body alignment (i.e., relative position of body parts to spine and weight distribution).
4.1.3	Identify unique characteristics of dances they have watched or performed from countries studied in the history/social science curriculum. *EXAMPLE(S):* rhythms, spatial patterns, gestures, intent
4.1.4	Describe ways in which a dancer communicates ideas and moods. *EXAMPLE(S):* strong technique, projection, expression
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
4.2.1	Demonstrate increased range and use of space, time, and force/energy concepts. *EXAMPLE(S):* pulse/accents, melt/collapse, weak/strong
4.2.2	Create and develop set movement patterns and sequences.
4.2.3	Improvise movement phrases.
4.2.4	Create a dance study that has a beginning, middle, and an end.
4.2.5	Convey a range of feelings through use of dynamics, design in space, and technique for peers.
4.2.6	Improvise dance studies with focus and expression.
4.2.7	Demonstrate additional partner and group skills. *EXAMPLE(S):* imitating, leading/following, mirroring, calling/responding, echoing

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
4.3.1	Move, representing ethnic dance with different arrangements of dancers. *EXAMPLE(S):* lines, circles, couples
4.3.3	Perform and describe dances that reflect the geographical place in which the dances are performing. *EXAMPLE(S):* Deserts, rain forests, islands.
4.3.4	Perform and describe ethnic dance from Micronesia.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
4.4.1	Explain how dance relates to and uses the vocabulary of other art subjects. *EXAMPLE(S):* Positive and negative space, shape, line, rhythm, character
4.4.2	Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.
4.4.3	Analyze the choreographic process and its relation to the writing process. *EXAMPLE(S):* brainstorming, exploring and developing ideas, putting ideas into a form, sequencing

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
5.1.1	Use level-appropriate dance vocabulary to describe and execute dances.
5.1.2	Describe dance elements used in personal work and that of others.
5.1.3	Use dance vocabulary to identify and support personal preferences for dances observed or performed.
5.1.4	Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance. *EXAMPLE(S):* focus, strength, coordination
5.1.5	Discuss how outstanding dancers affect audience members emotionally or intellectually.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
5.2.1	Demonstrate focus and physical control, and coordination. *EXAMPLE(S):* proper alignment, balance
5.2.2	Use a wide variety of movements. *EXAMPLE(S):* Isolations/whole body, combinations
5.2.3	Demonstrate a range of movement utilizing space, time, and force/energy concepts.
5.2.4	Incorporate the principles of variety, contrast, and unity with dance studies.
5.2.5	Demonstrate cooperation, collaboration, and empathy in working with partners and in groups. *EXAMPLE(S):* leading/following, mirroring, calling/responding, echoing, opposing

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
5.3.1	Describe and perform ethnic, social, or theatrical dance performed in Micronesian cultures.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
5.4.1	Describe how dancing requires good health-related habits. *EXAMPLE(S):* individual and group goals for flexibility, strength, endurance, stress management, nutrition
5.4.2	Discuss the use of technology in the performing arts. *EXAMPLE(S):* Video, DVDs, CDs, cameras
5.4.3	Demonstrate social skills that enable students to become leaders/teachers and followers/learners.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
6.1.1	Discuss the principles of contrast, unity, and variety in phrasing of dance.
6.1.2	Describe and analyze movements observed and performed using appropriate dance vocabulary.
6.1.3	Discuss the experience of performing personal work.
6.1.4	Distinguish the differences between viewing live and recorded dance. *EXAMPLE(S):* controlling perspective, isolating particular facets, or discussing that performances exist only once in time and space when live
Standard 2: Creating Students will engage in the artistic process, acquire skills, and them to communicate meaning in an original work of art.	
6.2.1	Demonstrate focus, physical control, coordination, and accurate reproduction in locomotor and axial movement.
6.2.2	Move with a variety of force and energy qualities.
6.2.3	Compare and demonstrate the difference between imitating and modifying or creating original movement.
6.2.4	Demonstrate the ability to coordinate movement with different musical rhythms and styles. *EXAMPLE(S):* ABA form, canon
6.2.5	Rehearse dance studies for the purpose of performing for others.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
6.3.1	Compare and contrast features of dances already performed from different countries. *EXAMPLE(S):* ballet, bon dance, hula
6.3.2	Explain the importance and function of dance in students' lives.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
6.4.1	Describe how other art disciplines are integrated into dance performances. *EXAMPLE(S):* sound lighting, set design, props, music
6.4.2	Describe the responsibilities a dancer has in maintaining good health-related habits. *EXAMPLE(S):* balanced nutrition, regular exercise, adequate sleep, proper alignment, range of motion

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
7.1.1	Use appropriate intermediate-level dance vocabulary to describe everyday gestures and movement observed in viewing live or recorded dance performances (descriptions may take the form of a drawing or video/computer documentation).
7.1.2	Discuss judging performances in a range of genres. *EXAMPLE(S):* theatre, social, ritual, ethnic
7.1.3	Discuss the impact of live or recorded music in dance performances. *EXAMPLE(S):* Recorded music is consistent. Live music can be altered.
7.1.4	Discuss how different venues influence the experience and impact of dancing. *EXAMPLE(S):* a studio setting, traditional stage, theater in the round
7.1.5	Describe how the role of the performer is different than the expectations of the audience.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
7.2.1	Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
7.2.2	Demonstrate increased ability and skill to sustain longer and more complex sequences in a variety of dance genres.
7.2.3	Demonstrate risk taking in generating bigger and stronger movements.
7.2.4	Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
7.2.5	Demonstrate skill in using ideas and themes to develop simple dance forms. *EXAMPLE(S):* rondo, ABA form
7.2.6	Describe and incorporate simple dance forms in dance studies. *EXAMPLE(S):* AB form, canon
7.2.7	Convey a wide range of feeling and expression through gestures, posture, and movement.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
7.2.8	Demonstrate an awareness of the body as an instrument of expression in movement.
7.2.9	Participate in the presentation of dance. *EXAMPLE(S):* classmates, lecture/demo, works in progress
7.2.10	Demonstrate originality in using partner or group relationships to define the elements of contrast.
7.2.11	Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups in studying and performing. *EXAMPLE(S):* Imitating, leading/following, mirroring, calling/responding, echoing, sequence building.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
7.3.1	Explain the function of dance in daily life in specific time periods and in countries being studied in Social Studies. *EXAMPLE(S):* in ceremonies, social events, traditional settings, theatrical performance
7.3.2	Explain how dance functions among people of different age groups, including their own.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
7.4.1	Describe how dancing builds physical and emotional well-being. *EXAMPLE(S):* positive body image, physical goals, creative goals, focus/concentration
7.4.2	Appraise how time management, listening, problem-solving, and teamwork skills used in composing and rehearsing a dance can be applied to other group activities.
7.4.3	Identify careers in dance and dance-related fields. *EXAMPLE(S):* educator, therapist, videographer, critic, choreographer, notator

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
8.1.1	Analyze gestures and movements viewed in live or recorded dance.
8.1.2	Discuss choreography preferences relating to the elements of dance.
8.1.3	Name and use specific criteria in assessing personal and professional dance choreography. *EXAMPLE(S):* contrast, phrasing, unity
8.1.4	Apply specific criteria to analyze and judge the quality of a dance performance by well-known dancers or companies. *EXAMPLE(S):* technical skill, musicality, dynamics, mood
8.1.5	Describe and analyze how differences in costumes, lighting, props, sound, and venues can enhance or detract from the meaning of a dance.
8.1.6	Describe the special and challenging characteristics of the experience of dancing for an audience.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
8.2.1	Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in artistic expression.
8.2.2	Demonstrate an understanding of centering, weight shift, and tension/release.
8.2.3	Demonstrate greater technical control in generating bigger and stronger movements and perfection in alignment.
8.2.4	Identify and use force/energy variations when executing gesture and locomotor and axial movements.
8.2.5	Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
8.2.6	Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.
8.2.7	Apply basic music elements to the making and performance of dances. *EXAMPLE(S):* rhythm, meter, accents
8.2.8	Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
8.2.9	Demonstrate performance skill in the ability to project energy and express ideas through dance.
8.2.10	Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups in studying and performing. *EXAMPLE(S):* imitating, leading/following, mirroring, calling/responding, echoing, sequence building
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
8.3.1	Compare and contrast specific kinds of dances that have been performed. *EXAMPLE(S):* work, courtship, ritual, entertainment
8.3.2	Explain the various ways people have experienced dance in their daily lives. *EXAMPLE(S):* Roman entertainment, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
8.4.1	Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects. *EXAMPLE(S):* memorizing, researching, practicing
8.4.2	Describe how dancing builds positive mental, physical, and health-related practices. *EXAMPLE(S):* discipline, stress management, anatomic awareness

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSP1.1.1	Discuss how the qualities of a theatrical production contribute to the success of a dance performance. *EXAMPLE(S):* sound, lighting, costuming, set design, props
HSP1.1.2	Discuss personal preferences about dance styles and choreographic forms using criteria-based assessment.
HSP1.1.3	Discuss the advantages and limitations of viewing live and recorded dance performances.
HSP1.1.4	Discuss the advantages and disadvantages of various techniques in the presentation of dance. *EXAMPLE(S):* video, film, computer, DVD, recorded music
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSP1.2.1	Demonstrate refined physical coordination when moving or utilizing stillness at an *intermediate* level. *EXAMPLE(S):* alignment, agility, balance, strength
HSP1.2.2	Perform at an *intermediate level* in a dance genre. *EXAMPLE(S):* modern, ballet, jazz, tap, ballroom, social/recreational, ballroom
HSP1.2.3	Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.
HSP1.2.4	Create a body of short studies of dance demonstrating originality, unity, and clarity of intent.
HSP1.2.5	Create and perform improvisations, studies, and composition with dynamic range.
HSP1.2.6	Identify and apply basic music elements to construct and perform dances. *EXAMPLE(S):* rhythm, meter, tempo, timbre
HSP1.2.7	Design a dance that utilizes an established genre.
HSP1.2.8	Demonstrate performance skill in the ability to interpret and communicate through dance.
HSP1.2.9	Perform original works that employ personal artistic intent and communicate effectively.
HSP1.2.10	Collaborate with peers in the development of choreography in groups. *EXAMPLE(S):* duets, trios, small ensembles, or “en masse”

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSP1.3.1	Perform an ethnic, social, or theatrical dance with appropriate stylistic nuances.
HSP1.3.2	Explain the variety of roles dance plays among different socioeconomic groups in selected countries. *EXAMPLE(S):* royalty, peasants
HSP1.3.3	Discuss how dancers from various cultures and historical periods reflect diversity and values. *EXAMPLE(S):* ethnicity, gender, body types, religious intent
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSP1.4.1	Identify and use different sources to generate ideas for dance compositions. *EXAMPLE(S):* poetry, photographs, political/social issues, sculptures, nature, technology
HSP1.4.2	Discuss how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSP2.1.1	Describe dance elements in detail utilizing extended dance vocabulary at an intermediate level.
HSP2.1.2	Identify and analyze the variety of ways in which a dancer can move the elements of dance and codified technique. Increase intermediate-level dance vocabulary.
HSP2.1.3	Critique dance works to improve choreographic structure and artistic presence.
HSP2.1.4	Apply criteria-based assessments appropriate to various dance forms. *EXAMPLE(S):* concert jazz, street, liturgical
HSP2.1.5	Judge the elements of dance and choreography relating to spatial design, variety, contrast, clear structure, etc.
HSP2.1.6	Discuss possible reasons that a dance artist is motivated to create a dance. *EXAMPLE(S):* to showcase the body, to acknowledge a celebration, to memorialize an event, to give the viewer another perspective on an idea
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSP2.2.1	Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.
HSP2.2.2	Teach movement patterns, phrases, or compositions to younger students.
HSP2.2.3	Demonstrate highly developed coordination and control when performing complex locomotor and axial movement from one or more genres. *EXAMPLE(S):* refined isolations/articulations, agility, balance, strength, endurance
HSP2.2.4	Perform works of dance, demonstrating technical accuracy and consistent artistic intent.
HSP2.2.5	Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSP2.3.1	Discuss and perform ethnic, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
HSP2.3.2	Discuss ways in which ethnic, social, or theatrical dance reflects its specific cultural context.
HSP2.3.3	Describe the roles of males and females in dance in the United States during various time periods.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSP2.4.1	Demonstrate effective use of technology for recording, analyzing, and creating dances.
HSP2.4.2	Discuss how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.
HSP2.4.3	Discuss the training, education, and experience needed to pursue dance career options. *EXAMPLE(S):* performer, choreographer, dance therapist, teacher, historian, critic, filmmaker

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSA1.1.1	Describe dance elements in detail utilizing extended dance vocabulary at an intermediate/advanced level.
HSA1.1.2	Compare, contrast, and judge various dance forms using selected criteria. *EXAMPLE(S):* concert jazz, street, liturgical
HSA1.1.3	Discuss personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
HSA1.1.4	Discuss dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSA1.2.1	Perform in multiple dance genres, integrating an intermediate/advanced level of technical skill and clear intent.
HSA1.2.2	Perform the work of another dance artist, maintaining the integrity of the work while applying personal artistic expression.
HSA1.2.3	Demonstrate the use of personal images as motivation for individual and group dance performances.
HSA1.2.4	Perform works by other dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
HSA1.2.5	Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.
HSA1.2.6	Design a dance that utilizes an “avant garde” style.
HSA1.2.7	Collaborate with peers in the development of choreography in diverse groupings. *EXAMPLE(S):* all male, all female, people standing with people sitting
HSA1.2.8	Teach a variety of movement patterns and phrases to peers.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
	No Performance Indicator
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSA1.4.1	Demonstrate effective knowledge and skills in using technology when creating, recording, and producing dance.
HSA1.4.2	Compare careers in dance and dance-related fields. *EXAMPLE(S):* theatre, video, recreational

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSA2.1.1	Research and assess how specific dance works change (evolve) because of the impact of historic and cultural influences on their interpretations. *EXAMPLE(S):* Because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSA2.2.1	Perform increasingly complex works of dance at a high level of refinement.
HSA2.2.2	Apply a wide range of kinesthetic communication, demonstrating clarity of intent, stylistic nuance, and stage presence.
HSA2.2.3	Create a dance composition that demonstrates originality, unity, clarity of intent, and a dynamic range of movement within a genre.
HSA2.2.4	Use dance structures, musical forms, theatrical elements, and technology to create original works.
HSA2.2.5	Perform works of more than one dance genre while maintaining the artistic integrity of the work and applying personal artistic expression.
HSA2.2.6	Teach peers a variety of increasingly complex movement patterns and phrases.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSA2.3.1	Discuss how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts. *EXAMPLE(S):* 17th century Italy, 18th century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution, Spanish/Japanese invasions of Micronesia
HSA2.3.2	Discuss universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
HSA2.3.3	Discuss how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSA2.4.1	Research and explain how dancers leave their performing careers to enter into alternative careers. *EXAMPLE(S):* educators, body/movement analysts, therapists, directors
HSA2.4.2	Determine the appropriate training, experience, and education needed to pursue dance-related careers.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
K.1.1	Use icons or inventive symbols to represent beat.
K.1.2	Identify and describe basic elements in music. *EXAMPLE(S):* high/low, fast/slow, loud/soft, beat
K.1.3	Create movements that correspond to specific music.
K.1.4	Identify and discuss the elements in music written for specific purposes and/or relate to topics students are studying. *EXAMPLE(S):* work song, lullaby
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
K.2.1	Use the singing voice to echo short melodic patterns.
K.2.2	Sing age-appropriate songs from memory.
K.2.3	Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
K.2.4	Create accompaniments using the voice or a variety of classroom instruments.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
K.3.1	Identify the various uses of music in daily experiences.
K.3.2	Sing and play simple singing games from various cultures and the local community.
K.3.3	Use a personal vocabulary to describe voices and instruments from diverse and local cultures.
K.3.4	Use developmentally appropriate movements in responding to music from various genres and styles. *EXAMPLE(S):* rhythm, melody
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
K.4.1	Use music, together with dance, theater, and the visual arts, for storytelling.
K.4.2	Identify and talk about the reasons artists have for creating dances, music, theater pieces, and works of visual art.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
1.1.1	Read, write, and perform simple patterns of rhythm and pitch using beat, rest, and divided beat (i.e., two sounds on one beat).
1.1.2	Identify simple musical forms. *EXAMPLE(S):* phrase, AB, echo
1.1.3	Identify common instruments visually and aurally in a variety of music.
1.1.4	Create movements to music that reflect focused listening.
1.1.5	Describe how ideas or moods are communicated through music.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
1.2.1	Sing with accuracy in a developmentally appropriate range.
1.2.2	Sing age-appropriate songs from memory.
1.2.3	Play simple accompaniments on classroom instruments.
1.2.4	Improvise simple rhythmic accompaniments using body percussion or classroom instruments.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
1.3.1	Recognize and talk about music and celebrations of the cultures represented in the school population.
1.3.2	Sing and play simple singing games from various cultures and the local community. (Bring in a local musician.)
1.3.3	Use a personal vocabulary to describe voices, instruments, and music from diverse and local cultures.
1.3.4	Use developmentally appropriate movements in responding to music from various genres, periods, and styles. *EXAMPLE(S):* rhythm, melody, form
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
1.4.1	Recognize and explain how people respond to their world through music.
1.4.2	Describe how the performance of songs and dances improves after practice and rehearsal.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
2.1.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, and rests.
2.1.2	Read, write, and perform simple patterns of pitch using solfège.
2.1.3	Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
2.1.4	Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
2.1.5	Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.
2.1.6	Use the terminology of music in discussing individual preferences for specific music.
2.1.7	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
2.1.8	Identify how musical elements communicate ideas or moods.
2.1.9	Respond to a live performance with appropriate audience behavior.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
2.2.1	Sing with accuracy in a developmentally appropriate range.
2.2.2	Sing age-appropriate songs from memory.
2.2.3	Play rhythmic ostinatos on classroom instruments.
2.2.4	Improvise simple rhythmic and melodic accompaniments using voice and a variety of classroom instruments.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
2.3.1	Identify the uses of specific music in daily or special events.
2.3.2	Sing simple songs and play singing games from various cultures.
2.3.3	Describe music from various cultures.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
2.4.1	Identify similar themes in stories, songs, and art forms. *EXAMPLE(S):* patterns, texture
2.4.2	Identify and discuss who composes and performs music.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
3.1.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, and rests.
3.1.2	Read, write, and perform pentatonic patterns using solfège.
3.1.3	Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
3.1.4	Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
3.1.5	Describe the way in which sound is produced on various instruments.
3.1.6	Identify simple musical forms. *EXAMPLE(S):* AABA, AABB, round
3.1.7	Select and use specific criteria in making judgments about the quality of a musical performance.
3.1.8	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
3.1.9	Describe how specific musical elements communicate particular ideas or moods in music.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
3.2.1	Sing with accuracy in a developmentally appropriate range.
3.2.2	Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
3.2.3	Play rhythmic and melodic ostinatos on classroom instruments.
3.2.4	Create short rhythmic and melodic phrases in question-and-answer form.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
3.3.1	Identify the uses of music in various cultures and time periods.
3.3.2	Sing and play memorized songs from diverse cultures.
3.3.3	Identify differences and commonalities in music from various cultures.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
3.4.1	Identify the use of similar elements in music and other art forms. *EXAMPLE(S):* form, pattern, rhythm
3.4.2	Identify what musicians and composers do to create music.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
4.1.1	Read, write, and perform melodic notation for simple songs in major keys using solfège.
4.1.2	Read, write, and perform diatonic scales and rhythmic notation, including sixteenth notes, dotted notes, and syncopation. *EXAMPLE(S):* eighth/quarter/eighth note and eighth-rest/quarter/eighth note
4.1.3	Describe and recognize music according to its elements using the terminology of music and give examples of musical forms, including rondo.
4.1.4	Classify how a variety of instruments from diverse cultures produces sound. *EXAMPLE(S):* idiophone, aerophone, chordophone, membranophone
4.1.5	Use specific criteria when judging the relative quality of musical performances.
4.1.6	Describe the characteristics that make a performance a work of art.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
4.2.1	Use classroom instruments to play melodies and accompaniments and sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.
4.2.2	Compose and improvise simple rhythmic and melodic patterns on classroom instruments.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
4.3.1	Explain the relationship between music and events in history.
4.3.2	Identify, sing, and play music from diverse cultures and time periods.
4.3.3	Compare musical styles from two or more cultures.
4.3.4	Recognize the influence of various cultures on music in Guam.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
4.4.1	Identify, integrate, and interpret expressive art disciplines into a well-organized presentation or performance.
4.4.2	Relate dance movements to express musical elements or represent musical intent in specific music.
4.4.3	Evaluate improvement in personal musical performances after practice or rehearsal.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
5.1.1	Read, write, and perform simple melodic notation in treble clef in major and minor keys.
5.1.2	Read, write, and perform major and minor scales, rhythmic notation, including quarter-note triplets, and tied syncopation.
5.1.3	Analyze the use of music elements in aural examples from various genres and cultures.
5.1.4	Identify vocal and instrumental ensembles from a variety of genres and cultures.
5.1.5	Identify and describe music forms, including theme and variations and twelve-bar blues.
5.1.6	Identify and analyze differences in tempo and dynamics in contrasting music selections.
5.1.7	Develop and apply appropriate criteria to support personal preferences for specific musical works.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
5.2.1	Use classroom instruments to play and sing melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos and two-part harmony, alone and with others .
5.2.2	Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
5.3.1	Describe the social functions of a variety of musical forms from various cultures and time periods. *EXAMPLE(S):* folk songs, dances
5.3.2	Identify different or similar uses of musical elements in music from diverse cultures.
5.3.3	Sing and play music from diverse cultures and time periods.
5.3.4	Describe the influence of various cultures and historical events on musical forms and styles of Guam.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
5.4.1	Explain the role of music in community events.
5.4.2	Identify ways in which the music professions are similar to or different from one another.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
MSP.1.1	Read, write, and perform intervals and triads.
MSP.1.2	Read, write, and perform rhythmic and melodic notation using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
MSP.1.3	Transcribe simple aural examples into rhythmic notation.
MSP.1.4	Sight-read simple melodies in the treble clef or bass clef.
MSP.1.5	Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
MSP.1.6	Describe larger music forms. *EXAMPLE(S):* sonata-allegro form, concerto, theme, variations
MSP.1.7	Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.
MSP.1.8	Explain how various aesthetic qualities convey images, feeling, or emotion.
MSP.1.9	Identify aesthetic qualities in a specific musical work.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSP.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
MSP.2.2	Sing music written in two parts.
MSP.2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
MSP.2.4	Compose short pieces in duple and triple meters.
MSP.2.5	Arrange simple pieces for voices or instruments using traditional sources of sound.
MSP.2.6	Improvise simple melodies.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MSP.3.1	Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
MSP.3.2	Listen to and describe the role of music in ancient civilizations. *EXAMPLE(S):* Chinese, Egyptian, Greek, Indian, Roman
MSP.3.3	Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
MSP.3.4	Listen to, describe, and perform music of various styles from a variety of cultures.
MSP.3.5	Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
MSP.4.1	Describe how knowledge of music connects to learning in other subject areas.
MSP.4.2	Identify career pathways in music.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
MSA.1.1	Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.
MSA.1.2	Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
MSA.1.3	Transcribe aural examples into rhythmic and melodic notation.
MSA.1.4	Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).
MSA.1.5	Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
MSA.1.6	Describe larger musical forms. *EXAMPLE(S):* symphony, tone poem
MSA1.7	Explain how musical elements are used to create specific music events in given aural examples.
MSA.1.8	Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
MSA.1.9	Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.
MSA.1.10	Explain how and why people use and respond to specific music from different musical cultures found in the United States.
MSA.1.11	Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSA.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
MSA.2.2	Sing music written in two, three, or four parts.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSA.2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
MSA.2.4	Compose short pieces in duple, triple, mixed, and compound meters.
MSA.2.5	Arrange simple pieces for voices or instruments other than those for which the pieces were written using traditional and nontraditional sound sources, including digital/ electronic media.
MSA.2.6	Improvise melodic and rhythmic embellishments and variations in major keys.
MSA.2.7	Improvise short melodies to be performed with and without accompaniment.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MSA.3.1	Compare and contrast the functions music serves and the place of musicians in society in various cultures.
MSA.3.2	Identify and explain the influences of various cultures on music in early United States history.
MSA.3.3	Explain how music has reflected social functions and changing ideas and values.
MSA.3.4	Sing and play simple singing games from various cultures and the local community. (Bring in a local musician.)
MSA.3.5	Perform music from diverse genres, cultures, and time periods.
MSA.3.6	Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
MSA.4.1	Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art.
MSA.4.2	Describe how music is composed and adapted for use in film, video, radio, and television.
MSA.4.3	Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSP.1.1	Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
HSP.1.2	Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1–6).
HSP.1.3	Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1–6).
HSP.1.4	Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
HSP.1.5	Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
HSP.1.6	Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.
HSP.1.7	Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
HSP.1.8	Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
HSP.1.9	Explain how people in a particular culture use and respond to specific musical works from that culture.
HSP.1.10	Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSP.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6.
HSP.2.2	Sing music written in three or four parts with and without accompaniment.
HSP.2.3	Sing in small ensembles with one performer for each part.
HSP.2.4	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).
HSP.2.5	Perform on an instrument in small ensembles with one performer for each part.
HSP.2.6	Compose music using musical elements for expressive effect.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSP.2.7	Compose and arrange music for voices or various acoustic or digital/electronic instruments using appropriate ranges for traditional sources of sound.
HSP.2.8	Arrange pieces for voices and instruments other than those for which the pieces were originally written.
HSP.2.9	Improvise harmonizing parts using an appropriate style.
HSP.2.10	Improvise original melodies over given chord progressions.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSP.3.1	Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
HSP.3.2	Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
HSP.3.3	Describe the differences between styles in traditional folk genres within the United States.
HSP.3.4	Perform music from various cultures and time periods.
HSP.3.5	Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSP.4.1	Give examples of interrelationships between the principles and subject matter of music and various disciplines outside the arts.
HSP.4.2	Describe the process for arranging, underscoring, and composing music for film and video productions.
HSP.4.3	Research musical careers in radio, television, and advertising.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSA.1.1	Read a full instrument or vocal score and describe how the elements of music are used.
HSA.1.2	Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).
HSA.1.3	Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).
HSA.1.4	Analyze and describe significant musical events perceived and remembered in a given aural example.
HSA.1.5	Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
HSA.1.6	Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.
HSA.1.7	Compare and contrast how a composer's intentions result in a work of music and how that music is used.
HSA.1.8	Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
HSA.1.9	Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HS.2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).
HSA.2.2	Sing music written in four parts with and without accompaniment.
HSA.2.3	Sing in small ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).
HSA.2.4	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).
HSA.2.5	Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).
HSA.2.6	Compose music in distinct styles.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSA.2.7	Compose and arrange music for various combinations of voice and acoustic and digital/ electronic instruments using appropriate ranges and traditional and nontraditional sound sources.
HSA.2.8	Create melodic and rhythmic improvisations in a style or genre within a musical culture. *EXAMPLE(S):* gamelan, jazz, mariachi
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSA.3.1	Analyze how the roles of musicians and composers have changed or remained the same throughout history.
HSA.3.2	Identify uses of music elements in nontraditional music. *EXAMPLE(S):* atonal, twelve-tone, serial
HSA.3.3	Compare and contrast the social function of a variety of music forms in various cultures and time periods.
HSA.3.4	Perform music from a variety of cultures and historical periods.
HSA.3.5	Compare and contrast instruments from a variety of cultures and historical periods.
HSA.3.6	Compare and contrast musical styles within various popular genres in North America and South America.
HSA.3.7	Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
HSA.3.8	Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSA.4.1	Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
HSA.4.2	Analyze the process for arranging, underscoring, and composing music for film and video productions.
HSA.4.3	Identify and explain the various factors involved in pursuing careers in music.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
K.1.1	Use the vocabulary of theater, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.
K.1.2	Identify differences between real people and imaginary characters.
K.1.3	Respond appropriately to a theatrical experience as an audience.
K.1.4	Compare a real story with a fantasy story.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
K.2.1	Perform imitative movements, rhythmical activities, and theater games. *EXAMPLE(S):* freeze, statues, mirrors
K.2.2	Perform group pantomimes and improvisations to retell familiar stories.
K.2.3	Use costumes and props in role-playing.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
K.3.1	Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
K.3.2	Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
K.4.1	Dramatize information from other content areas. Use movement to reinforce vocabulary, such as *fast, slow, in, on, through, over*, and/or *under*.
K.4.2	Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
1.1.1	Use the vocabulary of the theater, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
1.1.2	Observe and describe the traits of a character.
1.1.3	Describe what was liked about a theatrical work or a story.
1.1.4	Identify and discuss emotional reactions to a theatrical experience.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
1.2.1	Demonstrate skills in pantomime, tableau, and improvisation.
1.2.2	Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
1.3.1	Identify the cultural and geographic origins of stories.
1.3.2	Identify theatrical conventions, such as props, costumes, masks, and sets.
1.3.3	Describe the roles and responsibilities of audience and actor.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
1.4.1	Dramatize the theatrical concept of beginning, middle, and end to other content areas. *EXAMPLE(S):* act out the life cycle of a butterfly
1.4.2	Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
2.1.1	Use the vocabulary of theater, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.
2.1.2	Use body and voice to improvise alternative endings to a story.
2.1.3	Critique an actor's performance as to the use of voice, gesture, and movement to create character.
2.1.4	Respond to a live performance with appropriate audience behavior.
2.1.5	Identify the message or moral of a work of theater.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
2.2.1	Perform in group improvisational theatrical games that develop cooperative concentration.
2.2.2	Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
2.2.3	Use improvisation to portray such concepts as friendship, hunger, or seasons.
2.2.4	Create costume pieces, props, or sets for a theatrical experience.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
2.3.1	Identify theater and storytelling forms from different cultures.
2.3.2	Identify universal characters in stories and plays from different periods and places.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
2.4.1	Use problem-solving and cooperative skills in dramatizing a story or concept from another subject area.
2.4.2	Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
3.1.1	Use the vocabulary of theater, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.
3.1.2	Identify who, what, where, when, and why (the five Ws) in a theatrical experience.
3.1.3	Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.
3.1.4	Compare the content or message in two different works of theater.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
3.2.1	Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.
3.2.2	Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
3.3.1	Dramatize different cultural versions of similar stories from around the world.
3.3.2	Identify universal themes in stories and plays from different periods and places.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
3.4.1	Use problem-solving and cooperative skills to dramatize a story from another content area, with emphasis on the five Ws.
3.4.2	Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
4.1.1	Use the vocabulary of theater, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.
4.1.2	Identify a character's objectives and motivations to explain that character's behavior.
4.1.3	Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *EXAMPLE(S):* "**I** want you to go." "I want **you** to go." "I want you to **go**."
4.1.4	Develop and apply appropriate criteria or rubrics for critiquing characterization, diction, pacing, gesture, and movement.
4.1.5	Compare and contrast the impact on the audience of theater, film, television, radio, and other media.
4.1.6	Describe students' responses to a work of theater and explain what the scriptwriter did to elicit those responses.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
4.2.1	Demonstrate the emotional traits of a character through gesture and action.
4.2.2	Retell or improvise stories from classroom literature in a variety of tones. *EXAMPLE(S):* gossipy, sorrowful, comical, frightened, joyful, sarcastic
4.2.3	Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
4.3.1	Identify theatrical and storytelling traditions of the many cultures of Guam.
4.3.2	Recognize key developments in the entertainment industry in Guam, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
4.4.1	Dramatize events from Guam's history.
4.4.2	Use improvisation and dramatization to explore concepts in other content areas.
4.4.3	Exhibit team identity and commitment to purpose when participating in theatrical experiences.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
5.1.1	Use the vocabulary of theater, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.
5.1.2	Identify the structural elements of plot (i.e., exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.
5.1.3	Develop and apply appropriate criteria for critiquing the work of writers and technical artists in theater, film, and video.
5.1.4	Describe devices actors use to convey meaning or intent in commercials on television.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
5.2.1	Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
5.2.2	Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.
5.2.3	Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
5.3.1	Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
5.3.2	Interpret how theater and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.
5.3.3	Analyze ways in which theater, television, and film play a part in our daily lives.
5.3.4	Identify types of early American theater. *EXAMPLE(S):* melodrama, musical theater

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
5.4.1	Use theatrical skills to dramatize events and concepts from other curriculum areas. *EXAMPLE(S):* reenacting the signing of the Declaration of Independence in history/social science
5.4.2	Identify the roles and responsibilities of performing and technical artists in theater, film, television, and electronic media.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
MSP.1.1	Use the vocabulary of theater, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, stage crew, playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.
MSP.1.2	Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theater.
MSP.1.3	Design and apply appropriate criteria or rubrics for evaluating sets, lighting, props, puppetry, makeup, and costumes in a theatrical presentation.
MSP.1.4	Identify and explain how cultural influences affect the content and meaning of works of theater, television, and film.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSP.2.1	Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.
MSP.2.2	Maintain a rehearsal script/notebook to record directions and blocking.
MSP.2.3	Use effective vocal expression, gesture, facial expression, and timing to create character.
MSP.2.4	Write and perform a scene or one act play that includes dialog, action, and a variety of character types.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MSP.3.1	Create scripts that reflect particular historical periods or cultures.
MSP.3.2	Design and create masks, puppets, props, costumes, or sets drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.
MSP.3.3	Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.
MSP.3.4	Compare and contrast various theater styles throughout history. *EXAMPLE(S):* Ancient Greece, Elizabethan theatre, Kabuki theater, Kathakali dance theater, and commedia dell'arte.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
MSP.4.1	Use theatrical skills to communicate concepts or ideas from other curriculum areas. *EXAMPLE(S):* Creating a musical based on a piece of literature.
MSP.4.2	Research career opportunities in media, advertising, marketing, and interactive Web design.
MSP.4.3	Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
MSA.1.1	Use the vocabulary of theater, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.
MSA.1.2	Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
MSA.1.3	Analyze the use of figurative language and imagery in dramatic texts.
MSA1.4	Develop criteria and write a formal review of a theatrical production.
MSA.1.5	Compare and contrast how works of theater from different cultures or time periods convey the same or similar content or plot.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSA.2.1	Create short dramatizations in selected styles of theater, such as and musical theater.
MSA.2.2	Perform character-based improvisations, pantomimes, or monologues using voice, blocking, and gesture to enhance meaning.
MSA.2.3	Create characters, environments, and actions that exhibit tension and suspense.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MSA.3.1	Describe the ways in which American history has been reflected in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).
MSA.3.2	Identify and explain how technology has changed American theater. *EXAMPLE(S):* How stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
MSA.4.1	Use theatrical skills to present content or concepts in a video (e.g., on cellular mitosis).
MSA.4.2	Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSP.1.1	Use the vocabulary of theater, such as acting values, style, genre, design, and theme, to describe theatrical experiences.
HSP.1.2	Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.
HSP.1.3	Compare a traditional interpretation of a play with a nontraditional and defend the merits of the different interpretations.
HSP.1.4	Report on how a specific actor used drama to convey meaning in his or her performances.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSP.2.1	Make acting choices using script analysis, character research, reflection, through the rehearsal process
HSP.2.2	Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
HSP.2.3	Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSP.3.1	Identify and compare how film, theater, television, and electronic influence values and behaviors.
HSP.3.2	Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun, Antigone, and the Mahabarata.*
HSP.3.3	Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSP.4.1	Describe how skills acquired in theater may be applied to other content areas and careers.
HSP.4.2	Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
HSP.4.3	Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theater after the student has attained the level of achievement in theater required of all students in grade eight.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSA.1.1	Analyze theatrical experiences using the vocabulary of theater, such as *genre, style, acting values, theme*, and *design*.
HSA.1.2	Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.
HSA.1.3	Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.
HSA.1.4	Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
HSA.1.5	Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.
HSA.1.6	Develop a thesis based on research as to why people create theater.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSA.2.1	Make acting choices using script analysis, character research, and reflection and create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.
HSA.2.2	Improvise or write dialogues and scenes, applying basic dramatic structure (i.e., exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.
HSA.2.3	Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSA.3.1	Research, write and perform monologues in various cultures reflecting accurate and consistent dialect.
HSA.3.2	Analyze the impact of traditional and nontraditional theater, film, television, and electronic media on society.
HSA.3.3	Perform, design, or direct theater pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
HSA.3.4	Compare and contrast specific styles and forms of world theater. *EXAMPLE(S):* differentiate between Elizabethan comedy and Restoration farce
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSA.4.1	Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theater, film/video, and electronic media.
HSA.4.2	Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
HSA.4.3	Communicate creative design and directorial choices to ensemble members using leadership skills, aesthetic judgment, or problem-solving skills.
HSA.4.4	Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
K.1.1	Recognize and describe simple patterns found in the environment and works of art.
K.1.2	Name art materials introduced in lessons. *EXAMPLE(S):* clay, paint, crayons
K.1.3	Identify the elements of art (i.e., types of line, color, and shape) in the environment and in works of art.
K.1.4	Discuss their own works of art using art vocabulary learned (line, color, shape).
K.1.5	Describe what is seen (including both literal and expressive content) in selected works of art.
K.1.6	Discuss how and why they made a specific work of art and, using art vocabulary, explain why they like it.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
K.2.1	Use lines, shapes, and colors to make patterns with tempera paints.
K.2.2	Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper, in creating a collage with colored cut or torn paper and add lines.
K.2.3	Paint pictures expressing ideas about family and neighborhood.
K.2.4	Use lines in drawings and paintings to create contours of realistic objects in nature.
K.2.5	Use geometric shapes (e.g., circle, triangle, square) and organic shapes (i.e., natural) to make a work of art.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
K.3.1	Describe functional (i.e., used) and non-utilitarian (i.e., not used, only viewed) art seen in daily life.
K.3.2	Identify and describe works of art that show people doing things together.
K.3.3	Look at and discuss works of art from a variety of times and cultures. *EXAMPLE(S):* artists: Mondrian (geometric), Matisse (organic)

Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
K.4.1	Look at and draw something used every day and describe how the object is used. *EXAMPLE(S):* scissors, toothbrush, fork
K.4.2	Read a favorite book and describe how the artist used shapes and colors in the illustrations.
K.4.3	Point out symbols found at home, in school, and in the community that use line, shapes, and color. *EXAMPLE(S):* stop signs, walk symbols
K.4.4	Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
1.1.1	Describe and replicate repeated patterns in nature, in the environment, and in works of art.
1.1.2	Distinguish among various media when looking at works of art. *EXAMPLE(S):* clay, paints, drawing materials
1.1.3	Identify the elements of art in objects in nature, in the environment, and in works of art. *EXAMPLE(S):* types of line, color, shape, actual/implied form and texture
1.1.4	Describe how and why they made a selected work of art, focusing on the given art vocabulary.
1.1.5	Describe how and why they made a selected work of art, focusing on the media and technique.
1.1.6	Select something they like about their work of art and something they would change.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
1.2.1	Use different types of texture in two-dimensional and three-dimensional works of art. *EXAMPLE(S):* smooth, sandy, soft, rigid
1.2.2	Mix secondary colors from primary colors and describe the process with tempera paints.
1.2.3	Create a three-dimensional form, such as a real or imaginary animal, in a clay-type material.
1.2.4	Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
1.2.5	Draw or paint a still life using secondary colors.
1.2.6	Use implied visual and actual texture in original works of art.
1.2.7	Create artwork based on observations of actual objects and everyday scenes using paints or pens.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
1.3.1	Identify and describe various subject matter in art. *EXAMPLE(S):* landscapes, seascapes, portraits, still life
1.3.2	Recognize and discuss "view" and then describe art from various cultures.
1.3.3	Identify art objects from various cultures and describe what they have in common and how they differ. *EXAMPLE(S):* Japanese screen painting, Mexican tin art, African masks
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
1.4.1	Clap out rhythmic patterns found in the lyrics of music and represent them as visual patterns.
1.4.2	Compare and contrast objects of folk and local art from various time periods and cultures.
1.4.3	Identify and sort pictures into categories according to the elements of art emphasized in the works. *EXAMPLE(S):* color, line, shape/form, texture
1.4.4	Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
2.1.1	Perceive and describe repetition and balance in nature, in the environment, and in works of art.
2.1.2	Perceive and discuss differences in mood created by warm and cool colors.
2.1.3	Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.
2.1.4	Compare ideas expressed through their own works of art with the work of others.
2.1.5	Compare different responses to the same work of art.
2.1.6	Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
2.2.1	Demonstrate beginning skill in the use of basic tools for printing, crayon rubbings, and collage.
2.2.2	Demonstrate beginning skill in the use of art media, such as oil pastels and tempera paints.
2.2.3	Depict the illusion of depth (i.e., space) in a work of art using overlapping shapes, relative size, and placement within the picture.
2.2.4	Create a painting or drawing using either warm or cool colors expressively.
2.2.5	Use bilateral or radial symmetry to create visual balance.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
2.3.1	Explain how artists use their work to share experiences or communicate ideas.
2.3.2	Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
2.3.3	Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives and in Guam's culture.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
2.4.1	Use placement, overlapping, and size differences to show opposites. *EXAMPLE(S):* in/out, over/under, together/apart, fast/slow, stop/go
2.4.2	Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.
2.4.3	Identify pictures and sort them into categories according to expressive qualities. *EXAMPLE(S):* theme, mood
2.4.4	Discuss art with artists in the community. *EXAMPLE(S):* prints, ceramics, paintings, sculpture

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
3.1.1	Perceive, describe, and respond to rhythm and movement in works of art and in the environment.
3.1.2	Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
3.1.3	Compare and contrast two works of art made by the use of different art tools and media. *EXAMPLE(S):* tempera, computer, pen and ink
3.1.4	Identify and describe elements of art in works of art, emphasizing line, color, shape/ form, texture, space, and value.
3.1.5	Compare and contrast selected works of art and describe them using the vocabulary of art. *EXAMPLE(S):* representational and non-representational
3.1.6	Select an artist's work (or their own) and using appropriate vocabulary of art, explain its successful compositional and communicative qualities.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
3.2.1	Explore ideas and observational drawings in a personal sketchbook.
3.2.2	Mix and apply tempera paints to create tints and shades and create a value chart.
3.2.3	Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
3.2.4	Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes in space and on forms.
3.2.5	Create an imaginative clay sculpture based on an organic (i.e., natural) form.
3.2.6	Create an original work of art emphasizing rhythm and movement using a selected printing process.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
3.3.1	Compare and describe various works of art that have similar or different time periods.
3.3.2	Identify artists from the community and discuss local or regional art traditions. (Bring in a local artist.)
3.3.3	Distinguish and describe representational, abstract, and nonrepresentational works of art.
3.3.4	Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery. *EXAMPLE(S):* Puppets, masks, containers.
3.3.5	Write about a work of art that reflects a student's own cultural background.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
3.4.1	Describe how costumes contribute to the meaning of a dance.
3.4.2	Write a poem or story inspired by their own works of art.
3.4.3	Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.
3.4.4	Describe how artists have affected people's lives. *EXAMPLE(S):* Architects, book illustrators, muralists, industrial designers.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
4.1.1	Perceive and describe contrast and emphasis in works of art and in the environment.
4.1.2	Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
4.1.3	Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
4.1.4	Describe the concept of proportion (in face, figure) as used in works of art.
4.1.5	Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.
4.1.6	Identify, describe and analyze how selected principles of art are used in a specific artwork.
4.1.7	Identify and describe how a person's own cultural context influences individual responses to works of art.
4.1.8	Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.
4.1.9	Identify and describe how various cultures define and value art differently.
4.1.10	Describe how the individual experiences of an artist may influence the development of specific works of art.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
4.2.1	Use shading (value) to transform a two-dimensional shape into three-dimensional form. *EXAMPLE(S):* circle to sphere.
4.2.2	Use the conventions of facial and figure proportions in a figure study.
4.2.3	Use additive and subtractive processes in making simple sculptural forms.
4.2.4	Use fibers or other materials to create a simple weaving.
4.2.5	Use accurate proportions to create an expressive portrait or a figure drawing or painting.
4.2.6	Use the interaction between positive and negative space expressively in a work of art.
4.2.7	Use contrast (light and dark) expressively in an original work of art.
4.2.8	Use complementary colors in an original composition to show contrast and emphasis.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
4.3.1	Describe how art plays a role in reflecting life. *EXAMPLE(S):* in photography, quilts, architecture
4.3.2	Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to Guam's history and art heritage.
4.3.3	Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in Guam both past and present.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
4.4.1	Select a nonobjective painting, work in small groups to interpret movement, and then write a paragraph reporting on the arts experience.
4.4.2	Identify through research 20th century artists who have incorporated symmetry as a part of their work and then create a work of art using bilateral or radial symmetry.
4.4.3	Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.
4.4.4	Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
5.1.1	Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
5.1.2	Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
5.1.3	Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.
5.1.4	Identify, describe and analyze how selected principles of art are used in a specific artwork.
5.1.5	Compare the different purposes of a specific culture for creating art.
5.1.6	Develop and use specific criteria as individuals and in groups to assess works of art.
5.1.7	Assess their own works of art using specific criteria and describe what changes they would make for improvement.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
5.2.1	Use one-point perspective to create the illusion of space.
5.2.2	Create gesture and contour observational drawings.
5.2.3	Demonstrate beginning skill in the manipulation of digital imagery. *EXAMPLE(S):* computer generated art, digital photography, videography
5.2.4	Create an expressive abstract composition based on real objects.
5.2.5	Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
5.2.6	Use perspective in an original work of art to create a real or imaginary scene.
5.2.7	Paint a still life using lowered intensity, primary and secondary colors. (Lower the intensity of a color by adding its opposite.)
5.2.8	Communicate values, opinions, or personal insight through an original work of art.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
5.3.1	Describe the value of national art collections and museums.
5.3.2	Identify and describe various fine, traditional, and folk arts from historical periods worldwide.
5.3.3	Identify and compare works of art from various regions of the United States.
5.3.4	View selected works of art from a major culture and observe changes in materials and styles over a period of time.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
5.4.1	Use linear perspective to depict geometric objects in space. Identify and describe all the elements of art found in selected works of art. *EXAMPLE(S):* color, shape/form, line, texture, space, value
5.4.2	Identify and design icons, logos, and other graphic devices as symbols for ideas and information.
5.4.3	Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
MSP.1.1	Identify and describe all the elements of art found in selected works of art. *EXAMPLE(S):* color, shape/form, line, texture, space, value
MSP.1.2	Discuss works of art with regard to theme, genre, style, idea, and differences in media.
MSP.1.3	Describe how balance is effectively used in a work of art. *EXAMPLE(S):* symmetrical, asymmetrical, radial
MSP.1.4	Describe, interpret, and develop meaning from what they see in works of art. *EXAMPLE(S):* how a work of art looks, what a work of art communicates
MSP.1.5	Identify and describe ways in which their culture is being reflected in current works of art.
MSP.1.6	Develop specific criteria as individuals or in groups to assess and critique works of art.
MSP.1.7	Discuss in small groups, the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSP.2.1	Use observational drawing skills to depict a variety of subject matter. *EXAMPLE(S):* contour lines, positive/negative shapes
MSP.2.2	Apply the rules of one- and two-point perspective in creating a work of art.
MSP.2.3	Create a drawing using varying tints, shades, and intensities.
MSP.2.4	Explain the intent of a personal work of art and draw the work of a recognized artist.
MSP.2.5	Select specific media and processes to express moods, feelings, themes, or ideas.
MSP.2.6	Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
MSP.2.7	Create an original work of art using digital media.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MSP.3.1	Research and discuss the role of the visual arts, both print and electronic, from a variety of selected resources.
MSP.3.2	View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.
MSP.3.3	Research and describe how art reflects social, political, or cultural values and conditions locally and worldwide.
MSP.3.4	Compare, in oral or written form, representative images or designs from at least two selected cultures.
MSP.3.5	Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
MSP.4.1	Research how art was used in theatrical productions in the past and in the present.
MSP.4.2	Research how traditional characters (e.g., the trickster) found in a variety of cultures, past and present, are represented in illustrations.
MSP.4.3	Study the music and art of a selected historical era that reflects that time and culture.
MSP.4.4	Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.
MSP.4.5	Create artwork containing visual metaphors that express the traditions and myths of selected cultures.
MSP.4.6	Describe tactics employed in advertising to sway the viewer's thinking and provide examples.
MSP.4.7	Examine two- and three-dimensional images, and compare how different representations of the same object lead to different interpretations of its meaning.
MSP.4.8	Establish criteria to use in selecting works of art for a specific type of art exhibition.
MSP.4.9	Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
MSA.1.1	Use art vocabulary when describing the intent and content of works of art.
MSA.1.2	Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.
MSA.1.3	Analyze the use of the elements and principles of art to relate to meaning in digital media. *EXAMPLE(S):* video, film, electronic media
MSA.1.4	Define their own points of view and investigate the effects from cultures other than their own.
MSA.1.5	Develop a theory about the artist's intent, including their own, in a series of works of art using reasoned statements to support personal opinions.
MSA.1.6	Develop and apply a set of criteria to present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.
MSA.1.7	Select a grouping of their own works of art that reflects growth over time and describe the progression.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
MSA.2.1	Demonstrate an increased knowledge of technical skills in using art media and processes. *EXAMPLE(S):* pen and ink, paints, printing press, silk screening, computer graphics software
MSA.2.2	Design and create maquettes for three-dimensional sculptures.
MSA.2.3	Create an original work of art using digital media.
MSA.2.4	Design and create an expressive figurative sculpture that is either additive or subtractive.
MSA.2.5	Select a medium to use to communicate a theme in a series of works of art.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
MSA.3.1	Examine and describe or report on the role of a work's comment on or protest of social conditions.
MSA.3.2	Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.
MSA.3.3	Discuss the contributions of various immigrant cultures to the art of a particular society.
MSA.3.4	Identify major works of art created by women and describe the impact of those works on society at that time.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
MSA.4.1	Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.
MSA.4.2	Demonstrate an understanding of the effects of visual communication through digital media on all aspects of society. *EXAMPLE(S):* television, music videos, film, Internet
MSA.4.3	Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSP.1.1	Identify and use the principles of design to discuss, analyze, and write about subjects in their environment and in works of art, including their own.
HSP.1.2	Research, analyze, and write about an artist's distinctive style and its contribution to the meaning of the artwork.
HSP.1.3	Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
HSP.1.4	Analyze the media used by a given artist and describe how it influences the meaning of the work.
HSP.1.5	Compare and contrast similar styles of artwork done in traditional materials and new forms of media.
HSP.1.6	Discuss how personal beliefs, cultural traditions, and current social and political contexts influence the interpretation of the meaning or message in a work of art.
HSP.1.7	Critically speak and write about selected works of art, including their own.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSP.2.1	Use the principles of art to solve visual arts problems.
HSP.2.2	Prepare a portfolio of original art that reflects refined craftsmanship and technical skills.
HSP.2.3	Review and refine observational drawing and painting skills.
HSP.2.4	Develop and refine skills in the manipulation of digital imagery (either still or video).
HSP.2.5	Create a two- or three-dimensional work of art that addresses a social issue.

Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSP.3.1	Identify and describe the purpose of art.
HSP.3.2	Identify and describe the role and influence of new technologies on contemporary works of art.
HSP.3.3	Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HSP.4.1	Produce works of art using content-specific principles and techniques from visual arts and one other discipline. *EXAMPLE(S):* science, literature, social studies
HSP.4.2	Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
HSP.4.3	Compare and contrast the ways in which different media (e.g., television, newspapers, magazines) cover the same art exhibition.
HSP.4.4	Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (i.e., aesthetician).

Standard 1: Perceiving and Responding Students will describe, analyze, interpret, and judge works of art and their environment using arts vocabulary to express their observations.	
HSA.1.1	Analyze and discuss complex ideas in works of art. *EXAMPLES:* distortion, color theory, arbitrary color, scale, expressive content, real versus virtual
HSA.1.2	Discuss a series of their original works of art using the elements and principles of art.
HSA.1.3	Research two artworks from different time periods and discuss their similarities and differences using art vocabulary.
HSA.1.4	Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
HSA.1.5	Describe the use of the elements and principles of art to express a mood in one or more of their works of art.
HSA.1.6	Select three works of art from their art portfolio and critically discuss the intent of the works and the use of the media.
HSA.1.7	Analyze and articulate how society influences the interpretation and message of a work of art.
HSA.1.8	Analyze their personal direction and style in their own works of art.
HSA.1.9	Examine and discuss their own works of art and the work of others in classroom critiques.
HSA.1.10	Rationalize and argue why a specific work of art or object is art. Rationalize and argue why the same work of art or object should not be considered art. *EXAMPLE(S):* Is it good art? Does art need to be pretty? Can art be ugly?
HSA.1.11	Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.
Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSA.2.1	Create original works of art of increasing complexity and skill using multiple combinations of the elements and principles of art.
HSA.2.2	Plan and create works of art using complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
HSA.2.3	Analyze the works and style of a well-known artist and create a drawing or painting using a similar style and media.
HSA.2.4	Apply an advanced level of proficiency in at least one art medium.
HSA.2.5	Assemble and display objects or works of art in an art exhibit.

Standard 2: Creating Students will engage in the artistic process, acquire skills, and use them to communicate meaning in an original work of art.	
HSA.2.6	Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
HSA.2.7	Identify and discuss innovative visual metaphors and symbolism in creating works of art.
Standard 3: Understanding Cultural and Historical Context Students will understand the role of the arts in past and present cultures throughout the world.	
HSA.3.1	Identify and examine contemporary styles and discuss the diverse social and economic developments reflected in the works of art.
HSA.3.2	Identify contemporary artists who have achieved regional or international recognition and discuss ways in which their work influences present-day culture.
HSA.3.3	Investigate and discuss universal concepts and themes expressed in works of art from diverse cultures.
Standard 4: Building Connections Students will connect and apply the arts to other content areas. They will develop creative thinking and problem-solving skills and relate them to real world applications.	
HAS.4.1	Discuss how advances in technology might change the definition of visual arts.
HSA.4.2	Compare and contrast works of art by identifying and discussing the symbolic meanings found in images.
HSA.4.3	Prepare portfolios of their original works of art for a variety of purposes. *EXAMPLE(S):* review for postsecondary application, exhibition, job application, personal collection
HSA.4.4	Assemble and display objects or works of art in an art exhibit.
HSA.4.5	Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.
HSA.4.6	Integrate the creativity and techniques of the visual arts with selected other disciplines. *EXAMPLE(S):* the humanities, sciences, math, history, language arts

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR HEALTH EDUCATION

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders in Guam. In addition, they provide more clarity to support all students in developing skills; deepening their understanding of concepts and processes; and utilizing their problem-solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

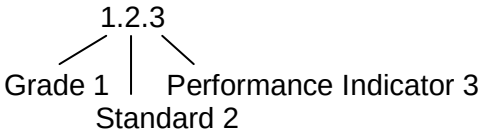
***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

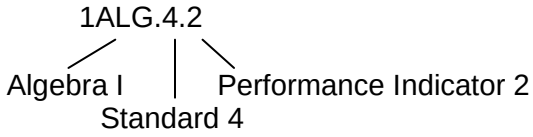
Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.





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Introduction to Standards for Health Education

It is an exciting time to be involved in education. Our nation's educational system is in the midst of immense curricular reform. The development and implementation of national standards and performance-based assessments aligned to those standards are changing the way educators view their curricula and programs. It is inevitable that significant change generates controversy, but controversy is both a challenge and an opportunity.

The following health standards specify what students should know and be able to do as learners of health at the end of each grade level or course in the Guam Department of Education (GDOE). The learning standards are designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The comprehensive health education learning standards include a variety of topics, such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

The standards provide teachers and administrators with a summary of what health content should be taught from grade to grade, kindergarten through high school. Adapted from the highly rated Indiana content standards, the standards incorporate the comments and suggestions of GDOE educators. Other resources used by the development team were the National Health Education Standards (AAHE, 2007), the Hawaii and Guam Department of Education Health Standards, GDOE and Department of Public Health policies.

Reflecting a strong consensus among educators, these standards establish high expectations for all students. They detail the knowledge and skills that students need to maintain and improve their health and wellness, prevent disease, and reduce health-related risk behaviors.

In order to achieve the above, it is recommended that ample time be given for delivery of instruction in grades K–5. Middle school is a critical age and grade group. Middle school students are said to be experiencing peak growth in different areas, such as physical, emotional, mental, and social at this time in their lives. Thus, it is recommended that at least 1 full year of health education be provided for these students. Currently, all high school students are required 1 full year of health education.

Rationale

The goal of health education, and thus the health education standards, is health literacy. Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information, products, and services and the competence to use such information, products, and services in ways that will enhance personal, family, school, and community health. By helping students become health literate, it increases their awareness regarding the beneficial effects of good health practices, stresses the concepts of critical

thinking and problem solving in the decision making process, and enables them to act on behalf of themselves and others. Comprehensive health education motivates and assists students in maintaining and improving their health and wellness, preventing disease, and reducing health-related risk behaviors. It includes active learning strategies to help students develop the knowledge and skills they need to avoid health risk behaviors.

Standards at the National Level

The National Health Education Standards reflect the current science and best practices in school health education. These standards were developed by a committee of nationally recognized health educators with input from thousands of reviewers, including health education professionals, parents, and community members. The national Health Education Standards are consistently cited as one of the best sets of academic standards developed in this era of national education reform. These standards provide schools with a framework for "world class" health education that enables students to develop health literacy and achieve national health and education goals. The standards provide a flexible framework of health-related content and skills that school corporations can use to develop, implement, and assess curricula designed to provide students with the knowledge and skills they need to lead meaningful, productive, and healthy lives—not only as individuals, but also as students and members of families and communities.

Health education is essential to the health and learning of children and adolescents. The health and health-related behaviors of students have a direct impact on their ability to do well in school and to successfully navigate through the larger community. Many health behaviors initiated during childhood reduce chances of disease, disability, and death. Research indicates that health education in schools represents an effective way to enable students to develop the knowledge and skills needed to avoid health risks, while simultaneously enhancing academic achievement.

Health education provides students with the knowledge and skills to enhance their personal health and the health of their families, schools, and communities.

Organization

The content standards are grouped into eight areas: core concepts (health promotion and disease prevention), analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self management, and advocacy skills.

Guam's prior standards were organized and named by topic areas. The topics were: Family Life (Sexuality Education), Nutrition, Personal Health (Prevention and Control of Disease, Consumer Health), Community Health, Environmental Health, Mental/Emotional Health, Injury Prevention and Safety, and Substance Use and Abuse. These topic areas have not been eliminated but have been

incorporated throughout the standards, as is evident in the content. What is new about the revised standards is the organization by skill set as a framework.

At each grade level, kindergarten through high school, content standards are specified for each strand. For students in grades 9 through 12, the proficient level of achievement can be attained at the end of 1 year of high school study. The high school course of study includes a requirement of 1.0 Carnegie units in health for graduation.

Appendix A provides an alignment across grades K–12 for each of the standards. This provides a comprehensive, big picture view of what is expected of students to know and do for each standard at each grade level. It will also allow teachers to know what is expected of the students they are teaching and those in the grades before and after.

Eight Standards

1. CORE CONCEPTS (Health Promotion and Disease Prevention)

Comprehend concepts related to health promotion and disease prevention to enhance health.

> **Rationale:** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

2. ANALYZING INFLUENCES

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

> **Rationale:** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

3. ACCESSING INFORMATION

Demonstrate the ability to access valid information, products, and services to enhance health.

> **Rationale:** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

4. INTERPERSONAL COMMUNICATION

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

5. DECISION MAKING

Demonstrate the ability to use decision making skills to enhance health.

Rationale: Decision making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision making process enables individuals to collaborate with others to improve their quality of life.

6. GOAL SETTING

Demonstrate the ability to use goal setting skills to enhance health.

Rationale: Goal setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

7. SELF MANAGEMENT SKILLS

Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Rationale: Research confirms that practicing health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

8. ADVOCACY

Demonstrate the ability to advocate for personal, family, and community health.

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

Acknowledgement

The health education standards are a result of the contributions of educators from across the Guam Department of Education, grades K–12. The committee members represent individuals dedicated to their profession and to high-quality health education for all Guam students. The Guam Department of Education (GDOE) wishes to express appreciation and gratitude to the individuals and the schools they represent who contributed expertise and time to the development of the health education standards.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Name healthy behaviors. *EXAMPLE:* State that brushing teeth, washing hands, and exercising are examples of healthy behaviors.
K.1.2	Recognize the three dimensions (physical, mental/emotional, and social) of health. *EXAMPLE:* Identify that a healthy person exercises, feels good about himself/herself, and has social skills.
K.1.3	Tell ways to prevent the spread of germs. *EXAMPLE:* Tell about self-help routines that help stop illness and the spread of germs.
K.1.4	State behaviors to prevent or reduce childhood injuries. *EXAMPLE:* Tell peers how to play safely on the playground to prevent injuries.
K.1.5	Tell why it is important to be checked by a doctor or dentist. *EXAMPLE:* State the benefits of going to the doctor and/or dentist.
GRADE ONE	
1.1.1	Tell how healthy behaviors impact personal health and wellness. *EXAMPLE:* Tell why eating healthy and exercising are healthy behaviors.
1.1.2	Identify the three dimensions of health. *EXAMPLE:* Identify words that describe emotions and relate common emotions to situations.
1.1.3	Explain personal behaviors to prevent communicable diseases. *EXAMPLE:* Explain the steps of the universal precautions (i.e., don't touch another person's bodily fluids, stay away from broken glass, and use a tissue when wiping your nose).
1.1.4	Identify places to play to prevent common childhood injuries. *EXAMPLE:* Recognize a safe place to play, walk, or ride (e.g., parks, sidewalks, playground, yard, school).
1.1.5	Explain why it is important to have medical checkups. *EXAMPLE:* Explain that doctors and nurses have special skills, knowledge, and equipment to detect and care for health problems.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
GRADE TWO	
2.1.1	Identify that healthy behaviors affect personal health. *EXAMPLE:* Describe and demonstrate that exercising, eating healthfully, and getting enough rest can keep the body strong and healthy.
2.1.2	Tell the difference among the multiple dimensions of health. *EXAMPLE:* Identify the dimensions of health as physical, mental, and social.
2.1.3	Describe ways to prevent communicable diseases. *EXAMPLE:* Describe methods for preventing the spread of germs through food, water, air, and touch (e.g., washing hands before eating, cleaning cuts/scraps properly, don't touch bodily fluids).
2.1.4	List ways to prevent common childhood injuries. *EXAMPLE**:*** List safety rules and safety equipment to use that help make playing games/activities safe.
2.1.5	Describe why it is important to seek health care. *EXAMPLE**:*** Describe the importance of regular dental visits, physical exams, immunizations, and eye exams.
GRADE THREE	
3.1.1	Identify the link between healthy choices and being healthy. *EXAMPLE:* Cite how choosing to avoid tobacco use can impact personal health (e.g., prevents tobacco-related bad breath and discoloring of teeth, prevents tobacco burns on clothing and furniture, reduces the risk of precancerous mouth lesions).
3.1.2	Give examples of physical, mental/emotional, and social health. *EXAMPLE:* Explain how exercising, eating well, and getting enough sleep helps people feel better emotionally when they experience stressful times.
3.1.3	Identify how a safe and healthy school environment promotes personal health. *EXAMPLE:* Tell in your own words how the school supports healthy eating behaviors.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
3.1.4	Identify ways to prevent common childhood injuries. *EXAMPLE:* Identify safety measures and equipment to prevent accidents and injuries in the home (e.g., burns, falls, cuts).
3.1.5	Recognize when it might be important to seek health care. *EXAMPLE:* Recognize that symptoms like a fever, sore throat, or toothache might need to be detected and/or treated by a health care provider.
GRADE FOUR	
4.1.1	Explain the connection between healthy behaviors and personal health. *EXAMPLE:* Explain how the human body changes during adolescence (physically and sexually).
4.1.2	Compare and contrast the three dimensions of health. *EXAMPLE:* Explain ways that healthy relationships with family members and friends contribute to positive social health.
4.1.3	Summarize ways in which a safe and healthy community environment can promote health. *EXAMPLE:* Give examples of how school rules promote personal health.
4.1.4	Describe ways to prevent common health problems. *EXAMPLE:* Describe how to prevent the spread of cold or flu viruses.
4.1.5	Explain how to prevent illness by seeking care from medical personnel. *EXAMPLE:* List people who could be of help and be supportive in a family crisis.
GRADE FIVE	
5.1.1	Describe the relationship between healthy behaviors and personal health. *EXAMPLE:* Discuss the relationship between good hygiene practices and disease prevention.
5.1.2	Distinguish the relationship among mental/emotional, physical, and social health. *EXAMPLE:* Analyze the effects of a natural disaster (e.g., typhoon, earthquake) on a victim emotionally, intellectually, physically, and socially.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
5.1.3	Describe ways in which safe and healthy school and community environments can promote personal health. *EXAMPLE:* Explain how various school and community recreational facilities promote physical activities.
5.1.4	Describe ways to prevent common childhood injuries and health problems. *EXAMPLE:* Develop a chart that outlines the signs, symptoms, treatment, methods of transmission, and methods of prevention for the common childhood communicable diseases.
5.1.5	Describe when it is important to seek health care. *EXAMPLE:* Describe common signs and symptoms of diseases and/or disorders and when to seek the care of medical, dental, mental/emotional, or other health care providers.
5.1.6	Explain basic health terms and concepts. *EXAMPLE:* Tell how noncommunicable diseases are different from communicable diseases.
MIDDLE SCHOOL	
MS.1.1	Analyze the relationship between healthy behaviors and personal health. *EXAMPLE:* Investigate the relationship of engaging in regular physical activity and healthy eating to maintain and/or enhance personal health.
MS.1.2	Analyze interrelationships between physical, mental/emotional, and social health. *EXAMPLE:* Illustrate how family change (e.g., relocating, divorce, addiction, death, natural disasters) can impact the emotional, social, and physical health of an adolescent.
MS.1.3	Describe how pathogens (e.g., bacteria, germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems. *EXAMPLE:* Analyze the environmental health conditions of diverse communities (e.g., outer islands) and how it can impact personal health.
MS.1.4	Describe ways to reduce or prevent injuries and other adolescent health problems. *EXAMPLE:* Know that abstinence from sexual behaviors can prevent pregnancy, sexually transmitted infections, and HIV/AIDS.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
MS.1.5	Explain how appropriate health care can promote personal health. *EXAMPLE:* Determine when treatment of an illness is appropriate at home and when further medical attention is needed and how to seek it.
MS.1.6	Describe the benefits of and barriers to practicing healthy behaviors. *EXAMPLE:* Describe health behaviors that reduce the risk of cardiovascular, diabetes, obesity, cancer, gout, and eye diseases and identify barriers for practicing these behaviors.
MS.1.7	Examine the likelihood of injury or illness if engaging in unhealthy behaviors. *EXAMPLE:* Examine the potential health risks related to one or more of the following behaviors: physical inactivity, sexual activity, tobacco, alcohol and/or other drug use, violence.
MS.1.8	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. *EXAMPLE:* Explore how body piercing, tattooing, and intravenous drug use can increase one's risk of bacterial infections and lifelong diseases, such as hepatitis and HIV infection.
MS.1.9	Explain the interrelationships between behaviors, functions of the body, and overall health. *EXAMPLE:* Identify how having positive relationships with others helps develop a positive self concept.
MS.1.10	Explain key health terms and concepts. *EXAMPLE:* List and define vocabulary words related to the topic.
HIGH SCHOOL	
HS.1.1	Predict how healthy behaviors can affect health status. *EXAMPLE:* Describe the effects of alcoholism on the individual and on the family.
HS.1.2	Evaluate the interrelationships of physical, mental/emotional, and social health. *EXAMPLE:* Examine the importance of being aware of one's own feelings and of being sensitive to the feeling of others.
HS.1.3	Analyze how environment influences personal and community health. *EXAMPLE:* Design a recycling program at your school, village community center, mayor's office, local market, church, and/or village fiesta.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
HS.1.4	Analyze how genetics and family history can impact personal health. *EXAMPLE:* Explain the effects of cultural influences on eating habits and the incidence of diabetes, (e.g., high sodium diet, over consumption of fatty foods).
HS.1.5	Propose ways to reduce or prevent injuries and health problems. *EXAMPLE:* Explain the importance of protective gear (e.g., when participating in contact sports, water-related activities, using mopeds).
HS.1.6	Analyze the relationship between access to health care and health status. *EXAMPLE:* Compile a list of community and school resources that provide products, services, and resources related to physical, mental/emotional, and social health.
HS.1.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. *EXAMPLE:* Evaluate effective strategies for dealing with difficult relationships (e.g., possessiveness, jealousy, insecurity, “égu”) versus maintaining a healthy relationship (e.g., nurturing, caring, loving, supportive).
HS.1.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. *EXAMPLE:* Recognize the potential for injury and describe preventative measures (e.g., wearing a helmet while skate boarding to avoid head injuries).
HS.1.9	Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors. *EXAMPLE:* Explain the relationship between improper diet, lack of exercise, and cardiovascular disease.
HS.1.10	Explain key health terms and concepts. *EXAMPLE:* List and define the vocabulary words pertaining to the topic.

Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Recognize how the family influences personal health practices. *EXAMPLE:* Name the health practices of family members observed (e.g., brushing teeth, washing hands, wearing seat belts, looking both ways before crossing the street) and/or name physical activities in which you have observed family members participating (e.g., playing, working in the yard, exercising at the gym).
K.2.2	Recall what the school can do to support personal health practices. *EXAMPLE:* Repeat the school rules for communicating feelings to others (e.g., use "I" messages, such as I feel angry, I am sad, my feelings are hurt, I am happy, I am being bullied) and how the school rules are communicated (e.g., posters, verbalized, counselor presentation, role-play).
K.2.3	State how the media influences behaviors. *EXAMPLE:* Name the words (e.g., songs, television, radio jingles) used in commercials to sell a food item, and how they can influence a person to purchase a product.
GRADE ONE	
1.2.1	Identify how the family influences personal health practices. *EXAMPLE:* Explain safe behaviors when walking, playing, and riding in a vehicle or describe the difference between an "always" and a "sometimes" after school snack.
1.2.2	Recognize how the school can support personal health behaviors. *EXAMPLE:* Identify and know school personnel who can assist with taking medication (e.g., asthma attack, allergic reaction, headache).
1.2.3	Identify how the media can influence health. *EXAMPLE:* Identify how television and radio commercials and magazine advertisements can entice someone to purchase food products.
GRADE TWO	
2.2.1	Identify how the family influences personal health practices and behaviors. *EXAMPLE:* Explain how family members teach children about health habits (e.g., exercise together, how to properly use safety belts, eating a balanced diet).
2.2.2	Identify what the school can do to support personal health practices and behaviors. *EXAMPLE:* Attend a presentation from health professionals (e.g., counselors, nurses, doctors, health specialists).

Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
PERFORMANCE INDICATORS	
2.2.3	Describe how the media can influence health behaviors. *EXAMPLE:* Describe how a nutrition-related media message can entice a person to buy that food item (e.g., a cereal commercial, McDonald's Happy Meal).
GRADE THREE	
3.2.1	Summarize how the family influences personal health practices and behaviors. *EXAMPLE:* Show the safety practices that family members demonstrate to stay safe in the home (e.g., holding a ladder, using hand tools safely, practicing home fire drills).
3.2.2	Observe the influence of culture on health practices. *EXAMPLE:* Recognize the differences in health practices of different ethnic groups (e.g., hygiene practices, types of clothing).
3.2.3	State how peers can influence healthy behaviors. *EXAMPLE:* Tell ways to invite or include peers when engaging in team-related activities (e.g., playing kickball, soccer, softball).
3.2.4	Discuss how the school can support personal health behaviors. *EXAMPLE:* Discuss how teachers encourage children to be physically active.
3.2.5	Identify how media and technology influence health behaviors. *EXAMPLE:* Identify media messages depicting healthy behaviors and/or name the positive and negative impact of computers, video games, and television on personal health and wellness.
GRADE FOUR	
4.2.1	Describe how the family influences personal health practices and behaviors. *EXAMPLE:* Summarize the most common ways healthy behaviors are learned from the family.
4.2.2	Illustrate the influence of culture on health and behaviors. *EXAMPLE:* Describe how cultural practices (e.g., fiestas) relate to major chronic diseases, such as diabetes, heart disease, cancer, and hypertension.
4.2.3	Determine how peers can influence unhealthy behaviors and promote wellness. *EXAMPLE:* Distinguish between positive and negative peer pressure.
4.2.4	Identify how the community can support personal health practices. *EXAMPLE:* Partner with the Department of Agriculture to develop a recycling/agricultural program for the school (e.g., recycling of cardboard for compost, planting trees/plants around the school grounds).

Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
PERFORMANCE INDICATORS	
4.2.5	Describe how media and technology can influence health behaviors. *EXAMPLE:* Discuss the positive and negative impact of how technology (computers, video games, television) influences health practices.
GRADE FIVE	
5.2.1	Examine how family influences personal health practices and behaviors. *EXAMPLE:* Identify factors in family living and communication processes among different ethnicities and cultures that contribute to personal health practices and behaviors.
5.2.2	Identify the influence of culture on health practices and behaviors. *EXAMPLE:* Discuss how cultural beliefs and practices (e.g., the role of the *suruhanu* and *suruhana*, betel nut, fiestas) may influence health practices and behaviors.
5.2.3	Identify how peers can influence healthy and unhealthy behaviors. *EXAMPLE:* Discuss situations at home and school where a peer's actions and/or words encourage or discourage activities that promote physical activity.
5.2.4	Describe how the school and community can support personal health practices and behaviors. *EXAMPLE:* Contact the Department of Civil Defense and report on how they prepare Guam and guard our safety before, during, and after a natural disaster (e.g., typhoon, earthquake).
5.2.5	Explain how media influences thoughts, feelings, and health behaviors. *EXAMPLE:* Discuss how the media can influence you to buy products.
5.2.6	Describe ways that technology can influence personal health. *EXAMPLE:* Create a journal of observations on how the media (e.g., radio, television, magazines) can influence a person to purchase and use products (e.g., cosmetics, tobacco, alcohol, clothing).
MIDDLE SCHOOL	
MS.2.1	Analyze how the family influences the health of adolescents. *EXAMPLE:* Research family influences on health and the adolescent regarding social activities (e.g., dating; barbecuing; tobacco , alcohol, and drug use; peer pressure; sexual activities).
MS.2.2	Describe the influence of culture on health beliefs, practices, and behaviors. *EXAMPLE:* Give examples of how different cultures have different norms and meaning attached to nonverbal communication, including personal space, touch, and eye contact.
MS.2.3	Describe how peers influence healthy and unhealthy behaviors. *EXAMPLE:* Describe the different ways peers can positively or negatively influence a person's self-image/ self-

Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
PERFORMANCE INDICATORS	
	esteem (e.g., criticizing appearance, not accepting differences, bullying, cliques).
MS.2.4	Analyze how the school and community can affect personal health practices and behaviors. *EXAMPLE:* Examine ways that the school and community encourage students to use appropriate skills to avoid, resolve, and cope with conflict.
MS.2.5	Analyze how messages from the media influence health behaviors. *EXAMPLE:* Examine current media messages and determine how the messages influence behaviors to prevent alcohol, tobacco, and other drug use.
MS.2.6	Analyze the influence of technology on personal and family health. *EXAMPLE:* Describe how common types of technology (e.g., Internet, television, radio) provide sources of health-related disease information for families to reduce their health risks.
MS.2.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors. *EXAMPLE:* Give examples of norms that impact health behaviors (e.g., using safety belts, eating fast food, abstinence) that may be healthy or unhealthy.
MS.2.8	Explain the influence of personal values and beliefs on individual health practices and behaviors. *EXAMPLE:* Explain how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying; sexual activity; tobacco, alcohol and other drug use).
MS.2.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. *EXAMPLE:* Describe how using alcohol and drugs can lead to poor decision making (e.g., fighting, sexual activity, driving under the influence).
MS.2.10	Explain how school and public health policies can influence health promotion and disease prevention. *EXAMPLE:* Cite examples of public health laws/policies and determine if they promote health conscious communities (e.g., policies on water and air quality, spitting, tobacco, betel nut use, immunization policies for school-aged children).
MS.2.11	Describe the interrelationships of mental, emotional, social, and physical health. *EXAMPLE:* Describe the health-related effects sexual behaviors can have on the emotional, physical, and social health of adolescents.
HIGH SCHOOL	
HS.2.1	Analyze how the family influences the health of individuals. *EXAMPLE:* Explain the effects of family values on personal health.
HS.2.2	Analyze how culture supports and challenges health beliefs, practices, and behaviors. *EXAMPLE:* Consider the effects of combining betel nut with tobacco, lime, and *pupulu* and oral hygiene/health.

Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
PERFORMANCE INDICATORS	
HS.2.3	Analyze how peers influence healthy and unhealthy behaviors. *EXAMPLE:* Create a skit and role-play situations depicting both positive and negative peer pressure.
HS.2.4	Evaluate how the school and community can affect personal health practice and behaviors. *EXAMPLE:* Critique the school's current emergency and disaster preparedness plans and make recommendations for improvement and/or modification to accommodate student needs.
HS.2.5	Evaluate the effect of the media on personal and family health. *EXAMPLE:* Analyze the influence of the media on self-image (e.g., exercise, Slim Fast, *Glamour* magazine, Jenny Craig).
HS.2.6	Evaluate the impact of technology on personal, family, and community health. *EXAMPLE:* Evaluate the positive and negative effects of online communities (e.g., MySpace, Facebook).
HS.2.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. *EXAMPLE:* Research the percentage of sexually active teens on Guam per the Youth Risk Behavior Survey (YRBS) compared to national statistics.
HS.2.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors. *EXAMPLE:* Identify and compare common local food preparation methods with healthy preparation methods (e.g., fried vs. baked, fried vs. barbeque).
HS.2.9	Analyze how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors. *EXAMPLE:* Identify the correlation between alcohol use and unprotected sexual activity.
HS.2.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention. *EXAMPLE:* Research and discuss the public law that mandates HIV/AIDS prevention education.
HS.2.11	Analyze the influence of family relationships on other relationships. *EXAMPLE:* Compare and contrast the Pacific region's family structures and gender roles with those of your own family.

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Name a person who can help promote health and wellness. *EXAMPLE:* Identify trusted adults, teachers, or doctors as people who can teach others about good health.
K.3.2	Name ways to locate a school helper for a health-related situation. *EXAMPLE:* Describe how to find an adult at school who could help when another student has a bloody nose, is being bullied, or is hurt and/or name the school office as a place to find a school health helper (e.g., principal, school nurse, school counselor).
GRADE ONE	
1.3.1	Choose a professional who can help promote health and wellness. *EXAMPLE:* Indicate an individual who could answer questions about dental health (e.g., dentists, dental hygienist, school nurse).
1.3.2	List ways to locate a community helper for a health-related situation. *EXAMPLE:* Demonstrate the ability to call 911 in an emergency.
GRADE TWO	
2.3.1	Identify trusted adults and professionals who can help promote health. *EXAMPLE:* Determine who to go to when you feel ill or have an injury on the playground (e.g., principal, school nurse, teacher).
2.3.2	Identify ways to locate school and community health helpers. *EXAMPLE:* Make a list of emergency contact numbers and/or explain the actions to take to seek assistance from the school nurse or counselor.
GRADE THREE	
3.3.1	Recognize characteristics of valid health products and services. *EXAMPLE:* State that valid health services are provided by trusted individuals, such as doctors, nurses, or counselors who may work in schools, hospitals, clinics, health departments, or other facilities.
3.3.2	Name resources from home and school that provide valid health information. *EXAMPLE:* Name a resource person at school (e.g., teacher, school nurse, counselor) that can help provide or find valid health information.

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
PERFORMANCE INDICATORS	
GRADE FOUR	
4.3.1	State characteristics of valid health information and services. *EXAMPLE:* Discuss how the media sends mixed messages about health and wellness to children.
4.3.2	Identify resources from the community that provide valid health and wellness information. *EXAMPLE:* Create a directory of places on Guam that provide treatment and services for chronic disease.
GRADE FIVE	
5.3.1	Explain characteristics of valid health information, products, and services. *EXAMPLE:* Recognize and demonstrate understanding of different warning symbols found on household and commercial products.
5.3.2	Locate resources from home, school, and the community that provide valid health information. *EXAMPLE:* Assess the accuracy and reliability of assistance for health-related problems.
MIDDLE SCHOOL	
MS.3.1	Analyze the validity of health information, products, and services. *EXAMPLE:* Analyze the quality of a weight loss program by determining whether the program promotes gradual weight loss, has a qualified staff, and promotes healthy eating and/or physical activity.
MS.3.2	Access valid health information from home, school, and the community. *EXAMPLE:* Access valid information related to the cause and prevention of injuries by using the Internet and/or government health agencies (e.g., National Center for Injury Prevention and Control).
MS.3.3	Determine the accessibility of products that enhance health. *EXAMPLE:* Identify how to access products for acne that have been approved by the Food and Drug Administration (FDA).
MS.3.4	Describe situations that may require professional health services. *EXAMPLE:* Describe emergency illnesses (e.g., cardiac arrest, stroke, diabetic coma, severe asthma attack, allergy attack) and injuries (e.g., third degree burns) that require professional health care services.

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
PERFORMANCE INDICATORS	
MS.3.5	Locate valid and reliable health products and services. *EXAMPLE:* Select valid and viable personal health products that are available for pre-adolescents and adolescents (e.g., skin medication, soaps, lotions, dental care products, personal hygiene products).
MS.3.6	Develop injury prevention and management strategies for personal and family health. *EXAMPLE:* Develop a guide for babysitters that includes first aid instructions, emergency telephone numbers, and a list of medical needs/behavioral concerns of infants and toddlers.
MS.3.7	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks. *EXAMPLE:* Create a graph illustrating daily habits/routines (e.g., foods consumed, including types of food eaten, portion sizes, and frequency of meals and snacks; exercise [if any] and the amount of time spent; sleep habits, including frequency and amount of time spent; other habits, including consumption of alcohol and smoking) to determine if personal habits/routines reflect strengths and/or risks.
HIGH SCHOOL	
HS.3.1	Evaluate the validity of health information, products, and services. *EXAMPLE:* Analyze the effectiveness of generic products versus name brand products.
HS.3.2	Utilize resources from home, school, and the community that provide valid health information. *EXAMPLE:* Create an informational Web-based pamphlet addressing teen health issues.
HS.3.3	Determine the accessibility of products and services that enhance health. *EXAMPLE:* Compare and contrast the availability of over-the-counter (OTC) and prescription drugs.
HS.3.4	Determine when professional health services may be required. *EXAMPLE:* Identify socially and culturally acceptable ways to express emotions.
HS.3.5	Access valid and reliable health products and services. *EXAMPLE:* Compare and contrast the nutritional values of two fast food establishments.

Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Identify healthy ways to express needs. *EXAMPLE:* Indicate appropriate ways to express needs in a variety of situations (e.g., disagreeing with a friend, going to the bathroom, feeling sick, asking for help, cutting in line, sharing).
K.4.2	State listening skills. *EXAMPLE:* Brainstorm a list of listening skills appropriate in a variety of classroom and home situations (e.g., when an adult speaks, during presentations, when others are speaking).
K.4.3	State ways to respond when in an unwanted or uncomfortable situation. *EXAMPLE:* Name assertive responses or skills that could be used in an unwanted situation at school (e.g., saying NO, walking away, following bullying procedures).
K.4.4	State ways to tell a trusted adult if feeling threatened or harmed. *EXAMPLE:* Show how to tell an adult about a student that is bullying you.
GRADE ONE	
1.4.1	Describe healthy ways to express needs, wants, and feelings. *EXAMPLE:* Show appropriate ways to express feelings when upset (e.g., tone and volume of voice, waiting one's turn, not striking)
1.4.2	Identify listening skills. *EXAMPLE:* Show the listening skills a good listener uses when someone else is talking (e.g., not interrupting, not talking, paying attention, making eye contact).
1.4.3	Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation. *EXAMPLE:* Describe appropriate ways to respond when faced with a situation that gives you the "uh-oh" feeling.
1.4.4	Identify ways to tell a trusted adult if threatened or harmed by another person. *EXAMPLE:* Explain how to tell an adult that you are being bullied, (e.g., they hurt me, they tease me, they touch me, they hit me).
GRADE TWO	

Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
PERFORMANCE INDICATORS	
2.4.1	Demonstrate healthy ways to express needs, wants, and feelings. *EXAMPLE:* Describe how to appropriately express a strong feeling like anger (e.g., "I" messages: It hurts my feelings when you call me names, take deep breaths).
2.4.2	Demonstrate listening skills. *EXAMPLE:* Demonstrate listening skills that promote better relationships (e.g., not interrupting, paying attention, not talking to others, explaining how to be kind).
2.4.3	Demonstrate ways to respond when in an unwanted, uncomfortable, or unsafe situation. *EXAMPLE:* Illustrate different ways to respond when there is someone knocking on the door when home alone or parent is asleep.
2.4.4	Demonstrate ways to tell a trusted adult if threatened or harmed. *EXAMPLE:* Demonstrate ways a student can communicate with a trusted adult after being offered a ride home by someone they do not feel comfortable with or they do not know.
GRADE THREE	
3.4.1	Name effective nonverbal communication skills to enhance health and wellness. *EXAMPLE:* List nonverbal interpersonal communication skills that build healthy friendships (e.g., eye contact, tone of voice, body language, facial expressions).
3.4.2	Identify refusal strategies that reduce health risks. *EXAMPLE:* Tell how to politely refuse an unhealthy snack or a second helping when feeling full.
3.4.3	Suggest nonviolent strategies to manage conflict. *EXAMPLE:* Identify possible choices to consider when being teased about physical appearance.
3.4.4	Illustrate how to ask for assistance with a difficult personal situation. *EXAMPLE:* Role-play how to ask for help when bullied by a friend, threatened by someone unknown, and/or when basic needs are not met.

Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
PERFORMANCE INDICATORS	
GRADE FOUR	
4.4.1	Explain effective verbal communication skills to enhance health. *EXAMPLE:* Demonstrate the ability to use nonverbal communication with verbal communication skills to refuse alcohol or other drugs.
4.4.2	Show refusal skills that avoid health risks. *EXAMPLE:* Tell how to refuse when offered a tobacco or alcohol product.
4.4.3	Practice nonviolent strategies to resolve conflict. *EXAMPLE:* Give examples of life situations involving aggressive people and ways of dealing with them.
4.4.4	Model how to ask for support to enhance personal health and wellness. *EXAMPLE:* Practice asking for support when trying to control anger, change a habit, or improve listening skills.
GRADE FIVE	
5.4.1	Demonstrate effective verbal and nonverbal communication skills to enhance health. *EXAMPLE:* Role-play/model ways to communicate various feelings (e.g., grief, anger, disappointment) to your parents, elders, or siblings with respect.
5.4.2	Demonstrate refusal skills that avoid or reduce health risks. *EXAMPLE:* Model how to refuse a food item because of its poor nutritional value or personal preference (e.g., latiya, empanada, banana lumpia).
5.4.3	Demonstrate nonviolent strategies to manage or resolve conflict. *EXAMPLE:* Role-play circumstances that may require self-control and/or self-discipline (e.g., classmates disagree about a game rule during recess).
5.4.4	Demonstrate how to ask for assistance to enhance personal health. *EXAMPLE:* Role-play situation on how to ask for or seek assistance when a friend is being bullied, teased, or may have a dangerous object at school.

Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

PERFORMANCE INDICATORS	
MIDDLE SCHOOL	
MS.4.1	Apply effective verbal and nonverbal communication skills to enhance health. *EXAMPLE:* Create a dialogue and role-play a conversation, which includes both verbal and nonverbal communication skills, between peers when not wanting to participate in inappropriate activities (e.g., vandalism, graffiti [tagging]).
MS.4.2	Demonstrate refusal skills that avoid or reduce health risks. *EXAMPLE:* Give a demonstration on how to apply refusal or negotiation skills that may be used when someone brings alcohol or drugs to a fiesta or other social gathering.
MS.4.3	Utilize effective conflict management or resolution strategies. *EXAMPLE:* Practice conflict management or resolution strategies when a student is concerned about a rumor and/or a hurtful comment made (e.g., how to stay calm, assess risk of violence, seek the assistance of mediator, offer a way out, identify choices to resolve the conflict, compromise on a choice that is fair to all persons).
MS.4.4	Demonstrate how to ask for assistance to enhance the health of self and others. *EXAMPLE:* Demonstrate how a teen can ask for help when faced with a stressful situation (e.g., overwhelmed at home or school, contemplating suicide, relationship issues or challenges).
MS.4.5	Identify possible causes and effects of conflict in schools, home environments, and communities. *EXAMPLE:* Demonstrate how to apologize, as well as how to accept an apology, for having made an offensive comment, statement, or remark.
HIGH SCHOOL	
HS.4.1	Utilize skills for communicating effectively with family, peers, and others to enhance health. *EXAMPLE:* Create a skit and role-play effective communication skills, such as using “I” messages, active listening, and appropriate body language.
HS.4.2	Analyze how refusal skills enhance health and reduce health risks. *EXAMPLE:* Design a 30–60 second public service announcement (PSA) that promotes the use of refusal skills.
HS.4.3	Select and utilize various strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. *EXAMPLE:* Analyze the benefits of using peer mediation to solve interpersonal conflicts.

Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
PERFORMANCE INDICATORS	
HS.4.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others. *EXAMPLE:* Summarize why is it important to tell an adult if someone is in danger of hurting themselves or others.
HS.4.5	Analyze the possible causes and effects of conflict in schools, families, and communities. *EXAMPLE:* Analyze how power struggles in relationships can influence aggression and violence.

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Identify health-related situations. *EXAMPLE:* List ways to stay safe while traveling to and from school, and/or select an example of a healthy snack or an unhealthy snack.
K.5.2	Recognize when assistance is needed for health-related situations. *EXAMPLE:* Explain that medicine should only be given to children by trusted adults, and/or identify a dangerous situation that requires help (e.g., someone is hurt or being hurt, when you have an "uh-oh" feeling inside).
GRADE ONE	
1.5.1	Describe a health-related situation. *EXAMPLE:* Tell the difference between a healthy and unhealthy afterschool snack, (e.g., guava, mango, ates, apple, buchibuchi vs. turnover).
1.5.2	Identify situations when assistance is needed in making health-related decisions. *EXAMPLE:* Describe a dangerous situation that requires adult assistance (e.g., someone is being hurt by an adult [abuse], someone is being bullied, a student with physical disability needs help for mobilization).
GRADE TWO	
2.5.1	Identify situations when a health-related decision is needed. *EXAMPLE:* Identify how the food guide pyramid can be used to direct children when choosing after school snacks and/or discuss safe walking practices in challenging situations (e.g., walking alone, crossing streets, no sidewalk).
2.5.2	Describe situations when assistance is needed when making health-related decisions. *EXAMPLE:* Suggest rules for the safe use of medicines (e.g., only take medicine under the guidance of an adult and while under the care of a licensed physician, take medicine prescribed for you, always take the proper dosage) and/or differentiate between dangerous situations requiring adult assistance and those that do not (e.g., taking a ride from someone you know without parental permission).

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
PERFORMANCE INDICATORS	
GRADE THREE	
3.5.1	Indicate routine health-related situations. *EXAMPLE:* Indicate personal choices that contribute to personal health and wellness (e.g., brushing teeth, getting plenty of rest/sleep, washing hands) and/or demonstrate everyday decisions that contribute to being a good friend (e.g., be a good listener, help a friend when needed).
3.5.2	Identify situations when a health-related decision can be made individually or when assistance is needed. *EXAMPLE:* Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe (e.g., don't smoke in the car).
3.5.3	Identify steps for healthy decision making. *EXAMPLE:* State ways to get friends to be physically active during recess or at home.
3.5.4	Indicate the possible consequences of each choice when making a health-related decision. *EXAMPLE:* Identify the safety-related pros and cons of extracurricular activities (e.g., video games, watching television, playing outside).
3.5.5	Identify a healthy choice when making a decision. *EXAMPLE:* Identify a healthy after school snack.
GRADE FOUR	
4.5.1	Explain situations that may require a thoughtful health-related decision. *EXAMPLE:* Distinguish between positive and negative peer pressure.
4.5.2	Describe situations when a health-related decision can be made individually or when assistance is needed. *EXAMPLE:* Discuss appropriate and inappropriate touches and explain that inappropriate touches should be reported to a trusted adult.
4.5.3	Indicate healthy alternatives to health-related issues or problems. *EXAMPLE:* Tell what diabetes is, what causes it, who can get it, and how it can be treated and maintained.
4.5.4	Apply steps for healthy decision making. *EXAMPLE:* Discuss the potential outcomes of practicing swimming safety (e.g., swimming with a buddy).

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
PERFORMANCE INDICATORS	
4.5.5	Determine a healthy option when making a decision. *EXAMPLE:* Demonstrate how to refuse foods that cause an allergic reaction.
GRADE FIVE	
5.5.1	Identify health-related situations that might require a thoughtful decision. *EXAMPLES:* 1. Describe ways a person can keep himself/herself safe when home alone, jogging, hiking, or swimming. 2. Recommend ways to avoid situations that might lead to conflict.
5.5.2	Analyze situations when a health-related decision can be made individually or when assistance is needed. *EXAMPLE:* Given a health related situation, determine what type of assistance is needed if any (e.g., bleeding knee vs. head injuries).
5.5.3	List healthy options to health-related issues or problems. *EXAMPLE:* List activities that promote life-long physical activity, which, in turn, promotes wellness (e.g., swimming, walking, aerobics, hiking).
5.5.4	Choose a healthy option when making a decision. *EXAMPLE:* Summarize the potential risks associated with inappropriate use and abuse of prescription drugs and/or over the counter (OTC) drugs.
MIDDLE SCHOOL	
MS.5.1	Discuss circumstances that can help or hinder healthy decision making. *EXAMPLE:* Explain how parents setting curfews or chaperones at a dance can assist teens in making health enhancing decisions.
MS.5.2	Determine when health-related situations require the application of a thoughtful decision making process. *EXAMPLE:* Determine the best actions to take to assist a friend or peer when they communicate that they are being bullied or abused (verbal, emotional, physical, or sexual).
MS.5.3	Distinguish when individual or collaborative decision making is appropriate. *EXAMPLE:* Debate the school backpack or uniform policy (e.g., How much control should the school have?).
MS.5.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems. *EXAMPLE:* Analyze the different options for addressing a friend who has recently started smoking, drinking, and/or using inhalants.

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
PERFORMANCE INDICATORS	
MS.5.5	Predict the potential short-term impact of each alternative on self and others. *EXAMPLE:* Present convincing reasons to abstain from sexual behaviors by examining the negative consequences on self, boyfriend/girlfriend, and family.
MS.5.6	Choose healthy alternatives over unhealthy alternatives when making a decision. *EXAMPLE:* Illustrate different strategies for removing oneself from an environment where peers are smoking, drinking, using inhalants, and/or engaging in sexual activities.
MS.5.7	Analyze the outcomes of a health-related decision. *EXAMPLE:* Consider the potential outcomes of different ways of supporting a friend or peer in being alcohol-, tobacco-, drug-free and abstaining from other risky behavior.
HIGH SCHOOL	
HS.5.1	Examine barriers that can hinder healthy decision making. *EXAMPLE:* Evaluate media strategies used to encourage tobacco use.
HS.5.2	Determine the value of applying a thoughtful decision making process in health-related situations. *EXAMPLE:* Summarize cultural and societal influences on sexual decisions
HS.5.3	Justify when individual or collaborative decision making is appropriate. *EXAMPLE:* Create a budget for a family to include prioritizing expenses, such as housing, food, clothing, and medical needs.
HS.5.4	Generate alternatives to health-related issues or problems. *EXAMPLE:* Analyze the emotional, social, and physical benefits of abstaining from sexual activity.
HS.5.5	Defend the healthy choice when making decisions. *EXAMPLE:* Examine the relationship between healthy choices and life expectancy.
HS.5.6	Evaluate the effectiveness of health-related decisions. *EXAMPLE:* Explain the benefits of participating in a physical fitness program.
HS.5.7	Develop and practice decision making skills. *EXAMPLE:* Demonstrate the effective use of a decision making process.

Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
PERFORMANCE INDICATORS	
K.6.1	Recognize personal health goals. *EXAMPLE:* Name goals, such as daily physical activity, getting adequate sleep, eating a balanced diet, and covering the mouth when coughing.
K.6.2	Name adults who can help achieve a personal health goal. *EXAMPLE:* State who can help when planning to be physically active after the school day (e.g., babysitter, parent, older sibling, relative).
GRADE ONE	
1.6.1	Identify actions to take toward achieving a health goal. *EXAMPLE:* State a short term goal (e.g., eat five or more fruits and vegetables every day, use a chart for 1 week to keep track of fruit and vegetable intake).
1.6.2	Describe how adults can help to achieve a personal health goal. *EXAMPLE:* Identify who can help in achieving a goal related to healthy eating (e.g., family member, teacher, babysitter).
GRADE TWO	
2.6.1	Describe a personal health goal and plan steps toward achieving the goal. *EXAMPLE:* Suggest a short-term goal for maintaining or improving dental health (e.g., brushing, flossing, wearing a mouth piece for contact sports) and chart the behavior.
2.6.2	Identify when assistance is needed to achieve a personal health goal. *EXAMPLE:* Suggest who can help when making a plan to deal with angry feelings in a healthy way (e.g., teacher, family member, babysitter, coach).
GRADE THREE	
3.6.1	Differentiate between short- and long-term goals. *EXAMPLE:* Student will set several short term goals (e.g., not eating candy or potato chips for a week); student will set a long term goal (e.g., eating 3 to 5 servings of fruits and vegetables daily for the duration of the school year.)
3.6.2	Select a personal health goal and track progress. *EXAMPLE:* Select a personal health goal related to healthy sleep habits (e.g., bedtime routine, number of hours of sleep, morning routine) and track progress.

Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
PERFORMANCE INDICATORS	
3.6.3	Recognize resources to achieve a personal health goal. *EXAMPLE:* Recognize parents, teachers, or school counselors to help with a goal of managing angry feelings appropriately (e.g., taking deep breaths, listening to music, talking to a trusted adult).
GRADE FOUR	
4.6.1	Identify a process to achieve long term goals. *EXAMPLE:* Develop a plan to achieve a goal to drink at least eight glasses of water a day that includes the substitution of water for beverages that have little or no nutritional value and/or contain large amounts of caffeine (e.g., develop a vision, set achievable short-term and long-term goals, develop an action plan, establish a support network, and set up a reward system).
4.6.2	Plan a personal health goal and how to monitor its progress. *EXAMPLE:* Plan a personal health goal related to consuming more fruits and vegetables and use a chart for one week to track intake.
4.6.3	Discuss resources to help achieve a personal health goal. *EXAMPLE:* Discuss how trusted adults can assist a child in developing a school and home plan for taking medication.
GRADE FIVE	
5.6.1	Choose a personal health goal and track progress toward its achievement. *EXAMPLE:* Analyze your role and contributions to the family unit for positive and negative factors.
5.6.2	Identify appropriate resources to assist in achieving a personal health goal. *EXAMPLE:* Make a directory of emergency numbers and directions for preparing for a disaster that everyone in your family can read and understand easily.
MIDDLE SCHOOL	
MS.6.1	Assess personal health practices that affect personal health goals. *EXAMPLE:* Assess current communication practices to determine how effectively the skills are being used (e.g., Is speech and/or body language assertive?).
MS.6.2	Develop a goal to adopt, maintain, or improve personal health. *EXAMPLE:* Develop a goal to improve a plan for achieving abstinence from sexual activity, alcohol, tobacco, inhalants and/or marijuana (e.g., identifying a variety of refusal skills/techniques, having an action plan, establishing a support system).

Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
PERFORMANCE INDICATORS	
MS.6.3	Apply strategies and skills needed to attain a personal health goal. *EXAMPLE:* Demonstrate skill to ask for positive peer, parent/guardian/family member, and mentor support with achieving a personal health goal, such as not using alcohol or other drugs.
MS.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. *EXAMPLE:* Explain how dietary goals can be modified due to a cultural event or religious holiday (e.g., fasting; abstaining from meat; sacrifice by giving up worldly desires, such as soda, gum, and sweets).
HIGH SCHOOL	
HS.6.1	Assess personal health practices and overall health status. *EXAMPLE:* Analyze methods of cooking food to determine their effects on nutritional value.
HS.6.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. *EXAMPLE:* Compare and contrast realistic and unrealistic goals.
HS.6.3	Demonstrate the ability to design and implement a plan for achieving a personal health goal. *EXAMPLE:* Develop an action plan, support network, and reward system to achieve short- and long-term goals
HS.6.4	Formulate and implement an effective long-term personal health plan. *EXAMPLE:* Develop short-term goals that aid in achieving a long-term goal.

Standard 7: Self Management Plan

Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

PERFORMANCE INDICATORS	
KINDERGARTEN	
K.7.1	Identify healthy behaviors to improve personal health and wellness. *EXAMPLE:* Draw a picture of how family members can help keep their bodies strong by being physically active, instead of using the computer, watching television, or participating in other nonphysical activities.
K.7.2	Recognize unsafe behaviors. *EXAMPLE:* Show safety skills needed to prevent injury (e.g., exiting the classroom properly during emergencies, remaining seated while riding the bus).
GRADE ONE	
1.7.1	Describe healthy practices to maintain personal health and wellness. *EXAMPLE:* Show how to be a safe pedestrian while walking with family members for physical activity.
1.7.2	Identify behaviors that avoid or reduce health risks. *EXAMPLE:* Tell in your own words how to be a safe pedestrian (e.g., look left, right, and left again before crossing the street; stand away from the curb while waiting for a bus; use crosswalks) and /or give examples of behaviors that reduce health risks (e.g., swimming with a buddy, using a booster seat, brushing and flossing teeth).
GRADE TWO	
2.7.1	Demonstrate healthy practices and behaviors to maintain or improve personal health. *EXAMPLE:* Show how to properly clean a minor abrasion (e.g., skinned knee, scrapes).
2.7.2	Describe behaviors that avoid or reduce health risks. *EXAMPLE:* Demonstrate bicycle safety skills (e.g., helmet use, hand signals, where to ride safely).
GRADE THREE	
3.7.1	Identify healthy practices to maintain personal health and wellness. *EXAMPLE:* List strategies that help manage stress (e.g., playing, talking with a friend, listening to music, participating in physical activity or exercise, recognizing gratitude).
3.7.2	Demonstrate behaviors that avoid or reduce health risks. *EXAMPLE:* Show a variety of health behaviors that may help reduce risks when home alone or babysitting (e.g., answering the phone, having a friend over, using kitchen appliances properly) and/or explain universal precautions taken to avoid health risks (e.g., when, why, and who uses universal precautions; not touch a band-aid, not touching other's blood, not sharing drinking containers).

Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
PERFORMANCE INDICATORS	
GRADE FOUR	
4.7.1	Describe a healthy behavior to improve personal health and wellness. *EXAMPLE:* Discuss the importance of oral hygiene and demonstrate steps for proper brushing and flossing of teeth.
4.7.2	Demonstrate a variety of behaviors to avoid or reduce health risks. *EXAMPLE:* Demonstrate how to follow playground rules and to use playground equipment safely.
GRADE FIVE	
5.7.1	Identify responsible personal health behaviors. *EXAMPLE:* Give examples of ways to practice and maintain good personal hygiene.
5.7.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. *EXAMPLE:* Examine the importance of cooperation, responsibility, and respect for your families' morals, values, and beliefs.
5.7.3	Demonstrate a variety of behaviors to avoid or reduce health risks. *EXAMPLE:* Study the layout of the home, identify exits, and create an evacuation plan for your family in case of a natural disaster (e.g., earthquake, typhoon).
MIDDLE SCHOOL	
MS.7.1	Explain the importance of assuming responsibility for personal health behaviors. *EXAMPLE:* Predict how today's choices can influences one's health (e.g., exercise – obesity, diet – diabetes, smoking – heart disease, hypertension (high blood pressure), gout).
MS.7.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. *EXAMPLE:* Practice strategies or skills that promote abstinence as a personal choice (e.g., self-respect, respect for others, Just Say No, having a support system/network, positive peers/role model).
MS.7.3	Demonstrate behaviors to avoid or reduce health risks to self and others. *EXAMPLE:* Illustrate behaviors that can/should be avoided to reduce the risk of cancer (e.g., tobacco use, high-fat diet, sedentary lifestyle, high stress level).
HIGH SCHOOL	
HS.7.1	Analyze the role of individual responsibility for enhancing health. *EXAMPLE:* Examine personal health assessment for enhancing one's health.

Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
PERFORMANCE INDICATORS	
HS.7.2	Analyze the benefit of responsible behaviors that lead to a healthy lifestyle. *EXAMPLE:* Describe ways to express anger in a healthy nonviolent way.
HS.7.3	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. *EXAMPLE:* Analyze why is it important to understand cultural perspectives of others when resolving conflict.
HS.7.4	Develop and practice skills to avoid risky behaviors. *EXAMPLE:* Analyze situations that could lead to different types of violence.
HS.7.5	Demonstrate use of resiliency skills and other life skills. *EXAMPLE:* Discuss the stages of grieving in death or divorce.
HS.7.6	Design, implement, and evaluate strategies to manage stress. *EXAMPLE:* Illustrate the benefits of various stress management techniques (e.g., rest, relaxation, meditation, Yoga, recreation).

Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.8.1	Recite rules that promote personal health. *EXAMPLE:* Repeat safety rules, such as “click it or ticket” and “stop, drop, and roll.”
K.8.2	Recognize positive choices. *EXAMPLE:* Draw a picture to inform classmates on proper bullying procedures.
GRADE ONE	
1.8.1	Demonstrate an understanding of rules that promote personal health. *EXAMPLE:* Tell in your own words how to be safe when riding in a vehicle or participating in wheeled activities (e.g., bicycle, scooter, skateboard, all-terrain vehicle).
1.8.2	Tell how peers can make positive choices. *EXAMPLE:* Draw the steps of washing hands or brushing teeth.
GRADE TWO	
2.8.1	Demonstrate the ability to seek assistance encouraging healthy behaviors. *EXAMPLE:* Ask a parent to take a walk after school to increase physical activity and/or suggest a healthy meal to be prepared at home.
2.8.2	Show how to help others make positive choices. *EXAMPLE:* Design a poster to encourage peers to eat healthy snack foods.
GRADE THREE	
3.8.1	Share correct information about a health issue. *EXAMPLE:* Illustrate the benefits of being physically active.
3.8.2	Promote positive health choices. *EXAMPLE:* Relate a story with a conclusion that reflects a character’s positive choices (e.g., “The Tortoise and the Hare,” “The Three Little Pigs”).

Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
PERFORMANCE INDICATORS	
GRADE FOUR	
4.8.1	Give accurate information about a health issue. *EXAMPLE:* Explain the health consequences for people who don't smoke, but are around people who do smoke.
4.8.2	Promote positive health choices. *EXAMPLE:* Develop a campaign on a positive and respectful school environment that prevents or stops bullying.
GRADE FIVE	
5.8.1	Express opinions and give accurate information about health issues. *EXAMPLE:* Explain how the values of proper nutrition intake, the function of the food pyramid, and the nutritional values of food content contribute to one's lifelong health.
5.8.2	Encourage others to make positive health choices. *EXAMPLE:* Develop a plan for helping overweight or underweight people feel good about themselves.
MIDDLE SCHOOL	
MS.8.1	Choose a health enhancing position on a topic and support it with accurate information. *EXAMPLE:* Using data from the Youth Risk Behavior Survey (YRBS), create a brochure, PowerPoint, video, or webpage encouraging preventive health care (e.g., regular physical, dental, and vision check-ups/screenings).
MS.8.2	Demonstrate how to influence and encourage others to make positive health choices. *EXAMPLE:* Write letters to local businesses, restaurants, legislature, the Guam Education Policy Board, and/or the GDOE *Suruhanu* to encourage them to support educational health-related programs.
MS.8.3	Work cooperatively to advocate for healthy environments. *EXAMPLE:* Work with others to plan a skit to advocate resolving conflict in healthy ways.
MS.8.4	Identify ways in which health communication techniques can be modified for different diverse audiences. *EXAMPLE:* Create posters, bumper stickers, brochures, a banner, and/or a website encouraging students, family, and community to make healthy eating choices with respect to their social/cultural/religious practices (e.g., vegetarian, Lent, portion size, wasting food, food preparation).

Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
PERFORMANCE INDICATORS	
MS.8.5	Demonstrate the ability to convey accurate information and opinions about health issues. *EXAMPLE:* Create a public service announcement to encourage physical activity using accurate information for different age groups.
HIGH SCHOOL	
HS.8.1	Utilize accurate peer and societal norms to formulate a health enhancing message. *EXAMPLE:* Create a poster using data from the Youth Risk Behavior Survey (YRBS) that encourages peers to abstain from risky behaviors (e.g., abusing alcohol and drugs, having unprotected sex).
HS.8.2	Evaluate strategies that influence and encourage others to make positive health choices. *EXAMPLE:* Create a pamphlet or website advocating a tobacco-free lifestyle.
HS.8.3	Work cooperatively as an advocate for improving personal, family, and community health. *EXAMPLE:* Sponsor a health fair addressing health-related issues currently affecting teens.
HS.8.4	Adapt health messages and/or communication techniques to target a specific audience. *EXAMPLE:* Modify a public service announcement using a variety of languages to promote good health.
HS.8.5	Employ life skills that promote healthy, productive, and functional lives. *EXAMPLE:* Collect samples of warning labels from common household items and discuss potential health hazards. Or, create a presentation using technology (e.g., PowerPoint, video, print advertisements) depicting a model lifestyle of a typical teenager on Guam (e.g., family functions, volunteer work, extracurricular involvement).
HS.8.6	Develop and articulate personal opinions about health issues. *EXAMPLE:* Prepare a persuasive speech explaining the importance of HIV testing and counseling of sexually active youth.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
K.1.1	Name healthy behaviors. *EXAMPLE:* State that brushing teeth, washing hands, and exercising are examples of healthy behaviors.
K.1.2	Recognize the three dimensions (physical, mental/emotional, and social) of health. *EXAMPLE:* Identify that a healthy person exercises, feels good about himself/ herself, and has social skills.
K.1.3	Tell ways to prevent the spread of germs. *EXAMPLE:* Tell about self-help routines that help stop illness and the spread of germs.
K.1.4	State behaviors to prevent or reduce childhood injuries. *EXAMPLE:* Tell peers how to play safely on the playground to prevent injuries.
K.1.5	Tell why it is important to be checked by a doctor or dentist. *EXAMPLE:* State the benefits of going to the doctor and/or dentist.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
K.2.1	Recognize how the family influences personal health practices. *EXAMPLE:* Name the health practices of family members observed (e.g., brushing teeth, washing hands, wearing seat belts, looking both ways before crossing the street) and/or name physical activities in which you have observed family members participating (e.g., playing, working in the yard, exercising at the gym).
K.2.2	Recall what the school can do to support personal health practices. *EXAMPLE:* Repeat the school rules for communicating feelings to others (e.g., use "I" messages, such as I feel angry, I am sad, my feelings are hurt, I am happy, I am being bullied) and how the school rules are communicated (e.g., posters, verbalized, counselor presentation, role-play).
K.2.3	State how the media influences behaviors. *EXAMPLE:* Name the words (e.g., songs, television, radio jingles) used in commercials to sell a food item and how they can influence a person to purchase a product.
Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
K.3.1	Name a person who can help promote health and wellness. *EXAMPLE:* Identify trusted adults, teachers, or doctors as people who can teach others about good health.

K.3.2	Name ways to locate a school helper for a health-related situation. *EXAMPLE:* Describe how to find an adult at school who could help when another student has a bloody nose, is being bullied, or is hurt and/or name the school office as a place to find a school health helper (e.g., principal, school nurse, school counselor).
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
K.4.1	Identify healthy ways to express needs. *EXAMPLE:* Indicate appropriate ways to express needs in a variety of situations (e.g., disagreeing with a friend, going to the bathroom, feeling sick, asking for help, cutting in line, sharing).
K.4.2	State listening skills. *EXAMPLE:* Brainstorm a list of listening skills appropriate in a variety of classroom and home situations (e.g., when an adult speaks, during presentations, when others are speaking).
K.4.3	State ways to respond when in an unwanted or uncomfortable situation. *EXAMPLE:* Name assertive responses or skills that could be used in an unwanted situation at school (e.g., saying NO, walking away, following bullying procedures).
K.4.4	State ways to tell a trusted adult if feeling threatened or harmed. *EXAMPLE:* Show how to tell an adult about a student that is bullying you.
Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
K.5.1	Identify health-related situations. *EXAMPLE:* List ways to stay safe while traveling to and from school, and/or select an example of a healthy snack or an unhealthy snack.
K.5.2	Recognize when assistance is needed for health-related situations. *EXAMPLE:* Explain that medicine should only be given to children by trusted adults and/or identify a dangerous situation that requires help (e.g., someone is hurt or being hurt, when you have an “uh-oh feeling inside).

Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
K.6.1	Recognize personal health goals. *EXAMPLE:* Name goals such as daily physical activity, getting adequate sleep, eating a balanced diet, and covering the mouth when coughing.
K.6.2	Name adults who can help achieve a personal health goal. *EXAMPLE:* State who can help when planning to be physically active after the school day (e.g., babysitter, parent, older sibling, relative).
Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
K.7.1	Identify healthy behaviors to improve personal health and wellness. *EXAMPLE:* Draw a picture of how family members can help keep their bodies strong by being physically active, instead of using the computer, watching television, or participating in other nonphysical activities.
K.7.2	Recognize unsafe behaviors. *EXAMPLE:* Show safety skills needed to prevent injury (e.g., exiting the classroom properly during emergencies, remaining seated while riding the bus).
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
K.8.1	Recite rules that promote personal health. *EXAMPLE:* Repeat safety rules, such as “click it or ticket” or “stop, drop, and roll.”
K.8.2	Recognize positive choices. *EXAMPLE:* Draw a picture to inform classmates on proper bullying procedures.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
1.1.1	Tell how healthy behaviors impact personal health and wellness. *EXAMPLE:* Tell why eating healthy and exercising are healthy behaviors.
1.1.2	Identify the three dimensions of health. *EXAMPLE:* Identify words that describe emotions and relate common emotions to situations.
1.1.3	Explain personal behaviors to prevent communicable diseases. *EXAMPLE:* Explain the steps of the universal precautions (e.g., don't touch another person's bodily fluids, stay away from broken glass, use a tissue when wiping your nose).
1.1.4	Identify places to play to prevent common childhood injuries. *EXAMPLE**:*** Recognize a safe place to play, walk, or ride (e.g., parks, sidewalks, playground, yard, school).
1.1.5	Explain why it is important to have medical checkups. *EXAMPLE**:*** Explain that doctors and nurses have special skills, knowledge, and equipment to detect and care for health problems.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
1.2.1	Identify how the family influences personal health practices. *EXAMPLE**:*** Explain safe behaviors when walking, playing, and riding in a vehicle or describe the difference between an "always" and a "sometimes" after school snack.
1.2.2	Recognize how the school can support personal health behaviors. *EXAMPLE**:*** Identify and know school personnel who can assist/help to take medicine (e.g., asthma attack, allergic reaction, headache).
1.2.3	Identify how the media can influence health. *EXAMPLE**:*** Identify how television and radio commercials and magazine advertisements can entice someone to purchase food products.

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
1.3.1	Choose a professional who can help promote health and wellness. *EXAMPLE:* Indicate an individual who could answer questions about dental health (e.g., dentists, dental hygienist, school nurse).
1.3.2	List ways to locate a community helper for a health-related situation. *EXAMPLE:* Demonstrate the ability to call 911 in an emergency.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
1.4.1	Describe healthy ways to express needs, wants, and feelings. *EXAMPLE:* Show appropriate ways to express feelings when upset (e.g., tone and volume of voice, waiting one's turn, not striking)
1.4.2	Identify listening skills. *EXAMPLE:* Show the listening skills a good listener uses when someone else is talking (e.g., not interrupting, not talking, paying attention, making eye contact).
1.4.3	Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation. *EXAMPLE:* Describe appropriate ways to respond when faced with a situation that gives you the "uh-oh" feeling.
1.4.4	Identify ways to tell a trusted adult if threatened or harmed by another person. *EXAMPLE:* Explain how to tell an adult that you are being bullied, (e.g., they hurt me, they tease me, they touch me, they hit me)
Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
1.5.1	Describe a health-related situation. *EXAMPLE:* Tell the difference between a healthy and unhealthy afterschool snack, (e.g., guava, mango, ates, apple, buchibuchi vs. turnover).
1.5.2	Identify situations when assistance is needed in making health-related decisions. *EXAMPLE:* Describe a dangerous situation that requires adult assistance (e.g., someone is being hurt by an adult [abuse], someone is being bullied, a student with physical disability needs help for mobilization).

Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
1.6.1	Identify actions to take toward achieving a health goal. *EXAMPLE:* State a short-term goal (e.g., eat five or more fruits and vegetables every day and use a chart for 1 week to keep track of the fruit and vegetable intake.).
1.6.2	Describe how adults can help to achieve a personal health goal. *EXAMPLE:* Identify who can help in achieving a goal related to healthy eating (e.g., family member, teacher, babysitter).
Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
1.7.1	Describe healthy practices to maintain personal health and wellness. *EXAMPLE:* Show how to be a safe pedestrian while walking with family members for physical activity.
1.7.2	Identify behaviors that avoid or reduce health risks. *EXAMPLE:* Tell in your own words how to be a safe pedestrian (e.g., look left, right, and left again before crossing; stand away from the curb while waiting for a bus; use crosswalks) and /or give examples of behaviors that reduce health risks (e.g., swimming with a buddy, using a booster seat, brushing and flossing teeth).
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
1.8.1	Demonstrate an understanding of rules that promote personal health. *EXAMPLE:* Tell in your own words how to be safe when riding in a vehicle or participating in wheeled activities (e.g., bicycle, scooter, skateboard, all-terrain vehicle).
1.8.2	Tell how peers can make positive choices. *EXAMPLE:* Draw the steps of washing hands or brushing teeth.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
2.1.1	Identify that healthy behaviors affect personal health. *EXAMPLE:* Describe and demonstrate that exercising, eating healthfully, and getting enough rest can keep the body strong and healthy.
2.1.2	Tell the difference among the multiple dimensions of health. *EXAMPLE:* Identify the dimensions of health as physical, mental, and social.
2.1.3	Describe ways to prevent communicable diseases. *EXAMPLE:* Describe methods for preventing the spread of germs through food, water, air, and touch (e.g., washing hands before eating, cleaning cuts/scraps properly, don't touch bodily fluids).
2.1.4	List ways to prevent common childhood injuries. *EXAMPLE:* List safety rules and safety equipment to use that help make playing games/activities safe.
2.1.5	Describe why it is important to seek health care. *EXAMPLE:* Describe the importance of regular dental visits, physical exams, immunizations, and eye exams.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
2.2.1	Identify how the family influences personal health practices and behaviors. *EXAMPLE:* Explain how family members teach children about health habits (e.g., exercising together, properly using safety belts, eating a balanced diet).
2.2.2	Identify what the school can do to support personal health practices and behaviors. *EXAMPLE:* Attend a presentation from health professionals (e.g., counselors, nurses, doctors, health specialists).
2.2.3	Describe how the media can influence health behaviors. *EXAMPLE:* Describe how a nutrition-related media message can entice a person to buy that food item (e.g., a cereal commercial, McDonald's Happy Meal).

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
2.3.1	Identify trusted adults and professionals who can help promote health. *EXAMPLE:* Determine who to go to when you feel ill or have an injury on the playground (e.g., principal, school nurse, teacher).
2.3.2	Identify ways to locate school and community health helpers. *EXAMPLE:* Make a list of emergency contact numbers, and/or explain the actions to take to seek assistance from the school nurse or counselor.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
2.4.1	Demonstrate healthy ways to express needs, wants, and feelings. *EXAMPLE:* Describe how to appropriately express a strong feeling like anger (e.g., "I" messages – "It hurts my feelings when you call me names," take deep breaths).
2.4.2	Demonstrate listening skills. *EXAMPLE:* Demonstrate listening skills that promote better relationships (e.g., not interrupting, paying attention, not talking to others, explaining how to be kind).
2.4.3	Demonstrate ways to respond when in an unwanted, uncomfortable, or unsafe situation. *EXAMPLE:* Illustrate different ways to respond when there is someone knocking on the door when home alone or parent is asleep.
2.4.4	Demonstrate ways to tell a trusted adult if threatened or harmed. *EXAMPLE:* Demonstrate ways a student can communicate with a trusted adult after being offered a ride home by someone they do not feel comfortable with or they do not know.
Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
2.5.1	Identify situations when a health-related decision is needed. *EXAMPLE:* Identify how the food guide pyramid can be used to direct children when choosing after school snacks and/or discuss safe walking practices in challenging situations (e.g., walking alone, crossing streets, no sidewalk).

2.5.2	Describe situations when assistance is needed when making health-related decisions. *EXAMPLE:* Suggest rules for safe use of medicines (e.g., only take medicine under the guidance of an adult and while under the care of a licensed physician, take medicine prescribed for you, always take the proper dosage) and/or differentiate between dangerous situations requiring adult assistance and those that do not (e.g., taking a ride from someone you know without parental permission).
Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
2.6.1	Describe a personal health goal and plan steps toward achieving the goal. *EXAMPLE:* Suggest a short-term goal for maintaining or improving dental health (e.g., brushing, flossing, wearing a mouth piece for contact sports) and chart the behavior.
2.6.2	Identify when assistance is needed to achieve a personal health goal. *EXAMPLE:* Suggest who can help when making a plan to deal with angry feelings in a healthy way (e.g., teacher, family member, babysitter, coach).
Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
2.7.1	Demonstrate healthy practices and behaviors to maintain or improve personal health. *EXAMPLE:* Show how to properly clean a minor abrasion (e.g., skinned knee, scrapes).
2.7.2	Describe behaviors that avoid or reduce health risks. *EXAMPLE:* Demonstrate bicycle safety skills (e.g., helmet use, hand signals, where to ride safely).
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
2.8.1	Demonstrate the ability to seek assistance encouraging healthy behaviors. *EXAMPLE:* Ask a parent to take a walk after school to increase physical activity and/or suggest a healthy meal to be prepared at home.
2.8.2	Show how to help others make positive choices. *EXAMPLE:* Design a poster to encourage peers to eat healthy snack foods.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
3.1.1	Identify the link between healthy choices and being healthy. *EXAMPLE:* Cite how choosing to avoid tobacco-use can impact personal health (e.g., prevents tobacco-related bad breath and discoloring of teeth, prevents tobacco burns on clothing and furniture, reduces risk of precancerous mouth lesions).
3.1.2	Give examples of physical, mental/emotional, and social health. *EXAMPLE:* Explain how exercising, eating well, and getting enough sleep helps people feel better emotionally when they experience stressful times.
3.1.3	Identify how a safe and healthy school environment promotes personal health. *EXAMPLE:* Tell in your own words how the school supports healthy eating behaviors.
3.1.4	Identify ways to prevent common childhood injuries. *EXAMPLE:* Identify safety measures and equipment to prevent accidents and injuries in the home (e.g., burns, falls, cuts).
3.1.5	Recognize when it might be important to seek health care. *EXAMPLE:* Recognize that symptoms like a fever, sore throat, or toothache might need to be treated by a health care provider.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
3.2.1	Summarize how the family influences personal health practices and behaviors. *EXAMPLE:* Show the safety practices that family members demonstrate to stay safe in the home (e.g., holding a ladder, using hand tools safely, practicing home fire drills).
3.2.2	Observe the influence of culture on health practices. *EXAMPLE:* Recognize the differences in health practices of different ethnic groups (e.g., hygiene practices, types of clothing).
3.2.3	State how peers can influence healthy behaviors. *EXAMPLE:* Tell ways to invite or include peers when engaging in team-related activities (e.g., playing kickball, soccer, softball).

3.2.4	Discuss how the school can support personal health behaviors. *EXAMPLE:* Discuss how teachers encourage children to be physically active.
3.2.5	Identify how media and technology influence health behaviors. *EXAMPLE:* Identify media messages depicting healthy behaviors and/or list the positive and negative impacts of computers, video games, or television on personal health and wellness.
Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
3.3.1	Recognize characteristics of valid health products and services. *EXAMPLE:* State that valid health services are provided by trusted individuals, such as doctors, nurses, and counselors who may work in schools, hospitals, clinics, health departments, or other facilities.
3.3.2	Name resources from home and school that provide valid health information. *EXAMPLE:* Name a resource person at school (e.g., teacher, school nurse, counselor) that can help provide or find valid health information.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
3.4.1	Name effective nonverbal communication skills to enhance health and wellness. *EXAMPLE:* List nonverbal interpersonal communication skills that build healthy friendships (e.g., eye contact, tone of voice, body language, facial expressions).
3.4.2	Identify refusal strategies that reduce health risks. *EXAMPLE:* Tell how to politely refuse an unhealthy snack or a second helping when feeling full.
3.4.3	Suggest nonviolent strategies to manage conflict. *EXAMPLE:* Identify possible choices to consider when being teased about physical appearance.
3.4.4	Illustrate how to ask for assistance with a difficult personal situation. *EXAMPLE:* Role-play how to ask for help when bullied by a friend, threatened by someone unknown, and/or when basic needs are not met.
Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
3.5.1	Indicate routine health-related situations. *EXAMPLE:* Indicate personal choices that contribute to personal health and wellness (e.g., brushing teeth, getting plenty of rest/sleep, washing hands) and/or demonstrate everyday decisions that contribute to being a good friend (e.g., be a good listener, help a friend when needed).

3.5.2	Identify situations when a health-related decision can be made individually or when assistance is needed. *EXAMPLE:* Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe (e.g., don't smoke in the car).
3.5.3	Identify steps for healthy decision making. *EXAMPLE:* State ways to get friends to be physically active during recess or at home.
3.5.4	Indicate the possible consequences of each choice when making a health-related decision. *EXAMPLE:* Identify the safety-related pros and cons of extracurricular activities (e.g., video games, watching television, playing outside).
3.5.5	Identify a healthy choice when making a decision. *EXAMPLE:* Identify a healthy after school snack.
Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
3.6.1	Differentiate between short- and long-term goals. *EXAMPLE:* Student will set several short term goals (e.g., not eating candy or potato chips for a week); student will set a long term goal (e.g., eating 3 to 5 servings of fruits and vegetables daily for the duration of the school year.)
3.6.2	Select a personal health goal and track progress. *EXAMPLE:* Select a personal health goal related to healthy sleep habits (e.g., bedtime routine, number of hours of sleep, morning routine) and track progress.
3.6.3	Recognize resources to achieve a personal health goal. *EXAMPLE:* Recognize parents, teachers, or school counselors to help with a goal of managing angry feelings appropriately (e.g., taking deep breaths, listening to music, talking to a trusted adult).
Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
3.7.1	Identify healthy practices to maintain personal health and wellness. *EXAMPLE:* Show strategies to manage stress (e.g., playing, talking with a friend, listening to music, participating in physical activity, exercising, recognizing gratitude).
3.7.2	Demonstrate behaviors that avoid or reduce health risks. *EXAMPLE:* Show a variety of health behaviors that may help reduce risks when home alone or babysitting (e.g., answering the phone, having a friend over, using kitchen appliances properly) and/or explain how to use universal precautions to avoid health risks (e.g., when, why, and who uses universal precautions; not touching a band-aid, not touching other's blood, not sharing drinking containers).

Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
3.8.1	Share correct information about a health issue. *EXAMPLE:* Illustrate the benefits of being physically active.
3.8.2	Promote positive health choices. *EXAMPLE:* Relate a story with a conclusion that reflects a character's positive choices (e.g., "The Tortoise and the Hare," "The Three Little Pigs").

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
4.1.1	Explain the connection between healthy behaviors and personal health. *EXAMPLE:* Explain how the human body changes during adolescence (physically and sexually).
4.1.2	Compare and contrast the three dimensions of health. *EXAMPLE:* Explain ways that healthy relationships with family members and friends contribute to positive social health.
4.1.3	Summarize ways in which a safe and healthy community environment can promote health. *EXAMPLE:* Give examples of how school rules promote personal health.
4.1.4	Describe ways to prevent common health problems. *EXAMPLE:* Describe how to prevent the spread of cold or flu viruses.
4.1.5	Explain how to prevent illness by seeking care from medical personnel. *EXAMPLE:* List people who could be of help and be supportive in a family crisis.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
4.2.1	Describe how the family influences personal health practices and behaviors. *EXAMPLE:* Summarize the most common ways healthy behaviors are learned from the family.
4.2.2	Illustrate the influence of culture on health and behaviors. *EXAMPLE:* Describe how cultural practices (e.g., fiestas) relate to major chronic diseases, such as diabetes, heart disease, cancer and hypertension.
4.2.3	Determine how peers can influence unhealthy behaviors and promote wellness. *EXAMPLE:* Distinguish between positive and negative peer pressure.
4.2.4	Identify how the community can support personal health practices. *EXAMPLE:* Partner with the Department of Agriculture to develop a recycling/agricultural program for the school (e.g., recycling of cardboard for compost, planting trees/plants around the school grounds).
4.2.5	Describe how media and technology can influence health behaviors. *EXAMPLE:* Discuss the positive and negative impact of how technology (computers, video games, television) influences health practices.

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
4.3.1	State characteristics of valid health information and services. *EXAMPLE:* Discuss how the media sends mixed messages about health and wellness to children.
4.3.2	Identify resources from the community that provide valid health and wellness information. *EXAMPLE:* Create a directory of places on Guam that provide treatment and services for chronic disease.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
4.4.1	Explain effective verbal communication skills to enhance health. *EXAMPLE:* Demonstrate the ability to use nonverbal communication with verbal communication skills to refuse alcohol or other drugs.
4.4.2	Show refusal skills that avoid health risks. *EXAMPLE:* Tell how to refuse when offered a tobacco or alcohol product.
4.4.3	Practice nonviolent strategies to resolve conflict. *EXAMPLE:* Give examples of life situations involving aggressive people and ways of dealing with them.
4.4.4	Model how to ask for support to enhance personal health and wellness. *EXAMPLE:* Practice asking for support when trying to control anger, change a habit, or improve listening skills.
Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
PERFORMANCE INDICATORS	
4.5.1	Explain situations that may require a thoughtful health-related decision. *EXAMPLE:* Distinguish between positive and negative peer pressure.
4.5.2	Describe situations when a health-related decision can be made individually or when assistance is needed. *EXAMPLE:* Discuss appropriate and inappropriate touches and explain that inappropriate touches should be reported to a trusted adult.
4.5.3	Indicate healthy alternatives to health-related issues or problems. *EXAMPLE:* Tell what diabetes is, what causes it, who can get it, and how it can be treated and maintained.

4.5.4	Apply steps for healthy decision making. *EXAMPLE:* Discuss the potential outcomes of practicing swimming safety (e.g., swimming with a buddy).
4.5.5	Determine a healthy option when making a decision. *EXAMPLE:* Demonstrate how to refuse foods that cause an allergic reaction.
Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
4.6.1	Identify a process to achieve long term goals. *EXAMPLE:* Develop a plan to achieve a goal to drink at least eight glasses of water a day that includes the substitution of water for beverages that have little or no nutritional value and/or contain large amounts of caffeine (e.g., develop a vision, set achievable short-term and long-term goals, develop an action plan, establish a support network, and set up a reward system).
4.6.2	Plan a personal health goal and how to monitor its progress. *EXAMPLE:* Plan a personal health goal related to consuming more fruits and vegetables and use a chart for 1 week to track intake.
4.6.3	Discuss resources to help achieve a personal health goal. *EXAMPLE:* Discuss how trusted adults can assist a child in developing a school and home plan for taking medication.
Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
4.7.1	Describe a healthy behavior to improve personal health and wellness. *EXAMPLE:* Discuss the importance of oral hygiene and demonstrate steps for proper brushing and flossing of teeth.
4.7.2	Demonstrate a variety of behaviors to avoid or reduce health risks. *EXAMPLE:* Demonstrate how to follow playground rules and to use playground equipment safely.
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
4.8.1	Give accurate information about a health issue. *EXAMPLE:* Explain the health consequences for people who don't smoke, but are around people who do smoke.
4.8.2	Promote positive health choices. *EXAMPLE:* Develop a campaign on a positive and respectful school environment that prevents or stops bullying.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
5.1.1	Describe the relationship between healthy behaviors and personal health. *EXAMPLE:* Discuss the relationship between good hygiene practices and disease prevention.
5.1.2	Distinguish the relationship among mental/emotional, physical, and social health. *EXAMPLE:* Analyze the effects of a natural disaster (e.g., typhoon, earthquake) on a victim emotionally, intellectually, physically, and socially.
5.1.3	Describe ways in which safe and healthy school and community environments can promote personal health. *EXAMPLE:* Explain how various school and community recreational facilities promote physical activities.
5.1.4	Describe ways to prevent common childhood injuries and health problems. *EXAMPLE:* Develop a chart that outlines the signs, symptoms, treatment, methods of transmission, and methods of prevention for the common childhood communicable diseases.
5.1.5	Describe when it is important to seek health care. *EXAMPLE:* Describe common signs and symptoms of diseases and/or disorders and when to seek care from medical, dental, mental/emotional, or other health care providers.
5.1.6	Explain basic health terms and concepts. *EXAMPLE:* Tell how noncommunicable diseases are different from communicable diseases.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
5.2.1	Examine how family influences personal health practices and behaviors. *EXAMPLE:* Identify factors in family living and communication processes among different ethnicities and cultures that contribute to personal health practices and behaviors.
5.2.2	Identify the influence of culture on health practices and behaviors. *EXAMPLE:* Discuss how cultural beliefs and practices (e.g., the role of the *suruhanu* and *suruhana*, betel nut, fiestas) may influence health practices and behaviors.
5.2.3	Identify how peers can influence healthy and unhealthy behaviors. *EXAMPLE:* Discuss situations at home and school where a peer's actions and/or words encourage or discourage activities that promote physical activity.

5.2.4	Describe how the school and community can support personal health practices and behaviors. *EXAMPLE:* Contact the Department of Civil Defense and report how they prepare Guam and protect our safety before, during, and after a natural disaster (e.g., typhoon, earthquake).
5.2.5	Explain how media influences thoughts, feelings, and health behaviors. *EXAMPLE:* Discuss how the media can influence you to buy products.
5.2.6	Describe ways that technology can influence personal health. *EXAMPLE:* Create a journal of observations on how the media (e.g., television, magazines) can influence a person to purchase and use their products (e.g., cosmetics, tobacco, alcohol, clothing).
Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
5.3.1	Explain characteristics of valid health information, products, and services. *EXAMPLE:* Recognize and demonstrate understanding of different warning symbols found on household and commercial products.
5.3.2	Locate resources from home, school, and the community that provide valid health information. *EXAMPLE:* Assess the accuracy and reliability of assistance for health-related problems.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
5.4.1	Demonstrate effective verbal and nonverbal communication skills to enhance health. *EXAMPLE:* Role-play/model ways to communicate with respect various feelings (e.g., grief, anger, disappointment) to your parents/elders/siblings.
5.4.2	Demonstrate refusal skills that avoid or reduce health risks. *EXAMPLE:* Model how to refuse a food item because of its poor nutritional value or personal preference (e.g., latiya, empanada, banana lumpia).
5.4.3	Demonstrate nonviolent strategies to manage or resolve conflict. *EXAMPLE:* Role-play circumstances that may require self-control and/or self-discipline (e.g., classmates disagree about a game rule during recess).
5.4.4	Demonstrate how to ask for assistance to enhance personal health. *EXAMPLE:* Role-play situations on how to ask for assistance when a friend is being bullied, teased, or may have a dangerous object at school.

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
5.5.1	Identify health-related situations that might require a thoughtful decision. *EXAMPLES:* 1. Describe ways a person can keep himself or herself safe when home alone, jogging, hiking, or swimming. 2. Recommend ways to avoid situations that might lead to conflict.
5.5.2	Analyze situations when a health-related decision can be made individually or when assistance is needed. *EXAMPLE:* Given a health related situation, determine what type of assistance is needed if any (e.g., bleeding knee vs. head injuries).
5.5.3	List healthy options to health-related issues or problems. *EXAMPLE:* List activities that promote life-long physical activity, which, in turn, promotes wellness (e.g., swimming, walking, aerobics, hiking).
5.5.4	Choose a healthy option when making a decision. *EXAMPLE:* Summarize the potential risks associated with inappropriate use and abuse of prescription drugs and/or over the counter (OTC) drugs.
Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
5.6.1	Choose a personal health goal and track progress toward its achievement. *EXAMPLE:* Analyze your role and contributions to the family unit for positive and negative factors.
5.6.2	Identify appropriate resources to assist in achieving a personal health goal. *EXAMPLE:* Make a directory of emergency numbers and directions for preparing for a natural disaster that everyone in your family can read and easily understand.
Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
5.7.1	Identify responsible personal health behaviors. *EXAMPLE:* Give examples of ways to practice and maintain good personal hygiene.

5.7.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. *EXAMPLE:* Examine the importance of cooperation, responsibility, and respect for your families' morals, values, and beliefs.
5.7.3	Demonstrate a variety of behaviors to avoid or reduce health risks. *EXAMPLE:* Study the layout of the home, identify exits, and create an evacuation plan for your family in the event of a natural disaster (e.g., earthquake, typhoon).
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
5.8.1	Express opinions and give accurate information about health issues. *EXAMPLE:* Explain how the values of proper nutrition intake, the function of the food pyramid, and the nutritional values of food content contribute to one's lifelong health.
5.8.2	Encourage others to make positive health choices. *EXAMPLE:* Develop a plan for helping overweight or underweight people feel good about themselves.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
PERFORMANCE INDICATORS	
MS.1.1	Analyze the relationship between healthy behaviors and personal health. *EXAMPLE:* Investigate the relationship of engaging in regular physical activity and healthy eating to maintain and/or enhance personal health.
MS.1.2	Analyze interrelationships between physical, mental/emotional, and social health. *EXAMPLE:* Illustrate how family change (e.g., relocating, divorce, addiction, death, natural disaster) can impact the emotional, social, and physical health of an adolescent.
MS.1.3	Describe how pathogens (e.g., bacteria, germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems. *EXAMPLE:* Analyze the environmental health conditions of diverse communities (e.g., Outer Islands) and how it can impact personal health.
MS.1.4	Describe ways to reduce or prevent injuries and other adolescent health problems. *EXAMPLE:* Know that abstinence from sexual behaviors can prevent pregnancy, sexually transmitted infections, and HIV/AIDS.
MS.1.5	Explain how appropriate health care can promote personal health. *EXAMPLE:* Determine when treatment of an illness is appropriate at home and when further medical attention is needed and how to seek it.
MS.1.6	Describe the benefits of and barriers to practicing healthy behaviors. *EXAMPLE:* Describe health behaviors that reduce the risk of cardiovascular disease, diabetes, obesity, cancer, gout, and eye diseases and identify barriers for practicing these behaviors.
MS.1.7	Examine the likelihood of injury or illness if engaging in unhealthy behaviors. *EXAMPLE:* Examine the potential health risks related to one or more of the following behaviors: physical inactivity; unprotected sexual activity; tobacco, alcohol and/or other drug use; violence).
MS.1.8	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. *EXAMPLE:* Explore how body piercing, tattooing, and intravenous drug use can increase one's risk of bacterial infections and lifelong diseases, such as hepatitis and HIV infection.

MS.1.9	Explain the interrelationships between behaviors, functions of the body, and overall health. *EXAMPLE:* Identify how having positive relationships with others helps develop a positive self concept.
MS.1.10	Explain key health terms and concepts. *EXAMPLE:* List and define vocabulary words related to the topic.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
MS.2.1	Analyze how the family influences the health of adolescents. *EXAMPLE:* Research family influences on health and the adolescent regarding social activities (e.g., dating; barbecuing; tobacco, alcohol, and drug use; peer pressure; sexual activity).
MS.2.2	Describe the influence of culture on health beliefs, practices, and behaviors. *EXAMPLE:* Give examples of how different cultures have different norms and meaning attached to nonverbal communication, including personal space, touch, and eye contact.
MS.2.3	Describe how peers influence healthy and unhealthy behaviors. *EXAMPLE:* Describe the different ways peers can positively or negatively influence another's self-image/self-esteem (e.g., criticizing appearance, not accepting differences, bullying, cliques).
MS.2.4	Analyze how the school and community can affect personal health practices and behaviors. *EXAMPLE:* Examine ways that the school and community encourage students to use appropriate skills to avoid, resolve, and cope with conflict.
MS.2.5	Analyze how messages from the media influence health behaviors. *EXAMPLE:* Examine current media messages and determine how the messages influence behaviors to prevent alcohol, tobacco and other drug use.
MS.2.6	Analyze the influence of technology on personal and family health. *EXAMPLE:* Describe how common types of technology (e.g., Internet, television, radio) provide sources of health-related disease information for families to reduce their health risks.
MS.2.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors. *EXAMPLE:* Give examples of norms that impact health behaviors (e.g., using safety belts, eating fast food, abstinence) that may be healthy or unhealthy.
MS.2.8	Explain the influence of personal values and beliefs on individual health practices and behaviors. *EXAMPLE:* Explain how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying; sexual activity; using tobacco, alcohol and/or other drugs).

MS.2.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. *EXAMPLE:* Describe how using alcohol and drugs can lead to poor decision making (e.g., fighting, sexual activity, driving under the influence).
MS.2.10	Explain how school and public health policies can influence health promotion and disease prevention. *EXAMPLE:* Cite examples of public health laws/policies and determine if they promote health-conscious communities (e.g., policies on water and air quality, spitting, tobacco use, betel nut use, immunization policies for school-aged children).
MS.2.11	Describe the interrelationships of mental, emotional, social, and physical health. *EXAMPLE:* Describe the health-related effects sexual behaviors can have on the emotional, physical, and social health of adolescents.
Standard 3: Access Valid Information Demonstrate the ability to access valid information, products and services to enhance health.	
MS.3.1	Analyze the validity of health information, products, and services. *EXAMPLE:* Analyze the quality of a weight loss program by determining whether the program promotes gradual weight loss, has a qualified staff, and promotes healthy eating and/or physical activity.
MS.3.2	Access valid health information from home, school, and the community. *EXAMPLE:* Access valid information related to the cause and prevention of injuries by using the Internet and/or government health agencies (e.g., National Center for Injury Prevention and Control).
MS.3.3	Determine the accessibility of products that enhance health. *EXAMPLE:* Identify how to access products for acne that have been approved by the Food and Drug Administration (FDA).
MS.3.4	Describe situations that may require professional health services. *EXAMPLE:* Describe emergency illnesses (e.g., cardiac arrest, stroke, diabetic coma, severe asthma attack, allergy attack) and injuries (e.g., third degree burns) that require professional health care services.
MS.3.5	Locate valid and reliable health products and services. *EXAMPLE:* Select valid and reliable personal health products that are available for pre-adolescents and adolescents (e.g., skin medication, soaps, lotions, dental care products, personal hygiene products).
MS.3.6	Develop injury prevention and management strategies for personal and family health. *EXAMPLE:* Develop a guide for babysitters that includes first aid instructions, emergency telephone numbers, and a list of medical needs/behavioral concerns of infants and toddlers.

MS.3.7	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks. *EXAMPLE:* Create a graph illustrating daily habits/routines (e.g., foods consumed, including types of food eaten, portion sizes, and frequency of meals and snacks; exercise [if any] and the amount of time spent; sleep habits, including frequency and amount of time spent; other habits, including consumption of alcohol and smoking) to determine if personal habits/routines reflect strengths and/or risks.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
MS.4.1	Apply effective verbal and nonverbal communication skills to enhance health. *EXAMPLE:* Create a dialogue and role-play a conversation, which includes both verbal and nonverbal communication skills, between peers when not wanting to participate in inappropriate activities (e.g., vandalism, graffiti [tagging]).
MS.4.2	Demonstrate refusal skills that avoid or reduce health risks. *EXAMPLE:* Give a demonstration on how to apply refusal or negotiation skills when someone brings alcohol or drugs to a fiesta or other social gathering.
MS.4.3	Utilize effective conflict management or resolution strategies. *EXAMPLE:* Practice conflict management or resolution strategies when a student is concerned about a rumor and/or a hurtful comment made (e.g., how to stay calm, assess risk of violence, seek the assistance of mediator, offer a way out, identify choices to resolve the conflict, compromise on a choice that is fair to all persons).
MS.4.4	Demonstrate how to ask for assistance to enhance the health of self and others. *EXAMPLE:* Demonstrate how a teen can ask for help when faced with a stressful situation (e.g., overwhelmed at home or school, contemplating suicide, relationship issues or challenges).
MS.4.5	Identify possible causes and effects of conflict in schools, home environments, and communities. *EXAMPLE:* Give a demonstration on how to apologize, as well as how to accept an apology, for having made an offensive comment, statement, or remark.
Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
MS.5.1	Discuss circumstances that can help or hinder healthy decision making. *EXAMPLE:* Explain how parents setting curfews or chaperones at a dance can assist teens in making health enhancing decisions.
MS.5.2	Determine when health-related situations require the application of a thoughtful decision making process. *EXAMPLE:* Determine the best actions to take to assist a friend or peer when they communicate that they are being bullied or abused (verbal, emotional, physical, or sexual).

MS.5.3	Distinguish when individual or collaborative decision making is appropriate. *EXAMPLE:* Debate the school backpack or uniform policy (e.g., How much control should the school have?).
MS.5.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems. *EXAMPLE:* Analyze the different options for addressing a friend who has recently started smoking, drinking, and/or using inhalants.
MS.5.5	Predict the potential short-term impact of each alternative on self and others. *EXAMPLE:* Present convincing reasons to abstain from sexual behaviors by examining the negative consequences on self, boyfriend/girlfriend, and family.
MS.5.6	Choose healthy alternatives over unhealthy alternatives when making a decision. *EXAMPLE:* Illustrate different strategies for removing oneself from an environment where peers are smoking, drinking, using inhalants, and/or engaging in sexual activity.
MS.5.7	Analyze the outcomes of a health-related decision. *EXAMPLE:* Consider the potential outcomes of different ways of supporting a friend or peer in being alcohol-, tobacco-, and drug-free and abstaining from other risky behavior.
Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
MS.6.1	Assess personal health practices that affect personal health goals. *EXAMPLE:* Assess current communication practices to determine how effectively the skills are being used (e.g., Is speech and/or body language assertive?).
MS.6.2	Develop a goal to adopt, maintain, or improve personal health. *EXAMPLE:* Develop a goal to improve a plan for achieving abstinence from sexual activity, alcohol, tobacco, inhalants, and/or marijuana (e.g., identifying a variety of refusal skills/techniques, having an action plan, establishing a support system).
MS.6.3	Apply strategies and skills needed to attain a personal health goal. *EXAMPLE:* Demonstrate skill to ask for positive peer, parent/guardian/family member, and mentor support with achieving a personal health goal, such as not using alcohol or other drugs.
MS.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. *EXAMPLE:* Explain how dietary goals can be modified due to a cultural or religious holiday (e.g., fasting; abstaining from meat; sacrificing by giving up worldly desires, such as soda, gum, and sweets).

Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
MS.7.1	Explain the importance of assuming responsibility for personal health behaviors. *EXAMPLE:* Predict how today's choices can influences one's health (e.g., exercise – obesity, diet – diabetes, smoking – heart disease, hypertension (high blood pressure), gout
MS.7.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. *EXAMPLE:* Practice strategies or skills that promote abstinence as a personal choice (e.g., self-respect, respect for others, Just Say No, having a support system/network, positive peers/role model).
MS.7.3	Demonstrate behaviors to avoid or reduce health risks to self and others. *EXAMPLE:* Illustrate behaviors that can/should be avoided to reduce the risk of cancer (e.g., tobacco use, high-fat diet, sedentary lifestyle, high stress level).
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
MS.8.1	Choose a health enhancing position on a topic and support it with accurate information. *EXAMPLE:* Using data from the Youth Risk Behavior Survey (YRBS), create a brochure, PowerPoint, video, or webpage encouraging preventive health care (e.g., regular physical, dental, and vision check-ups/screenings).
MS.8.2	Demonstrate how to influence and encourage others to make positive health choices. *EXAMPLE:* Write letters to local businesses, restaurants, legislature, the Guam Education Policy Board and/or the GDOE *Suruhanu* to encourage them to support educational health-related programs.
MS.8.3	Work cooperatively to advocate for healthy environments. *EXAMPLE:* Work with others to plan a skit to advocate for resolving conflict in healthy ways.
MS.8.4	Identify ways in which health communication techniques can be modified for different diverse audiences. *EXAMPLE:* Create posters, bumper stickers, brochures, a banner, and/or a website encouraging students, family, and community to make healthy eating choices with respect to their social/cultural/religious practices (e.g., vegetarian, Lent, portion size, wasting food, food preparation).
MS.8.5	Demonstrate the ability to convey accurate information and opinions about health issues. *EXAMPLE:* Create a public service announcement to encourage physical activity using accurate information for different age groups.

Standard 1: Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.	
HS.1.1	Predict how healthy behaviors can affect health status. *EXAMPLE:* Describe the effects of alcoholism on the individual and on the family.
HS.1.2	Evaluate the interrelationships of physical, mental/emotional, and social health. *EXAMPLE:* Examine the importance of being aware of one's own feelings and of being sensitive to the feeling of others.
HS.1.3	Analyze how environment influences personal and community health. *EXAMPLE:* Design a recycling program at your school, village community center, mayors' office, local market, church, and/or village fiesta.
HS.1.4	Analyze how genetics and family history can impact personal health. *EXAMPLE**:*** Explain the effects of cultural influences on eating habits and the incidence of diabetes, (e.g., high sodium diet, over consumption of fatty foods).
HS.1.5	Propose ways to reduce or prevent injuries and health problems. *EXAMPLE**:*** Explain the importance of protective gear (e.g., when participating in contact sports, water-related activities, using mopeds).
HS.1.6	Analyze the relationship between access to health care and health status. *EXAMPLE**:*** Compile a list of community and school resources that provide products, services, and resources related to physical, mental/emotional, and social health.
HS.1.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. *EXAMPLE**:*** Evaluate effective strategies for dealing with difficult relationships (e.g., possessiveness, jealousy, insecurity, "égu") versus maintaining a healthy relationship (e.g., nurturing, caring, loving, supportive).
HS.1.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. *EXAMPLE**:*** Recognize the potential for injury and describe preventative measures (e.g., wearing a helmet while skate boarding to avoid head injuries).
HS.1.9	Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors. *EXAMPLE**:*** Explain the relationship between improper diet, lack of exercise, and cardiovascular disease.

HS.1.10	Explain key health terms and concepts. *EXAMPLE:* List and define the vocabulary words pertaining to the topic.
Standard 2: Analyze Influences Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
HS.2.1	Analyze how the family influences the health of individuals. *EXAMPLE:* Explain the effects of cultural and family values on personal health.
HS.2.2	Analyze how culture supports and challenges health beliefs, practices, and behaviors. *EXAMPLE:* Consider the effects of combining betel nut with tobacco, lime, and *pupulu* and oral hygiene/health.
HS.2.3	Analyze how peers influence healthy and unhealthy behaviors. *EXAMPLE:* Create a skit and role-play situations depicting both positive and negative peer pressure.
HS.2.4	Evaluate how the school and community can affect personal health practice and behaviors. *EXAMPLE:* Critique the school's current emergency and disaster preparedness plans and make recommendations for improvement and/or modification to accommodate student needs.
HS.2.5	Evaluate the effect of the media on personal and family health. *EXAMPLE:* Analyze the influence of the media on self-image (e.g., exercise, Slim Fast, *Glamour* magazine, Jenny Craig).
HS.2.6	Evaluate the impact of technology on personal, family, and community health. *EXAMPLE:* Evaluate the positive and negative effects of online communities (e.g., MySpace, Facebook).
HS.2.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. *EXAMPLE:* Research the percentage of sexually active teens on Guam per the Youth Risk Behavior Survey (YRBS) compared to national statistics.
HS.2.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors. *EXAMPLE:* Identify and compare common local food preparation methods with healthy preparation methods (e.g., fried vs. baked, fried vs. barbeque).
HS.2.9	Analyze how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors. *EXAMPLE:* Identify the correlation between alcohol use and unprotected sexual activity.
HS.2.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention. *EXAMPLE:* Research and discuss the public law that mandates HIV/AIDS prevention education.

HS.2.11	Analyze the influence of family relationships on other relationships. *EXAMPLE:* Compare and contrast the Pacific region's family structures and gender roles with those of your own family.
Standard 3: Access Valid Information Demonstrate the ability to access valid information, products, and services to enhance health.	
HS.3.1	Evaluate the validity of health information, products, and services. *EXAMPLE:* Analyze the effectiveness of generic products versus name brand products.
HS.3.2	Utilize resources from home, school, and the community that provide valid health information. *EXAMPLE:* Create an informational Web-based pamphlet addressing teen health issues.
HS.3.3	Determine the accessibility of products and services that enhance health. *EXAMPLE:* Compare and contrast the availability of over the counter (OTC) and prescription drugs.
HS.3.4	Determine when professional health services may be required. *EXAMPLE:* Identify socially and culturally acceptable ways to express emotions.
HS.3.5	Access valid and reliable health products and services. *EXAMPLE:* Compare and contrast the nutritional values of two fast food establishments.
Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
HS.4.1	Utilize skills for communicating effectively with family, peers, and others to enhance health. *EXAMPLE:* Create a skit and role-play effective communication skills, such as using "I" messages, active listening, and appropriate body language.
HS.4.2	Analyze how refusal skills enhance health and reduce health risks. *EXAMPLE:* Design a 30-60 second public service announcement (PSA) that promotes the use of refusal skills.
HS.4.3	Select and utilize various strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. *EXAMPLE:* Analyze the benefits of using peer mediation to solve interpersonal conflicts.
HS.4.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others. *EXAMPLE:* Summarize why is it important to tell an adult if someone is in danger of hurting themselves or others.
HS.4.5	Analyze the possible causes and effects of conflict in schools, families, and communities. *EXAMPLE:* Analyze how power struggles in relationships can influence aggression and violence.

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.	
HS.5.1	Examine barriers that can hinder healthy decision making. *EXAMPLE:* Evaluate media strategies used to encourage tobacco use.
HS.5.2	Determine the value of applying a thoughtful decision making process in health-related situations. *EXAMPLE:* Summarize cultural and societal influences on sexual decisions.
HS.5.3	Justify when individual or collaborative decision making is appropriate. *EXAMPLE:* Create a budget for a family to include prioritizing expenses such as housing, food, clothing, and medical needs.
HS.5.4	Generate alternatives to health-related issues or problems. *EXAMPLE:* Analyze the emotional, social, and physical benefits of abstaining from sexual activity.
HS.5.5	Defend the healthy choice when making decisions. *EXAMPLE:* Examine the relationship between healthy choices and life expectancy.
HS.5.6	Evaluate the effectiveness of health-related decisions. *EXAMPLE:* Explain the benefits of participating in a physical fitness program.
HS.5.7	Develop and practice decision making skills. *EXAMPLE:* Demonstrate the effective use of a decision making process.
Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.	
HS.6.1	Assess personal health practices and overall health status. *EXAMPLE:* Analyze methods of cooking food to determine their effects on nutritional value.
HS.6.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. *EXAMPLE:* Compare and contrast realistic and unrealistic goals.
HS.6.3	Demonstrate the ability to design and implement a plan for achieving a personal health goal. *EXAMPLE:* Develop an action plan, support network, and reward system to achieve short- and long-term goals.
HS.6.4	Formulate and implement an effective long-term personal health plan. *EXAMPLE:* Develop short-term goals that aid in achieving a long-term goal.

Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
HS.7.1	Analyze the role of individual responsibility for enhancing health. *EXAMPLE:* Examine personal health assessment for enhancing one's health.
HS.7.2	Analyze the benefit of responsible behaviors that lead to a healthy lifestyle. *EXAMPLE:* Describe ways to express anger in a healthy nonviolent way.
HS.7.3	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. *EXAMPLE:* Analyze why is it important to understand the cultural perspectives of others in resolving conflict.
HS.7.4	Develop and practice skills to avoid risky behaviors. *EXAMPLE:* Analyze situations that could lead to different types of violence.
HS.7.5	Demonstrate the use of resiliency skills and other life skills. *EXAMPLE:* Discuss the stages of grieving in death or divorce.
HS.7.6	Design, implement, and evaluate strategies to manage stress. *EXAMPLE:* Illustrate the benefits of various stress management techniques (e.g., rest, relaxation, meditation, Yoga, recreation).
Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.	
HS.8.1	Utilize accurate peer and societal norms to formulate a health enhancing message. *EXAMPLE:* Create a poster using data from the Youth Risk Behavior Survey (YRBS) that encourages peers to abstain from risky behaviors (e.g., abusing alcohol and drugs, having unprotected sex).
HS.8.2	Evaluate strategies that influence and encourage others to make positive health choices. *EXAMPLE:* Create a pamphlet or website advocating a tobacco-free lifestyle.
HS.8.3	Work cooperatively as an advocate for improving personal, family, and community health. *EXAMPLE:* Sponsor a health fair addressing health-related issues currently affecting teens.
HS.8.4	Adapt health messages and/or communication techniques to target a specific audience. *EXAMPLE:* Modify a public service announcement using a variety of languages to promote good health.

HS.8.5	Employ life skills that promote healthy, productive, and functional lives. *EXAMPLE:* Collect samples of warning labels from common household items and discuss potential health hazards. Or, create a presentation using technology (e.g., PowerPoint, video, print advertisements) depicting a model lifestyle of a typical teenager on Guam (e.g., family functions, volunteer work, extracurricular involvement).
HS.8.6	Develop and articulate personal opinions about health issues. *EXAMPLE:* Prepare a persuasive speech explaining the importance of HIV testing and counseling of sexually active youth.

Glossary

communication The ability to interact with others, read and listen with understanding, articulate health needs, and express caring concern for the health and well-being of oneself and others.

conflict resolution The ability to recognize conflict situations and to identify and use strategies that resolve the conflict effectively and safely.

content standards Content standards are broadly stated expectations of what students should know and be able to do in particular subjects.

core concepts Core Concepts in Health utilizes the theme of personal responsibility to teach and motivate students about health and wellness.

decision making The ability to identify critical choices, consider alternatives, assess the health consequences of each alternative for oneself and others, choose a healthful course of action, act with conviction, and evaluate the real outcomes of the decision.

family-social health The condition of the relationships.

goal setting The ability to develop plans for the future and to identify and take steps to reach one's goals.

health The quality of life that includes physical, mental-emotional, and family-social health.

health advocacy The ability to act to enhance the health and well-being of people in one's family, school, workplace, community, state, nation, and world.

health literacy "The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions" (www.healthypeople.gov**).**

healthy self management The ability to make situation and lifestyle behavior choices that result in attaining and maintaining one's physical, emotional, social, and environmental health.

mental/emotional health The condition of the mind and the ways that a person expresses feelings

performance indicators The performance indicators are a specific statement of what a student should know and be able to do by the end of a grade level.

physical health The condition of the body.

pupulu a betel leaf shrub, a vine shrub producing edible leaf, leaf has a hot peppery taste.

refusal/resistance The ability to recognize, predict, and resist pressure situations involving peers by “saying no” effectively when one chooses to do so.

self management The ability to make situation and lifestyle behavior choices that result in attaining and maintaining one’s physical, emotional, social, and environmental health.

standards These are broad statements of what a student needs to know or be able to do in a content area.

suruhåna/u Herbal doctor

universal precautions a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood borne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV and other blood-borne pathogens. (CDC)

wellness The concept where the components of health and fitness are maintained in balance

Appendix A: K–12 Health Education Standards (GDOE)

Standard 1: Core Concepts
Comprehend concepts related to health promotion and disease prevention to enhance health.

K	1	2	3	4	5	MS	HS
K.1.1 Name healthy behaviors.	1.1.1 Tell how healthy behaviors impact personal health and wellness.	2.1.1 Identify that healthy behaviors affect personal health.	3.1.1 Identify the link between healthy choices and being healthy.	4.1.1 Explain the connection between healthy behaviors and personal health.	5.1.1 Describe the relationship between healthy behaviors and personal health.	MS.1.1 Analyze the relationship between healthy behaviors and personal health.	HS.1.1 Predict how healthy behaviors can affect health status.
K.1.2 Recognize the 3 dimensions (physical, mental/ emotional, and social) of health.	1.1.2 Identify the three dimensions of heath.	2.1.2 Tell the difference among the multiple dimensions of health.	3.1.2 Give examples of physical, mental/ emotional, and social health.	4.1.2 Compare and contrast the three dimensions of health.	5.1.2 Distinguish the relationship among mental/ emotional, physical, and social health.	MS.1.2 Analyze interrelationships between physical, mental/ emotional, and social health.	HS.1.2 Evaluate the interrelationships of physical, mental/emotional, and social health.
K.1.3 Tell ways to prevent the spread of germs.	1.1.3 Explain personal behaviors to prevent communicable diseases.	2.1.3 Describe ways to prevent communicable diseases.	3.1.3 Identify how a safe and healthy school environment promotes personal health.	4.1.3 Summarize ways in which a safe and healthy community environment can promote health.	5.1.3 Describe ways in which safe and healthy school and community environments can promote personal health.	MS.1.3 Describe how pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	HS.1.3 Analyze how environment influences personal and community health.
K.1.4 State behaviors to prevent or reduce childhood injuries.	1.1.4 Identify places to play to prevent common childhood injuries.	2.1.4 List ways to prevent common childhood injuries.	3.1.4 Identify ways to prevent common childhood injuries.	4.1.4 Describe ways to prevent common health problems.	5.1.4 Describe ways to prevent common childhood injuries and health problems.	MS.1.4 Describe ways to reduce or prevent injuries and other adolescent health problems.	HS.1.4 Analyze how genetics and family history can impact personal health.

K.1.5 Tell why it is important to be checked by a doctor or dentist.	1.1.5 Explain why it is important to have medical checkups.	2.1.5 Describe why it is important to seek health care.	3.1.5 Recognize when it might be important to seek health care.	4.1.5 Explain how to prevent illness by seeking care from medical personnel.	5.1.5 Describe when it is important to seek health care.	MS.1.5 Explain how appropriate health care can promote personal health.	HS.1.5 Propose ways to reduce or prevent injuries and health problems.
					5.1.6 Explain basic health terms and concepts.	MS.1.6 Describe the benefits of and barriers to practicing healthy behaviors.	HS.1.6 Analyze the relationship between access to health care and health status.
						MS.1.7 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	HS.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
						MS.1.8 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	HS.1.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
						MS.1.9 Explain the interrelationships between behaviors, functions of the body, and overall health.	HS.1.9 Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors.
						MS.1.10 Explain key health terms and concepts.	HS.1.10 Explain key health terms and concepts.

Standard 2: Analyze Influences
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

K	1	2	3	4	5	MS	HS
K.2.1 Recognize how the family influences personal health practices.	1.2.1 Identify how the family influences personal health practices	2.2.1 Identify how the family influences personal health practices and behaviors.	3.2.1 Summarize how the family influences personal health practices and behaviors.	4.2.1 Describe how the family influences personal health practices and behaviors.	5.2.1 Examine how family influences personal health practices and behaviors.	MS.2.1 Analyze how the family influences the health of adolescents.	HS.2.1 Analyze how the family influences the health of individuals.
K.2.2 Recall what the school can do to support personal health practices.	1.2.2 Recognize how the school can support personal health behaviors.	2.2.2 Identify what the school can do to support personal health practices and behaviors.	3.2.2 Observe the influence of culture on health practices.	4.2.2 Illustrate the influence of culture on health and behaviors.	5.2.2 Identify the influence of culture on health practices and behaviors.	MS.2.2 Describe the influence of culture on health beliefs, practices, and behaviors.	HS.2.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
K.2.3 State how the media influences behaviors.	1.2.3 Identify how the media can influence health	2.2.3 Describe how the media can influence health behaviors.	3.2.3 State how peers can influence healthy behaviors.	4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness.	5.2.3 Identify how peers can influence healthy and unhealthy behaviors.	MS.2.3 Describe how peers influence healthy and unhealthy behaviors.	HS.2.3 Analyze how peers influence healthy and unhealthy behaviors.
			3.2.4 Discuss how the school can support personal health behaviors.	4.2.4 Identify how the community can support personal health practices.	5.2.4 Describe how the school and community can support personal health practices and behaviors.	MS.2.4 Analyze how the school and community can affect personal health practices and behaviors.	HS.2.4 Evaluate how the school and community can affect personal health practice and behaviors.

			3.2.5 Identify how media and technology influence health behaviors.	4.2.5 Describe how media and technology can influence health behaviors.	5.2.5 Explain how media influences thoughts, feelings, and health behaviors.	MS.2.5 Analyze how messages from the media influence health behaviors.	HS.2.5 Evaluate the effect of the media on personal and family health.
					5.2.6 Describe ways that technology can influence personal health.	MS.2.6 Analyze the influence of technology on personal and family health.	HS.2.6 Evaluate the impact of technology on personal, family, and community health.
						MS.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.	HS.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
						MS.2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.	HS.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
						MS.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	HS.2.9 Analyze how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.

						MS.2.10 Explain how school and public health policies can influence health promotion and disease prevention.	HS.2.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
						MS.2.11 Describe the interrelationships of mental, emotional, social, and physical health.	HS.2.11 Analyze the influence of family relationships on other relationships.

Standard 3: Access Valid Information Demonstrate the ability to access valid information, products and services to enhance health.							
K	**1**	**2**	**3**	**4**	**5**	**MS**	**HS**
K.3.1 Name a person who can help promote health and wellness	1.3.1 Choose a professional who can help promote health and wellness.	2.3.1 Identify trusted adults and professionals who can help promote health.	3.3.1 Recognize characteristics of valid health products and services.	4.3.1 State characteristics of valid health information and services.	5.3.1 Explain characteristics of valid health information, products, and services.	MS.3. 1 Analyze the validity of health information, products, and services.	HS.3.1 Evaluate the validity of health information, products, and services.
K.3.2 Name ways to locate a school helper for a health-related situation.	1.3.2 List ways to locate a community helper for a health-related situation.	2.3.2 Identify ways to locate school and community health helpers.	3.3.2 Name resources from home and school that provide valid health information.	4.3.2 Identify resources from the community that provide valid health and wellness information.	5.3.2 Locate resources from home, school, and the community that provide valid health information.	MS.3.2 Access valid health information from home, school, and the community.	HS.3.2 Utilize resources from home, school, and the community that provide valid health information.
						MS.3.3 Determine the accessibility of products that enhance health.	HS.3.3 Determine the accessibility of products and services that enhance health.
						MS.3.4 Describe situations that may require professional health services.	HS.3.4 Determine when professional health services may be required.

						MS.3.5 Locate valid and reliable health products and services.	HS.3.5 Access valid and reliable health products and services.
						MS.3.6 Develop injury prevention and management strategies for personal and family health.	
						MS.3.7 Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks.	

Standard 4: Interpersonal Communication Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.							
K	**1**	**2**	**3**	**4**	**5**	**MS**	**HS**
K.4.1 Identify healthy ways to express needs.	1.4.1 Describe healthy ways to express needs, wants, and feelings.	2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.	3.4.1 Name effective nonverbal communication skills to enhance health and wellness.	4.4.1 Explain effective verbal communication skills to enhance health.	5.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	MS.4.1 Apply effective verbal and nonverbal communication skills to enhance health.	HS.4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.
K.4.2 State listening skills.	1.4.2 Identify listening skills.	2.4.2 Demonstrate listening skills.	3.4.2 Identify refusal strategies that reduce health risks.	4.4.2 Show refusal skills that avoid health risks.	5.4.2 Demonstrate refusal skills that avoid or reduce health risks.	MS.4.2 Demonstrate refusal skills that avoid or reduce health risks.	HS.4.2 Analyze how refusal skills enhance health and reduce health risks.
K.4.3 State ways to respond when in an unwanted or uncomfortable situation.	1.4.3 Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation.	2.4.3 Demonstrate ways to respond when in an unwanted, uncomfortable, or unsafe situation.	3.4.3 Suggest nonviolent strategies to manage conflict.	4.4.3 Practice nonviolent strategies to resolve conflict.	5.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.	MS.4.3 Utilize effective conflict management or resolution strategies.	HS.4.3 Select and utilize various strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
K.4.4 State ways to tell a trusted adult if feeling threatened or harmed.	1.4.4 Identify ways to tell a trusted adult if threatened or harmed by another person	2.4.4 Demonstrate ways to tell a trusted adult if threatened or harmed.	3.4.4 Illustrate how to ask for assistance with a difficult personal situation.	4.4.4 Model how to ask for support to enhance personal health and wellness.	5.4.4 Demonstrate how to ask for assistance to enhance personal health.	MS.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.	HS.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

						MS.4.5 Identify possible causes and effects of conflict in schools, home environments, and communities.	

Standard 5: Decision Making Demonstrate the ability to use decision making skills to enhance health.							
K	**1**	**2**	**3**	**4**	**5**	**MS**	**HS**
K.5.1 Identify health-related situations.	1.5.1 Describe a health-related situations.	2.5.1 Identify situations when a health-related decision is needed.	3.5.1 Indicate routine health-related situations.	4.5.1 Explain situations that may require a thoughtful health-related decision.	5.5.1 Identify health-related situations that might require a thoughtful decision.	MS.5.1 Discuss circumstances that can help or hinder healthy decision making.	HS.5.1 Examine barriers that can hinder healthy decision making.
K.5.2 Recognize when assistance is needed for health-related situations.	1.5.2 Identify situations when assistance is needed in making health-related decisions.	2.5.2 Describe situations when assistance is needed when making health-related decisions.	3.5.2 Identify situations when a health-related decision can be made individually or when assistance is needed.	4.5.2 Describe situations when a health-related decision can be made individually or when assistance is needed.	5.5.2 Analyze situations when a health-related decision can be made individually or when assistance is needed.	MS.5.2 Determine when health-related situations require the application of a thoughtful decision making process.	HS.5.2 Determine the value of applying a thoughtful decision making process in health-related situations.
			3.5.3 Identify steps for healthy decision making.	4.5.3 Indicate healthy alternatives to health-related issues or problems.	5.5.3 List healthy options to health-related issues or problems.	MS.5.3 Distinguish when individual or collaborative decision making is appropriate.	HS.5.3 Justify when individual or collaborative decision making is appropriate.
			3.5.4 Indicate the possible consequences of each choice when making a health-related decision.	4.5.4 Apply steps for healthy decision making.	5.5.4 Choose a healthy option when making a decision.	MS.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	HS.5.4 Generate alternatives to health-related issues or problems.

			3.5.5 Identify a healthy choice when making a decision.	4.5.5 Determine a healthy option when making a decision.		MS.5.5 Predict the potential short-term impact on self and others.	HS.5.5 Defend the healthy choice when making decisions.
						MS.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.	HS.5.6 Evaluate the effectiveness of health-related decisions.
						MS.5.7 Analyze the outcomes of a health-related decision.	HS.5.7 Develop and practice decision making skills.

Standard 6: Goal Setting Demonstrate the ability to use goal setting skills to enhance health.							
K	**1**	**2**	**3**	**4**	**5**	**MS**	**HS**
K.6.1 Recognize personal health goals.	1.6.1 Identify actions to take toward achieving a health goal.	2.6.1 Describe a personal health goal and plan steps toward achieving the goal.	3.6.1 Differentiate between short- and long-term goals.	4.6.1 Identify a process to achieve long term goals.	5.6.1 Choose a personal health goal and track progress toward its achievement.	MS.6.1 Assess health practices that affect personal health goals.	HS.6.1 Assess personal health practices and overall health status.
K.6.2 Name adults who can help achieve a personal health goal.	1.6.2 Describe how adults can help to achieve a personal health goal.	2.6.2 Identify when assistance is needed to achieve a personal health goal.	3.6.2 Select a personal health goal and track progress.	4.6.2 Plan a personal health goal and how to monitor its progress.	5.6.2 Identify appropriate resources to assist in achieving a personal health goal.	MS.6.2 Develop a goal to adopt, maintain, or improve personal health.	HS.6.2 Develop a plan to attain a personal health goal that addresses strengths needs and risks.
			3.6.3 Recognize resources to achieve a personal health goal.	4.6.3 Discuss resources to help achieve a personal health goal.		MS.6.3 Apply strategies and skills needed to attain a personal health goal.	HS.6.3 Demonstrate the ability to design and implement a plan for achieving a personal health goal.
						MS.6.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	HS.6.4 Formulate and implement an effective long-term personal health plan.

Standard 7: Self Management Plan Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.							
K	**1**	**2**	**3**	**4**	**5**	**MS**	**HS**
K.7.1 Identify healthy behaviors to improve personal health and wellness.	1.7.1 Describe healthy practices to maintain personal health and wellness.	2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	3.7.1 Identify healthy practices to maintain personal health and wellness.	4.7.1 Describe a healthy behavior to improve personal health and wellness.	5.7.1 Identify responsible personal health behaviors.	MS.7.1 Explain the importance of assuming responsibility for personal health behaviors.	HS.7.1 Analyze the role of individual responsibility for enhancing health.
K.7.2 Recognize unsafe behaviors.	1.7.2 Identify behaviors that avoid or reduce health risks.	2.7.2 Describe behaviors that avoid or reduce health risks.	3.7.2 Demonstrate behaviors that avoid or reduce health risks.	4.7.2 Demonstrate a variety of behaviors to reduce health risks.	5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	MS.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	HS.7.2 Analyze the benefit of responsible behaviors that lead to a healthy lifestyle.
					5.7.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	MS.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.	HS.7.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
							HS.7.4 Develop and practice skills to avoid risky behaviors.

							HS.7.5 Demonstrate the use of resiliency skills and other life skills.
							HS.7.6 Design, implement, and evaluate strategies to manage stress.

Standard 8: Health Advocacy Demonstrate the ability to advocate for personal, family, and community health.							
K	**1**	**2**	**3**	**4**	**5**	**MS**	**HS**
K.8.1 Recite rules that promote personal health.	1.8.1 Demonstrate an understanding of rules that promote personal health.	2.8.1 Demonstrate the ability to seek assistance encouraging healthy behaviors.	3.8.1 Share correct information about a health issue.	4.8.1 Give accurate information about health issues.	5.8.1 Express opinions and give accurate information about health issues.	MS.8.1 Choose a health enhancing position on a topic and support it with accurate information.	HS.8.1 Utilize accurate peer and societal norms to formulate a health enhancing message.
K.8.2 Recognize positive choices.	1.8.2 Tell how peers can make positive choices.	2.8.2 Show how to help others make positive choices.	3.8.2 Promote positive health choices.	4.8.2 Illustrate how to assist others to make positive health choices.	5.8.2 Encourage others to make positive health choices.	MS.8.2 Demonstrate how to influence and encourage others to make positive health choices.	HS.8.2 Evaluate strategies that influence and support others to make positive health choices.
						MS.8.3 Work cooperatively to advocate for healthy environment.	HS.8.3 Work cooperatively as an advocate for improving personal, family, and community health.
						MS.8.4 Identify ways in which health communication techniques can be modified for diverse audiences.	HS.8.4 Adapt health messages and/or communication techniques to target a specific audience.

						MS.8.5 Demonstrate the ability to convey accurate information and opinions about health issues.	HS.8.5 Employ life skills that promote healthy, productive, and functional lives.
							HS.8.6 Develop and articulate personal opinions about health issues.

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR
LANGUAGE ARTS/READING

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders in Guam. In addition, they provide more clarity to support all students in developing skills; deepening their understanding of concepts and processes; and utilizing their problem-solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

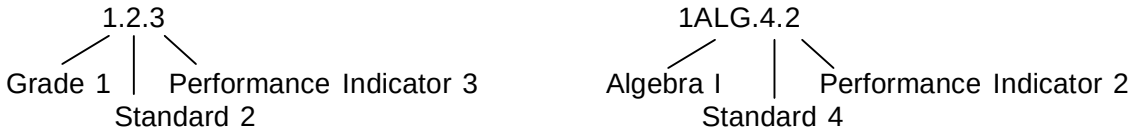
***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.



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Introduction to Standards for the Language Arts/Reading Program

The Vision and Purpose

> *The ultimate purpose of the standards is to ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life's goals, including personal enrichment and participation as informed citizens of society.*
>
> IRA/NCTE, 1996, p.1

The Guam Department of Education's (GDOE's) newly revised language arts standards share the same purpose as the joint statement issued by the International Reading Association (IRA) and National Council of Teachers of English (NCTE). The standards describe a shared vision of what GDOE leaders, teachers, community members, and others expect students to learn for language arts/reading (LA/R). They clearly define what students should *know about language* and *do with language* and are designed to prepare students for participation in a variety of different literacy experiences in the 21st century.

For many years, literacy was defined in a very limited way as the ability to read or write one's own name. A much more ambitious definition of literacy today includes the capacity to accomplish a wide range of reading, writing, and other language tasks associated with everyday life. Although the standards focus primarily on content (knowledge and skills), they also address other dimensions of language learning, such as how learners develop as language users.

The principles underlying the standards recognize "the interaction of various aspects of language learning—content, purpose, development, and context—and emphasize the central role of the learner, whose goals and interests drive the processes of learning" (IRA/NCTE, 1996, p. 2). While the standards are discretely stated, it is understood that complex and overlapping connections exist between them and with other content area standards. Teachers are encouraged to use an integrated approach when implementing the standards in their classrooms in order to present students with a coherent view of language within language arts and across the curriculum.

The standards serve as a guide and represent core concepts in LA/R. There are many other concepts and language experiences that will benefit learners that are not included in the standards. Hence, in addition to the core standards, teachers are encouraged to use their creativity and resourcefulness to enrich teaching and learning in the LA/R classroom.

Standards $1^{LA/R}$, 2^{R}, and 3^{R} address critical components of reading (hence the use of the superscript) while standards $1^{LA/R}$, 4, 5, 6, 7 and 8 are important to the language arts program when separated from reading. To address language arts comprehensively, all eight standards should be integrated through meaningful grade appropriate ideas that are of interest to students.

Standards for Language Arts/Reading

Standard $1^{LA/R}$: Word Analysis, Fluency, and Vocabulary
Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.

Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts
Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts
Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.

Standard 4: Writing Purposes, Processes, and Strategies
Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.

Standard 5: Language Structure and Language Conventions
Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.

Standard 6: Listening and Speaking Skills and Strategies
Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.

Standard 7: Informational Literacy
Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.

Standard 8: Lifelong Literacy
Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

The performance indicators and examples offer teachers a more detailed and explicit description of the standard. Examples describe tasks that all students are expected to demonstrate by the end of the school year.

While the majority of students should be able to meet the standards before the end of the year, many will be ready much earlier to go beyond the standards. For example, in grade 3, students meeting standard 1 vocabulary and concept development expectations before the end of the year could also identify more difficult multiple-meaning words, such as *puzzle* or *fire*. Or, in the same grade in standard 2, students could not only meet the expectation of distinguishing between fact and opinion in expository texts, but could also begin to compare the language and structure of factual texts with those that offer opinions. In grade 9, students meeting standard 6 listening and speaking expectations before the end of the school year would not only make judgments about the ideas under discussion and support those judgments with convincing evidence from the text (the expectation) but also could begin to critique or question the evidence from the text by asking about the author's purpose. These are just a few examples to demonstrate how performance indicators are not end points of learning; instead, learning is ongoing for all students in support of the diversity of the classroom. Most importantly, all students must be given every opportunity to reach the standards expectations and their own potential.

Organization

There are eight standards for English Language Arts/Reading from kindergarten through grade 12. The standards have multiple performance indicators, some of which are organized by topics at specific grade levels.

The standards are offered to teachers in two forms of alignment. The first alignment—by standard—gives teachers easy access to the grade level learning progressions within a standard from kindergarten to grade 12. The building blocks of a standard can be easily viewed, offering useful information to teachers. Indicators are not repeated in grade levels. New indicators for a standard build on the knowledge and skills of a standard learned in previous years. Students are expected to use and improve on previously learned knowledge and skills while learning the new indicators. For example, a grade 5 teacher would read the indicators for grade 5 and understand that he or she expects students to know and be able to do all the indicators in that standard from kindergarten to grade 4 *plus* learn the new indicators for grade 5. A vertical alignment helps teachers quickly see what knowledge and skills students have learned coming into their classrooms—how the following years of learning in that standard build upon what students learn during the current year. It also helps teachers re-teach knowledge and skills from previous years that may need to be strengthened in order to learn new grade level knowledge and skills.

The second alignment—by grade—gives teachers easy access to all the standards at a particular grade level. In this way, teachers can view the performance indicators for all eight standards at their grade level and make connections between the indicators to support learning. For example, students learning to use text structure strategies to read about different kinds of turtles then apply that knowledge to compare turtles in their own words in writing.

Acknowledgements

This revision of the Guam DOE standards for English Language Arts/Reading was completed in September 2009 by a selected group of Guam DOE teachers from elementary, middle, and secondary schools. These teachers brought much expertise to the discussions and actively sought input from their colleagues throughout the process to ensure appropriateness and relevancy for the students of Guam.

Also acknowledged are IRA and NCTE for the *Standards for the English Language Arts* document that offered much to think about in the process of refining the standards. Finally, the Indiana Department of Education's exemplary English Language Arts standards provided a model for comparison, significantly contributing to strengthening the Guam DOE standards for English Language Arts.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
KINDERGARTEN-CONCEPTS ABOUT PRINT	
K.1.1	Identify basic concepts about print using books. Example(s): Point to the front cover, back cover, and title page of a book. Follow words from left to right, including return sweep, and from top to bottom on the printed page. Point to a letter and then to a word. Match oral words to printed words. Understand that printed materials provide information.
K.1.2	Recognize and name all uppercase and lowercase letters of the alphabet.
KINDERGARTEN-PHONEMIC AWARENESS	
K.1.3	Listen to two or three phonemes (sounds) when they are read aloud; tell the number of sounds heard; and, say the changes when one sound is added, substituted, omitted, moved, or repeated. *EXAMPLE(S):* • Listen to the sounds /*f*/, /*m*/, /*s*/ or /*ll*/, /*n*/, /*v*/. • Tell what sound you hear at the beginning of the word *girl*. • Listen to the word *bat* and tell what word is left when you take the /*b*/ sound away. • Tell what word is left when you take the /*br*/ sound away from the spoken word *brother*.
K.1.4	Listen to and blend consonant-vowel-consonant (cvc) sounds and tell what word is made. *EXAMPLE(S):* Listen to and blend the sounds /*b*/, /*e*/, /*d*/ and tell what word is made (*bed*).
K.1.5	Listen to and segment consonant-vowel-consonant (cvc) sounds of a word spoken. *EXAMPLE(S):* Listen to and segment the sounds in the spoken word *bed* (/*b*/, /*e*/, /*d*/).
KINDERGARTEN-DECODING AND WORD RECOGNITION	
K.1.6	Match all consonant sounds (*mad*, *red*, *pin*, *top*, *sun*) to appropriate letters.
K.1.7	Read monosyllabic and high-frequency (often heard) words by sight automatically and accurately.
K.1.8	Use self-correcting strategies when reading simple sentences.
K.1.9	Learn and apply knowledge of alphabetical order (first letter).

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
KINDERGARTEN-VOCABULARY AND CONCEPT DEVELOPMENT	
K.1.10	Identify and sort common words in basic categories. *EXAMPLE(S):* Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods. Tell the names of some favorite colors.
K.1.11	Identify common signs and symbols. *EXAMPLE(S):* Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.
K.1.12	Listen to stories read aloud and use story vocabulary to retell the stories.
GRADE ONE-CONCEPTS ABOUT PRINT	
1.1.1	Identify and explain more advanced concepts about print. *EXAMPLE(S):* • Identify words and sentences. • Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points. • Identify the title and author of a reading selection.
GRADE ONE-PHONEMIC AWARENESS	
1.1.2	Distinguish beginning, middle, and ending sounds in monosyllabic words (words with only one vowel sound or syllable). *EXAMPLE(S):* • Tell the sound that comes at the beginning of the word *sun*. • Tell the sound that comes at the end of the word *cloud*. • Tell the sound that comes in the middle of the word *boat*.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
1.1.3	Recognize and say what is different or the same when one sound is added, deleted, or changed. *EXAMPLE(S):* • Say the sound that is in the middle of the word *bit*. Say the sound that is in the middle of the word *bite*. Tell whether this is the same sound or a different sound. • Create and state a series of rhyming (same ending sound) words, including consonant blends. • Recognize different vowel sounds in orally stated monosyllabic words. • Tell what letter you would have to change to make the word *cow* into the word *how*. • Tell what letter you would have to change to make the word *pan* into the word *an*.
GRADE ONE-DECODING AND WORD RECOGNITION	
1.1.4	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a*, *e*, *i*, *o*, *u*), and blend those sounds into recognizable words, knowing the different combinations of letters can represent the same or different sounds. *EXAMPLE(S):* • Read words by using knowledge of vowel digraphs (two vowels that make one sound, such as the *ea* in *eat*). • Read common word patterns (*-ite*, *-ate*), such as *gate*, *late*, and *kite*. • Tell what word is made by the sounds /*b*/ /*a*/ /*t*/. Tell what word is made by the sounds /*f*/ /*a*/ /*t*/.
1.1.5	Read common sight words (words that are often seen and heard) at grade level.
1.1.6	Read aloud with fluency in a manner that sounds like natural speech.
GRADE ONE-VOCABULARY AND CONCEPT DEVELOPMENT	
1.1.7	Read and understand simple compound words (*birthday*, *anything*) and contractions (*isn't*, *aren't*, *can't*, *won't*).
1.1.8	Read and understand root words (*look*) and their inflectional forms (*looks*, *looked*, *looking*). *EXAMPLE(S):* Recognize that the *s* added to the end of chair makes it mean more than one chair. Recognize that adding *ed* to the end of *jump* makes it mean jumping that happened in the past.
1.1.9	Classify categories of words. *EXAMPLE(S):* Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, peas.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
GRADE TWO-DECODING AND WORD RECOGNITION	
2.1.1	Recognize and use knowledge of spelling patterns (such as *cut/cutting*, *slide/sliding*) when reading.
2.1.2	Decode (sound out) regular words with more than one syllable (*dinosaur*, *vacation*).
2.1.3	Recognize common abbreviations (*Jan.*, *Sun., Rt., St., Fri.*).
2.1.4	Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children*, *mouse/mice*).
2.1.5	Read aloud fluently and accurately with appropriate changes in voice and expression.
2.1.6	Know and use common word families (such as *-ale*, *-est*, *-ine*, *-ock*, *-ump*) when reading unfamiliar words.
GRADE TWO-VOCABULARY AND CONCEPT DEVELOPMENT	
2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime*, *lunchroom*, *daydream*, *raindrop*).
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words, such as un-) and suffixes (word parts added at the end of words, such as *-ful*).
2.1.10	Identify simple multiple-meaning words. *EXAMPLE(S):* The meaning of *change* as a noun is different from the meaning of *change* as a verb. Similarly, the meaning of *duck* as a noun is different from the meaning of *duck* as a verb.
2.1.11	Use context (the meaning of the surrounding text) to understand word and sentence meanings.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
GRADE THREE-DECODING AND WORD RECOGNITION	
3.1.1	Read words with several syllables.
3.1.2	Read aloud grade level appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.
GRADE THREE-VOCABULARY AND CONCEPT DEVELOPMENT	
3.1.3	Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). *EXAMPLE(S):* • Understand that words, such as *fair* and *fare*, are said the same way but have different meanings. • Know the difference between two meanings of the word *lead* when used in sentences, such as "The pencil has *lead* in it," and "I will *lead* the way."
3.1.4	Demonstrate knowledge of levels of specificity among grade appropriate words. *EXAMPLE(S):* Explain the levels of specificity among the words *dog, mammal, animal,* and *living things.*
3.1.5	Use sentence and word context to find the meaning of unknown words.
3.1.6	Use a dictionary to learn the meaning and pronunciation of unknown words.
3.1.7	Use knowledge of prefixes (word parts added at the beginning of words, such as *un-*, *pre-*) and suffixes (word parts added at the end of words such as *-er*, *-ful*, *-less*) to determine the meaning of words.
GRADE FOUR-DECODING AND WORD RECOGNITION	
4.1.1	Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
GRADE FOUR-VOCABULARY AND CONCEPT DEVELOPMENT	
4.1.2	Use knowledge of root words (*nation*, *national*, *nationality*) and word parts to determine the meaning of unknown words within a passage. *EXAMPLE(S):* Use common roots (*meter* = *measure*) and word parts (*therm* = *heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).
4.1.4	Use a thesaurus to find related words and ideas.
4.1.5	Distinguish and interpret words with multiple meanings (such as *quarters*) by using context clues (the meaning of the text around a word).
GRADE FIVE-VOCABULARY AND CONCEPT DEVELOPMENT	
5.1.1	Use word origins to determine the meaning of unknown words. *EXAMPLE(S):* After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.
5.1.2	Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homonyms (words that are spelled the same but have different meanings).
5.1.3	Know roots (*graph* = *writing*, *logos* = *the study of*) and word parts (*auto* = *self*, *bio* = *life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).
5.1.4	Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
GRADE SIX-VOCABULARY AND CONCEPT DEVELOPMENT	
6.1.1	Identify and understand figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings. *EXAMPLE(S):* • Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for village mayor but lost in the primary election*. • Understand descriptive metaphors, such as: *The village couldn't be seen through the curtain of rain*.
6.1.2	Recognize unknown words using a variety of identification strategies. *EXAMPLE(S):* • Determine the origins and meanings of frequently used foreign words in English and use these words accurately. • Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
6.1.3	Understand and explain slight differences in meaning in related words. *EXAMPLE(S):* Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*.
GRADE SEVEN-VOCABULARY AND CONCEPT DEVELOPMENT	
7.1.1	Identify and understand idioms and comparisons—including analogies, metaphors, and similes—in prose and poetry. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as: *to be an old hand at something* or *to get one's feet wet* • Analogies: comparisons of similar aspects of two different things. • Metaphors: implied comparisons, such as*: The stars were brilliant diamonds in the night sky*. • Similes: comparisons that use like or as, such as*: The stars were like a million diamonds in the sky.*

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
7.1.2	Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary (science, social studies, and mathematics). *EXAMPLE(S):* Analyze the roots, prefixes, and suffixes to understand words such as *microscope*, *microphone*, and *microbe*.
7.1.3	Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. *EXAMPLE(S):* Use the text to clarify the meaning of the word *reparation* in the following sentence: *Many World War II survivors are struggling without any reparation from their government.*
GRADE EIGHT-VOCABULARY AND CONCEPT DEVELOPMENT	
8.1.1	Analyze idioms and comparisons—such as analogies, metaphors, and similes—to infer the literal and figurative meanings of phrases. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as: *to be an old hand at something* or *to get one's feet wet* • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as: *The stars were brilliant diamonds in the night sky.* • Similes: comparisons that use like or as, such as: *The stars were like a million diamonds in the sky.*
8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion. *EXAMPLE(S):* Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words such as *tornado*, *tomato*, and *patio*.
8.1.3	Determine word meanings of a word within the appropriate context and verify those meanings by definition, restatement, example, comparison, or contrast. *EXAMPLE(S):* Understand the meaning of *pickle* in a sentence, such as: *The pickle was an important part of metal working.* Use a dictionary to help clarify the use of the word *pickle* in this context.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
PERFORMANCE INDICATORS	
GRADE NINE-VOCABULARY AND CONCEPT DEVELOPMENT	
9.1.1	Identify and use the literal and figurative meanings of words and understand word derivation (word parts, Greek and Latin roots).
9.1.2	Apply knowledge of Greek, Roman, and Norse mythology to understand the meaning of new words. *EXAMPLE(S):* The word *narcissistic* is drawn from the myth of Narcissus and Echo.
GRADE TEN-VOCABULARY AND CONCEPT DEVELOPMENT	
10.1.1	Apply knowledge of literal and figurative meanings of words and word derivation.
10.1.2	Distinguish between the denotative and connotative meanings of words.
GRADE ELEVEN-VOCABULARY AND CONCEPT DEVELOPMENT	
11.1.1	Apply knowledge of the connotative power of words.
11.1.2	Discern the meaning and relationship between pairs of words encountered in analogies (synonyms/antonyms, connotation/denotation).
GRADE TWELVE-VOCABULARY AND CONCEPT DEVELOPMENT	
12.1.1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
12.1.2	Understand unfamiliar words that refer to characters or themes in literature or history. *EXAMPLE(S):* Understand the meaning of words like *pollyannaish* (like Eleanor H. Porter's 1913 heroine Pollyanna, who tended to find the good in everything) or *Seussian*, a reference to the alliterative and rhythmic style of children's author Dr. Seuss (Theodore Geisel).

Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
PERFORMANCE INDICATORS	
KINDERGARTEN-STRUCTURAL FEATURES OF NONFICTION TEXTS	
K.2.1	Locate the title and the name of the author of a book.
KINDERGARTEN-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
K.2.2	Generate and respond to questions (*What?*, *Where?, When?, Why?*).
K.2.3	Identify types of everyday print materials. *EXAMPLE(S):* Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.
GRADE ONE-STRUCTURAL FEATURES OF NONFICTION TEXTS	
1.2.1	Identify text that uses sequence or other logical order. *EXAMPLE(S):* Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder, like *The Bird Table* by Pauline Cartwright.
GRADE ONE-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
1.2.2	Respond to *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions and recognize the main idea of what is read. *EXAMPLE(S):* After reading or listening to the science book *Gator or Croc* by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.
1.2.3	Follow one-step written instructions.
1.2.4	Confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, and *when* or cause and effect, such as *because*, *since*, *therefore*, and *so*). *EXAMPLE(S):* Read *Bats: Creatures of the Night* by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.
1.2.5	Build background knowledge related to what is read. *EXAMPLE(S):* Before reading *How Much Is a Million* by David Schwartz, discuss students' estimates of large quantities.

Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
PERFORMANCE INDICATORS	
GRADE TWO-STRUCTURAL FEATURES OF NONFICTION TEXTS	
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.
2.2.2	Explain how a nonfiction text is different from a story. Tell what might be included in a nonfiction book that compares two or more things. *EXAMPLE(S):* a narrative in which dogs are the main characters and a nonfiction text that compares different types of dogs
GRADE TWO-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
2.2.3	Use knowledge of the author's purpose(s) to comprehend informational text. *EXAMPLE(S):* • Read an informational text that compares different people, animals, or plants, such as *What Do You Do With a Tail Like This*? by Robin Page and Steve Jenkins. • Read an informational text about pets to decide what kind of animal would make the best pet.
2.2.4	Ask clarifying questions (*When?, Who?, Where?, Why?, What if?, How?*) to restate the facts, organize ideas, and aid comprehension about important elements of expository (nonfiction) texts. *EXAMPLE(S):* • After reading a short account about the first man on the moon, ask and answer *Why?*, *What if?*, and *How?* questions to understand the lunar landing. • Restate the facts learned from a text, such as details about ant colonies stated in *Ant Cities* by Arthur Dorros or information reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.
2.2.5	Recognize cause and effect relationships in a text. *EXAMPLE(S):* Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.
2.2.6	Interpret information from diagrams, charts, and graphs. *EXAMPLE(S):* Use a 5-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.
2.2.7	Follow two-step written instructions.

Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
PERFORMANCE INDICATORS	
GRADE THREE-STRUCTURAL FEATURES OF NONFICTION TEXTS	
3.2.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.
GRADE THREE-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
3.2.2	Ask questions and support answers by connecting prior knowledge with literal information from the text. *EXAMPLE(S):* When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.
3.2.3	Show understanding by identifying answers in the text. *EXAMPLE(S):* After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.
3.2.4	Recall major points in the text and make and revise predictions about what is read. *EXAMPLE(S):* Listen and view Steve Jenkins' book *Actual Size*; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.
3.2.5	Locate and distinguish information from the text, including problems and solutions, main idea, and supporting details. *EXAMPLE(S):* • Identify the problem faced by a character in a book, such as *A Gift for Tia Rosa* by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk. • Read an informational text, such as *Volcano: The Eruption and Healing of Mount St. Helens* by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.
3.2.6	Summarize a text using key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, and *when* or cause and effect, such as *because*, *since*, *therefore*, and *so*).
3.2.7	Distinguish between fact and opinion in nonfiction texts.

Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
PERFORMANCE INDICATORS	
GRADE FOUR-STRUCTURAL FEATURES OF NONFICTION TEXTS	
4.2.1	Use the organization of nonfiction text to strengthen comprehension. *EXAMPLE(S):* Read texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.
4.2.2	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. *EXAMPLE(S):* Read nonfiction texts, such as one about Magellan discovering Guam, and identify the type of organization used to understand what is read.
GRADE FOUR-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
4.2.3	Use appropriate strategies when reading for different purposes. *EXAMPLE(S):* Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.
4.2.4	Make and confirm predictions and/or hypotheses (statements of theories or assumptions) about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. *EXAMPLE(S):* • After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes. • Compare what is already known and thought about ocean life to new information encountered in reading, such as in books about sea life in the Mariana Trench.
4.2.5	Compare and contrast information on the same topic after reading several texts. *EXAMPLE(S):* Read several informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.
4.2.6	Follow multiple-step instructions in a basic technical manual. *EXAMPLE(S):* Follow directions to learn how to use computer commands or play a video game.

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PERFORMANCE INDICATORS	
GRADE FIVE-STRUCTURAL FEATURES OF NONFICTION TEXTS	
5.2.1	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. *EXAMPLE(S):* Locate specific information in a social studies textbook by using its organization; sections on different world regions; and textual features, such as headers, maps, and charts.
5.2.2	Analyze text that is organized in sequential or chronological order. *EXAMPLE(S):* Compare the organizational structure of such biographical texts as *The Life and Death of Crazy Horse* by Russell Freedman or *Pride of Puerto Rico: The Life of Roberto Clemente* by Paul Robert Walker, noting critical events in the subjects' lives.
GRADE FIVE-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
5.2.3	Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. *EXAMPLE(S):* Read a science text, such as *Astronomy* by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.
5.2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. *EXAMPLE(S):* Use a guidebook, such as *Discovering Fossils: How To Find and Identify Remains of the Prehistoric Past (Fossils & Dinosaurs)* by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.
5.2.5	Distinguish among facts, supported inferences, evidence, and opinions in text. *EXAMPLE(S):* Identify facts and opinions in a newspaper editorial or editorial page writer's column.
GRADE SIX-STRUCTURAL FEATURES OF NONFICTION TEXTS	
6.2.1	Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information. *EXAMPLE(S):* Do a keyword search on the Internet to find information for a research report. Use the section headers of a newspaper to locate information for a report on current world events.

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PERFORMANCE INDICATORS	
6.2.2	Analyze text that uses a compare and contrast organizational pattern. *EXAMPLE(S):* Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.
GRADE SIX-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
6.2.3	Connect and clarify main ideas by identifying their relationships to multiple sources and related topics and create outlines, notes, diagrams, summaries, or reports. *EXAMPLE(S):* • Read about another culture in a magazine, such as *Guahan* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources. • Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. • Read an informational book and summarize the main ideas.
6.2.4	Follow multiple-step instructions for preparing applications. *EXAMPLE(S):* Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.
GRADE SIX-EXPOSITORY CRITIQUE	
6.2.5	Determine the appropriateness of the evidence presented for an author's conclusions, word choice, and reasons used to persuade and evaluate whether the author adequately persuades the reader of something. *EXAMPLE(S):* After reading the article by one author on the reasons for fishing guidelines and another article by another author on fishing rights of indigenous people, describe ways each author tries to persuade the reader.
6.2.6	Make reasonable statements and conclusions about a text, supporting them with evidence from the text. *EXAMPLE(S):* Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.
GRADE SEVEN-STRUCTURAL FEATURES OF NONFICTION TEXTS	
7.2.1	Locate information by using a variety of consumer and public documents. *EXAMPLE(S):* Choose a radio or watch to purchase. Then, compare advertisements from different stores to decide which store is offering the best price and product.

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PERFORMANCE INDICATORS	
7.2.2	Analyze text that uses the cause and effect organizational pattern. *EXAMPLE(S):* Use a comparison chart, such as a T-chart, to illustrate causes and effects.
GRADE SEVEN-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
7.2.3	Identify and trace the development of an author's argument, point of view, or perspective in text. *EXAMPLE(S):* Read articles and biographies about a cultural or historical figure who demonstrated world influence (such as *Mother Teresa: A Complete Authorized Biography* by Kathryn Spink about the Albanian nun's mission work in India or *Mozart: A Cultural Biography* by Robert W. Gutman about the Austrian composer) and identify the author's prevailing point of view of his or her biographical subject.
7.2.4	Understand and explain the use of a simple mechanical device by following directions in a technical manual. *EXAMPLE(S):* Follow the directions for setting a digital watch or clock.
GRADE SEVEN-EXPOSITORY CRITIQUE	
7.2.5	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. *EXAMPLE(S):* React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.
GRADE EIGHT-STRUCTURAL FEATURES OF NONFICTION TEXTS	
8.2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents to explain a situation of decision. *EXAMPLE(S):* • Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow. • Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, webpages, and other consumer sources, such as *Consumer Reports*.

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PERFORMANCE INDICATORS	
8.2.2	Analyze text that uses proposition (statement of argument) and support patterns. *EXAMPLE(S):* Read and analyze the organization of the "pro" and the "con" editorials on a topic of interest in *Pacific Daily News*. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.
GRADE EIGHT-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
8.2.3	Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning. *EXAMPLE(S):* • After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate's summary, based on how well the student describes the most important elements of the text. • Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.
8.2.4	Understand and explain the use of simple equipment by following directions in a technical manual.
GRADE EIGHT-EXPOSITORY CRITIQUE	
8.2.5	Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text. *EXAMPLE(S):* Read *The Brooklyn Bridge: They Said It Couldn't Be Built* by Judith St. George and evaluate the techniques and effectiveness of the development of the main idea of the book.
GRADE NINE-STRUCTURAL FEATURES OF NONFICTION TEXTS	
9.2.1	Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. *EXAMPLE(S):* After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.
9.2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *EXAMPLE(S):* Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of American innovation and invention.

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PERFORMANCE INDICATORS	
GRADE NINE-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
9.2.3	Generate relevant questions about readings on issues or topics that can be researched. *EXAMPLE(S):* Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.
GRADE NINE-EXPOSITORY CRITIQUE	
9.2.4	Critique the logic of functional documents by examining the sequence of information and procedures and by the anticipation of possible reader misunderstandings. *EXAMPLE(S):* Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics; an extracurricular organization's constitution and bylaws; or a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.
GRADE TEN-STRUCTURAL FEATURES OF NONFICTION TEXTS	
10.2.1	Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes. *EXAMPLE(S):* Analyze an advertisement that has been made to look like the informational newspaper or magazine text around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.
GRADE TEN-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
10.2.2	Synthesize the content and ideas from several sources dealing with a single issue or written by a single author, then paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
10.2.3	Extend ideas through original analysis, evaluation, and elaboration presented in primary or secondary sources. *EXAMPLE(S):* Read firsthand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.

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PERFORMANCE INDICATORS	
GRADE TEN-EXPOSITORY CRITIQUE	
10.2.4	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author's intent affects the text's structure and tone (professional journals, editorials, political speeches, primary source material). *EXAMPLE(S):* Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.
GRADE ELEVEN-STRUCTURAL FEATURES OF NONFICTION TEXTS	
11.2.1	Analyze the features and rhetorical devices of different types of public documents (policy statements, speeches, debates, platforms) and how authors use these features and devices. *EXAMPLE(S):* Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech given in Washington D.C. on August 28, 1963, or Edward R. Murrow's "Speech to the Radio and Television News Directors Association (RTNDA) Convention" given in Chicago on October 15, 1958, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.
GRADE ELEVEN-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
11.2.2	Analyze how clarity is affected by the patterns of organization, repetition of main ideas, syntax, and word choice in text. *EXAMPLE(S):* Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *The Day Lincoln Was Shot* by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader.
11.2.3	Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations. *EXAMPLE(S):* Read Alexis de Tocqueville's *Democracy in America* or John Steinbeck's *Travels With Charley* and support agreement or disagreement with the author's assertions by citing evidence from the text.
GRADE ELEVEN-EXPOSITORY CRITIQUE	

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PERFORMANCE INDICATORS	
11.2.4	Critique the power, validity, and truthfulness in the logic of arguments set forth in speeches and essays, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (appeal to reason, appeal to authority, appeal to pathos/emotions). *EXAMPLE(S):* Critique how Martin Luther King, Jr.'s use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor.
GRADE TWELVE-COMPREHENSION AND ANALYSIS OF NONFICTION TEXT	
12.2.1	Describe how clarity is affected by the patterns of organization, repetition of main ideas, syntax, and word choice in text. *EXAMPLE(S):* Analyze speeches by Winston Churchill to examine the way his language influences the impact of his message.
12.2.2	Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and other documents. *EXAMPLE(S):* Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.
12.2.3	Make reasonable assertions about an author's arguments (including implicit and explicit assumptions) by using hypothetical situations or elements of the text to defend and clarify interpretations. *EXAMPLE(S):* Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).
GRADE TWELVE-EXPOSITORY CRITIQUE	
12.2.4	Critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (appeal to reason, appeal to authority, appeal to pathos/emotions). *EXAMPLE(S):* Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen's right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

Standard 3R: Reading Comprehension and Analysis of Literary Texts

Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.

PERFORMANCE INDICATORS	
KINDERGARTEN-STRUCTURAL FEATURES OF LITERATURE	
K.3.1	Use pictures and context to make predictions about story content.
KINDERGARTEN-ANALYSIS OF LITERARY TEXT	
K.3.2	Retell familiar stories.
K.3.3	Identify and distinguish different text forms, including fantasy and everyday realistic print materials (storybooks, poems, newspapers, signs, labels). *EXAMPLE(S):* Listen to *The Day Jimmy's Boa Ate the Wash*, Trinka Hakes Noble's story about a class field trip to a farm, and *Farming*, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.
K.3.4	Identify characters, settings, and key events. *EXAMPLE(S):* • Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. • Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. • Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.
K.3.5	Understand what is heard or seen by responding to questions (*Who?, What?, Where?*).
GRADE ONE-STRUCTURAL FEATURES OF LITERATURE	
1.3.1	Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending. *EXAMPLE(S):* Read a story, such as *Arthur's Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot, by telling about what happens to Arthur in the contest he enters and in the one he helps his sister enter. Plot the story onto a story map.
GRADE ONE-ANALYSIS OF LITERARY TEXT	
1.3.2	Understand what is read by responding to questions (*Who?, What?, When?, Where?, Why?, How?*).
GRADE TWO-STRUCTURAL FEATURES OF LITERATURE	
2.3.1	Describe the plotline of two stories in detail. *EXAMPLE(S):* Read two stories and track the plotline to compare the number of events and complications in each story.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts

Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.

PERFORMANCE INDICATORS	
GRADE TWO-ANALYSIS OF LITERARY TEXT	
2.3.2	Compare the similarities and differences of the plots, settings, and characters of two stories. *EXAMPLE(S):* • Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall. • Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Mufaro's Beautiful Daughters* by John Steptoe.
2.3.3	Create a different ending to a story and identify the problem and the impact of the different ending. *EXAMPLE(S):* Read a story, such as *Fin M'Coul—The Giant of Knockmany Hill*, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him, or if Fin were not a giant.
2.3.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. *EXAMPLE(S):* Listen to or read the rhymes for each letter of the alphabet in *A My Name Is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.
2.3.5	Identify the meaning or lesson of a story.
GRADE TWO-LITERARY CRITICISM	
2.3.6	Tell likes and dislikes about a story. *EXAMPLE(S):* Read a story and use examples from the story to state likes and dislikes about the characters, events, and/or setting.
GRADE THREE-STRUCTURAL FEATURES OF LITERATURE	
3.3.1	Distinguish among common forms of literature (poetry, drama, fiction, nonfiction). *EXAMPLE(S):* Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play *The Crane Wife* by Sumiko Yagawa, Anne Laurin's fictional book *Perfect Crane*, and the nonfiction counting book *Counting Cranes* by Mary Beth Owens.
GRADE THREE-ANALYSIS OF LITERARY TEXT	

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PERFORMANCE INDICATORS	
3.3.2	Comprehend basic plots (series of events, complication/conflict, resolution—how things work out) of a variety of literary texts (classic fairy tales, myths, folktales, legends, and fables) from around the world. *EXAMPLE(S):* Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as "Why Mosquitoes Buzz in People's Ears" retold by Verna Aardema or "How the Leopard Got Its Spots" by Justine and Ron Fontes. Plot each story onto a story map.
3.3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
3.3.4	Determine the theme (author's message) in literary text. *EXAMPLE(S):* Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story *More Than Halfway There,* by Janet Halliday Ervin, and the nonfiction biography *Abe Lincoln's Hat,* by Martha Brenner.
3.3.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. *EXAMPLE(S):* Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as *Cock-a-doodle doo!: What Does It Sound Like to You?* by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.
3.3.6	Identify the speaker or narrator in a selection. *EXAMPLE(S):* Read a book, such as *Class Clown* by Johanna Hurwitz or *Dinner at Aunt Connie's House* by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.
GRADE THREE-LITERARY CRITICISM	
3.3.7	Critique an aspect of the story (characters, plotline, resolution, setting). *EXAMPLE(S):* Tell how well the author makes a character "real."
GRADE FOUR-STRUCTURAL FEATURES OF LITERATURE	
4.3.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales. *EXAMPLE(S):* After reading some of the Greek or Norse myths found in such books as *Book of Greek Myths* or *Book of Norse Myths*, both by Ingri and Edgar D'Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE FOUR-ANALYSIS OF LITERARY TEXT	
4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. *EXAMPLE(S):* Discuss the causes and effects of the main event of the plot in each story within Rudyard Kipling's collection of animal tales, *The Jungle Book*.
4.3.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. *EXAMPLE(S):* After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.
4.3.4	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses *like* or *as* • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person EXAMPLE(S): Identify a simile, such as: Twinkle, twinkle little star . . . like a diamond in the sky. Identify a metaphor, such as: You were the wind beneath my wings. Identify an example of hyperbole, such as: Cleaner than clean, whiter than white. Identify an example of personification, such as: The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.
GRADE FOUR-LITERARY CRITICISM	
4.3.5	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.
GRADE FIVE-STRUCTURAL FEATURES OF LITERATURE	
5.3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction as literary forms chosen by an author for a specific purpose. *EXAMPLE(S):* Analyze an author's purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well the author has achieved that purpose by the type of writing produced.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE FIVE-ANALYSIS OF LITERARY TEXT	
5.3.2	Identify the main problem or conflict of the plot and how it is resolved.
5.3.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (loyalty, selfishness, conscientiousness). *EXAMPLE(S):* Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, such as being altruistic, like the character of Mrs. Frisby, or by being selfish, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.
5.3.4	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. *EXAMPLE(S):* Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.
5.3.5	Describe the function of common literary devices, such as imagery, metaphor, and symbolism. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as: *He was drowning in money*.
GRADE FIVE-LITERARY CRITICISM	
5.3.6	Evaluate the author's use of various techniques to influence readers' perspectives. *EXAMPLE(S):* Read and evaluate books, such as *Dear Mr. Henshaw* by Beverly Cleary or *The Great Fire* by Jim Murphy, to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE SIX-STRUCTURAL FEATURES OF LITERATURE	
6.3.1	Identify the forms of fiction and describe the major characteristics of each form. *EXAMPLE(S):* Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.
GRADE SIX-ANALYSIS OF LITERARY TEXT	
6.3.2	Analyze how a character's qualities impact the plot's resolution of conflict. *EXAMPLE(S):* Tell how a person's courageous, cowardice, ambition, or laziness might impact his or her actions.
6.3.3	Analyze the influence of setting on the problem and its resolution.
6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme. *EXAMPLE(S):* Describe the features of a poem, such as *Mother to Son* by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, metaphorical language.
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration. *EXAMPLE(S):* Read books such as *The Prince and the Pauper* by Mark Twain to compare the perspective of a first-person versus a third-person narrator.
6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images. *EXAMPLE(S):* Analyze the way a theme is developed throughout a book, such as the theme of loyalty as exhibited by the trio of characters in *The Three Musketeers* by Alexandre Dumas.
6.3.7	Recognize the effects of common literary devices, such as symbolism (the use of an object to represent something else), imagery (the use of language to create vivid pictures in the reader's mind), or metaphor (an implied comparison in which a word or phrase is used in place of another), in a variety of fictional and nonfictional texts.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE SIX-LITERARY CRITICISM	
6.3.8	Critique the credibility of characters and the degree to which a plot is believable or realistic. *EXAMPLE(S):* Read myths, such as "Two Lovers Point," and discuss the believability of the characters and plots as compared to realistic fiction.
GRADE SEVEN-STRUCTURAL FEATURES OF LITERATURE	
7.3.1	Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay. *EXAMPLES:* • Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as "The Night the Bed Fell" by James Thurber. • Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. • Describe a novella as a short novel and provide an example, such as Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*. • Describe an essay as a short piece of writing on one subject or theme and provide an example, such as E. B. White's "Farewell to Model T".
GRADE SEVEN-ANALYSIS OF LITERARY TEXT	
7.3.2	Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. *EXAMPLE(S):* While reading the short story "Charles" by Shirley Jackson, recognize the foreshadowing of events to come as the behavior of the character Charles begins to change.
7.3.3	Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. *EXAMPLE(S):* Describe the main character, a Chinese emperor, in Ray Bradbury's short story "The Flying Machine" and other characters' reactions as they fail to understand the miracle of one of his subject's new flying invention. Use examples of their thoughts, words, and actions to support the description.

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PERFORMANCE INDICATORS	
7.3.4	Identify and analyze recurring themes across works (bravery, loyalty, friendship, loneliness). *EXAMPLE(S):* Analyze the theme of overcoming obstacles that is present in the novel *Captains Courageous* by Rudyard Kipling.
7.3.5	Contrast points of view in a literary text and explain how they affect the overall theme of the work (first- versus third-person, limited [minimal knowledge] versus omniscient [having extensive knowledge], subjective [what is imagined] versus objective [what is]). *EXAMPLE(S):* Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.
GRADE SEVEN-LITERARY CRITICISM	
7.3.6	Compare responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. *EXAMPLE(S):* Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings. Decide what literary elements seemed to influence each reviewer.
GRADE EIGHT-STRUCTURAL FEATURES OF LITERATURE	
8.3.1	Determine and articulate the relationship among the purposes and characteristics of different forms of poetry, including ballads, lyrics, couplets, epics, elegies, odes, and sonnets. • Ballad: a poem that tells a story • Lyric: words set to music • Couplet: two successive lines of verse that rhyme • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead • Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines *EXAMPLE(S):* Describe the different forms of poetry. Compare poems such as John Ciardi's "Elegy for Jog," Pablo Neruda's "Odes to Common Things," and Edgar Allan Poe's sonnet "To Science."

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE EIGHT-ANALYSIS OF LITERARY TEXT	
8.3.3	Analyze the importance of the setting (place, time, and customs), to the mood, tone, or meaning of the text. *EXAMPLE(S):* Discuss the importance of the setting, including the place, the time period, and the customs, to books, such as *Friendly Persuasion* by Jessamyn West or *Stranded* by Ben Mikaelsen.
8.3.4	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works. *EXAMPLE(S):* Explore the theme that heroism demands unusual courage and risk taking. Read classic myths found in Alice Low's *The MacMillan Book of Greek Gods and Myths* or dramatic literature, such as Rod Serling's television play *Requiem for a Heavyweight,* to identify what both real and imaginary heroes have done.
8.3.5	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. *EXAMPLE(S):* Read books by Charles Major, such as *The Bears of Blue River* or *Uncle Tom Andy Bill,* to analyze how he incorporates his understanding of frontier Indiana attitudes.
GRADE EIGHT-LITERARY CRITICISM	
8.3.6	Evaluate the structural elements of the plot (subplots, parallel episodes, climax), the plot's development, and how (and whether) conflicts are (or are not) addressed and resolved. *EXAMPLE(S):* Read a book, such as *Holes* by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story.
GRADE NINE-STRUCTURAL FEATURES OF LITERATURE	
9.3.1	Explain the relationship between the purposes and the characteristics of different forms of dramatic literature, including comedy, tragedy, and dramatic monologue. *EXAMPLE(S):* Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE NINE-ANALYSIS OF LITERARY TEXT	
9.3.2	Compare the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic. *EXAMPLE(S):* Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature, such as John Greenleaf Whittier's "Snowbound," a novel in which elements of nature play a large role, such as *My Antonia* by Willa Cather, or a play, such as Shakespeare's *The Tempest*.
9.3.3	Analyze characters in a literary text—their interactions, their traits by what they say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). *EXAMPLE(S):* • Discuss the development of the different characters in Charles Dickens' *Great Expectations*. • Read works, such as *The Secret Diary of Adrian Mole, Aged 13 3/4* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.
9.3.4	Identify and analyze works that express a universal theme and provide evidence to support the views expressed in each work.
9.3.5	Trace and analyze the author's use of complex literary devices, such as foreshadowing (providing clues to future events), flashbacks (interrupting the sequence of events to include information about an event that happened in the past), figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme). *EXAMPLE(S):* • Discuss how Tennessee Williams uses shifts between narration and "in scene" characters to tell the story in his play *The Glass Menagerie*. • Analyze and compare figurative language in *The Odyssey*.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE NINE-LITERARY CRITICISM	
9.3.6	Recognize and explain how well a work of literature is related to the themes and issues of its historical period. *EXAMPLE(S):* Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and how effectively the author uses the time period.
GRADE TEN-STRUCTURAL FEATURES OF LITERATURE	
10.3.1	Analyze the purposes and the characteristics of different forms of dramatic literature, including comedy, tragedy, and dramatic monologue. *EXAMPLE(S):* Analyze the features of plays, such as *I Never Sang for My Father* by Robert Anderson, *Arsenic and Old Lace* by Joseph Kesselring, *A Piano Lesson* by August Wilson, or *The Buck Private* by Luis Valdez.
10.3.2	Compare the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic. *EXAMPLE(S):* Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!", Frederick Douglass' eulogy, and the report of Lincoln's death from *The New York Times* on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.
GRADE TEN-ANALYSIS OF LITERARY TEXT	
10.3.3	Compare works that express a universal theme and provide evidence to support the views expressed in each work. *EXAMPLE(S):* Analyze and compare selections that deal with the theme of independence developed in *The House on Mango Street* by Sandra Cisneros and *The Childhood Story of Christy Brown* (based on the film *My Left Foot*) by Christy Brown.
10.3.4	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text. *EXAMPLE(S):* Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.
10.3.5	Explain how voice and the choice of a narrator affect characterization and the mood, tone, plot, meaning, and credibility of a text. *EXAMPLE(S):* Read *Darkness at Noon* by Harold Krents and discuss the impact of the narration as the story unfolds.

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PERFORMANCE INDICATORS	
GRADE TEN-LITERARY CRITICISM	
10.3.6	Analyze and evaluate the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature. • Dialogue: a conversation between two characters • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by characters directly to the audience • Character foils: characters who are used as contrasts to another character • Stage designs: directions and drawings for the setting of a play Example(s): Analyze different dramatic literary devices in Shakespeare's *Romeo and Juliet*. Describe the role that these devices play to advance the action of the story and reveal additional information about the characters. Evaluate the function of different dramatic devices in Shakespeare's *The Tragedy of Julius Caesar*.
10.3.7	Evaluate the significance of various literary devices, including foreshadowing (providing clues to future events, flashbacks) interrupting the sequence of events to include information about an event that happened in the past, figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal. *EXAMPLE(S):* • Evaluate the imagery in poetry, such as that in "I Wandered Lonely As a Cloud" by William Wordsworth and "Shall I Compare Thee to a Summer's Day?" by William Shakespeare. • Discuss how the games the boys play in school foreshadow the coming of the war in *A Separate Peace* by John Knowles.
10.3.8	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme. *EXAMPLE(S):* Read *Jurassic Park* by Michael Crichton or *The Perfect Storm* by Sebastian Junger and evaluate the way the author's style and descriptions help create a mood of tragedy and suspense.
10.3.9	Analyze the way in which a work of literature is related to the themes and issues of its historical period. *EXAMPLE(S):* Read a book, such as *Hornblower During the Crisis* by C. S. Forester, and tell how the author uses the story to convey larger themes about a period of transition in British history.

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PERFORMANCE INDICATORS	
GRADE ELEVEN-STRUCTURAL FEATURES OF LITERATURE	
11.3.1	Analyze characteristics of satire, parody, allegory, and pastoral sub-genres used in poetry, prose, plays, novels, short stories, and essays. • Satire: using humor to point out weaknesses of people and society • Parody: using humor to imitate or mock a person or situation • Allegory: using symbolic figures and actions to express general truths about human experiences • Pastoral: showing life in the country in an idealistic—and not necessarily realistic—way *EXAMPLE(S):* Read and evaluate the short story, "The Celebrated Jumping Frog of Calaveras County," by Mark Twain, as an example of Twain's gentle satirizing of human behavior.
GRADE ELEVEN-ANALYSIS OF LITERARY TEXT	
11.3.2	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. *EXAMPLE(S):* Analyze the development of the theme of self-reliance in *Master and Commander* by Patrick O'Brien.
11.3.3	Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions. *EXAMPLE(S):* Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish", Robert Frost's "Out, Out...," and Amy Lowell's "Patterns."
11.3.4	Analyze works of literary or cultural significance in history (American or world) that: • Reflect a variety of genres in each of the respective historical periods. • Were written by important authors in the respective major historical periods. • Reveal contrasts in major themes, styles, and trends. • Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. *EXAMPLE(S):* Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *The Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
GRADE ELEVEN-LITERARY CRITICISM	
11.3.5	Evaluate the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs or intentions in a selection of literary works or essays on a topic. *EXAMPLE(S):* Evaluate how the assumptions in *All Quiet on the Western Front* by Erich Maria Remarque advance the story.
GRADE TWELVE-STRUCTURAL FEATURES OF LITERATURE	
12.3.1	Evaluate characteristics of satire, parody, allegory, and pastoral sub-genres that are used in poetry, prose, plays, novels, short stories, and essays. • Satire: using humor to point out weaknesses of people and society • Parody: using humor to imitate or mock a person or situation • Allegory: using symbolic figures and actions to express general truths about human experiences • Pastoral: showing life in the country in an idealistic—and not necessarily realistic—way *EXAMPLE(S):* Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.
GRADE TWELVE-ANALYSIS OF LITERARY TEXT	
12.3.2	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. *EXAMPLE(S):* Analyze the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this analysis.
12.3.3	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) and/or aesthetic (artistic) purposes in world literature. *EXAMPLE(S):* Analyze the use of irony and tone by Jane Austen in novels such as *Pride and Prejudice* or *Sense and Sensibility*.
12.3.4	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. *EXAMPLE(S):* Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
PERFORMANCE INDICATORS	
12.3.5	Analyze and evaluate works of literary or cultural significance in British or world history that: • Reflect a variety of genres in the major periods in literature. • Were written by important authors in each historical period. • Reveal contrasts in major themes, styles, and trends in these historical periods. • Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. *EXAMPLE(S):* Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (17th century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the 18th century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and "Across the Bridge" by Graham Greene (20th century).
GRADE TWELVE-LITERARY CRITICISM	
12.3.6	Evaluate the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings. *EXAMPLE(S):* Explain how the archetype of "the fall," or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare's *The Tragedy of Macbeth*.
12.3.7	Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. *EXAMPLE(S):* Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.
12.3.8	Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. *EXAMPLE(S):* Read Samuel Becket's *Waiting for Godot* or Shakespeare's *Hamlet* and evaluate the philosophical approach presented in each and what each author seems to be saying about the human condition.

Standard 4: Writing Purposes, Processes, and Strategies

Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.

PERFORMANCE INDICATORS	
KINDERGARTEN-ORGANIZATION AND FOCUS	
K.4.1	Write by moving from left-to-right and top-to-bottom.
K.4.2	Use letters, pictures, and phonetically-spelled words to write about experiences, stories, people, objects, or events. *EXAMPLE(S):* Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.
K.4.3	Draw pictures and write words for a specific group of people, person, or reason. *EXAMPLE(S):* Draw a picture or write to a friend or a family member to tell about something new at school. Write or dictate an invitation to a parent to attend a classroom event.
KINDERGARTEN-REVISION AND EVALUATION	
K.4.4	Self-correct words. *EXAMPLE(S):* Correct misspelling of name and simple everyday words.
GRADE ONE- ORGANIZATION AND FOCUS	
1.4.1	Use various organizational strategies to plan for writing. *EXAMPLE(S):* Use a word web to plan ideas for writing. Discuss ideas and select a focus for group stories or other writing.
1.4.2	Write brief fictional texts (stories, rhymes) describing an experience using descriptive words (adjectives, nouns, verbs). *EXAMPLE(S):* • Write a short story titled “My Friend” describing an experience that is real or imagined. • Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*. • Write simple rhymes.
1.4.3	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. *EXAMPLE(S):* Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.
GRADE ONE-REVISION AND EVALUATION	

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PERFORMANCE INDICATORS	
1.4.4	Self-correct word usage. *EXAMPLE(S):* Use interesting sensory words when describing a favorite place.
GRADE TWO- ORGANIZATION AND FOCUS	
2.4.1	Organize ideas before writing. *EXAMPLE(S):* Create a list of related ideas for writing. Organize a web of ideas to help maintain a consistent focus.
2.4.2	Write brief fictional texts (stories, rhymes, simple poems) based on experiences that: • Move through a logical sequence of events (chronological order, order of importance). • Describe the setting, characters, objects, and events in detail. *EXAMPLE(S):* Write a story about an experience that took place at the beach. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.
2.4.3	Write responses to literature that: • Demonstrate an understanding of what is read. • Support statements with evidence from the text. *EXAMPLE(S):* Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.
2.4.4	Write a brief description of a familiar object, person, place, or event. • Develop a main idea. • Use details to support the main idea. *EXAMPLE(S):* Write a descriptive piece on a topic, such as “Latte Stones Come in Different Shapes and Sizes.”
2.4.5	Write a friendly letter complete with the date, salutation (greeting, such as: Dear Mr.Salas), body, closing, and signature.
GRADE TWO-REVISION AND EVALUATION	
2.4.6	Self-correct sentence punctuation in the text they write.
GRADE THREE- ORGANIZATION AND FOCUS	

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
3.4.1	Use multiple strategies to generate ideas for writing. *EXAMPLE(S):* • Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet. • Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
3.4.2	Create single paragraphs with topic sentences and simple supporting facts and details, using varied word choices to make writing interesting. *EXAMPLE(S):* Write paragraphs using varied words, such as *cried*, *yelled*, or *whispered* instead of *said* to communicate details.
3.4.3	Write narratives that provide a context in which an action takes place and include details to develop the plot. *EXAMPLE(S):* Write a story based on an article in a magazine, such as *Cricket* or *Stone Soup*, about what life was like 100 years ago.
3.4.4	Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea. Example(s): Write a description for how to make a *galaide'* (canoe). Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.
3.4.5	Write persuasive pieces that ask for an action or response. *EXAMPLE(S):* Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday. Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about him- or herself. Write an invitation asking an adult to come to speak in the classroom.
3.4.6	Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text. *EXAMPLE(S):* Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
GRADE THREE-REVISION AND EVALUATION	
3.4.7	Review, evaluate, and revise writing for meaning and clarity. *EXAMPLE(S):* Revise writing for others to read, improving the focus and progression of ideas.
3.4.8	Proofread one's own writing, as well as that of others, using an editing checklist or list of grammar rules.
GRADE FOUR-ORGANIZATION AND FOCUS	
4.4.1	Select a focus, organizational pattern, and point of view based on purpose, audience, length, and format requirements. *EXAMPLE(S):* Write a narrative no more than 10 pages long using no more than 20 grade appropriate words to a page that teaches a lesson about friendship for 5–7 year olds.
4.4.2	Create multiple paragraph expository texts that: • Provide an introductory paragraph. • Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • Include supporting paragraphs with simple facts, details, and explanations. • Present important ideas or events in sequence or in chronological order. • Provide details and transitions to link paragraphs. • Conclude with a paragraph that summarizes the points. • Use correct indention at the beginning of paragraphs. • Use varied word choices to make writing interesting. *EXAMPLE(S):* Write a description of an object using descriptive words in place of common words; for instance, use *enormous*, *gigantic*, or *giant* for the word *big*.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
4.4.3	Write for different purposes (information, persuasion, description) and to a specific audience or person. *EXAMPLE(S):* • Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest. • Write a description of a favorite character in a book to share with your parents. Include examples from the book to show why this character is such a favorite. • Write a narrative for grade 2 students to read on how and why immigrants come to Guam. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to Guam. • Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.
GRADE FOUR-REVISION AND EVALUATION	
4.4.4	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
4.4.5	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
GRADE FIVE-ORGANIZATION AND FOCUS	
5.4.1	Write narratives that: • Establish a plot, point of view, setting, and conflict. • Show, rather than tell, the events of the story. *EXAMPLE(S):* Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.

Standard 4: Writing Purposes, Processes, and Strategies

Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.

PERFORMANCE INDICATORS	
5.4.2	Write responses to literature that: • Demonstrate an understanding of a literary work. • Support statements with evidence from the text. • Develop interpretations that exhibit careful reading and understanding. Example(s): Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to a book in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.
5.4.3	Write persuasive letters or compositions that: • State a clear position in support of a proposal. • Support a position with relevant evidence and effective emotional appeals. • Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • Address reader concerns. *EXAMPLE(S):* Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.
GRADE FIVE-REVISION AND EVALUATION	
5.4.4	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.
5.4.5	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules with specific examples of corrections of specific errors.
GRADE SIX- ORGANIZATION AND FOCUS	
6.4.1	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary. *EXAMPLE(S):* Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
6.4.2	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.
6.4.3	Write narratives that: • Establish and develop a plot and setting and present a point of view that is appropriate to the stories. • Include sensory details and clear language to develop plot and character. • Use a range of narrative devices, such as dialogue or suspense. *EXAMPLE(S):* Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.
6.4.4	Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that: • State the thesis (position on the topic) or purpose. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. *EXAMPLE(S):* Write successive drafts of a one- or two-page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.
6.4.5	Write responses to literature that: • Develop an interpretation that shows careful reading, understanding, and insight. • Organize the interpretation around several clear ideas. • Support statements with evidence from the text. *EXAMPLE(S):* After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.
6.4.6	Write summaries that contain the main ideas of the reading selection and the most significant details.
GRADE SIX-REVISION AND EVALUATION	

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
6.4.7	Review, evaluate, and revise writing for meaning and clarity. Example(s): Use an editing checklist or set of rules with specific examples of corrections of frequent errors to edit or proofread self and peer writing. Check for varied and appropriate grade level word choices to make writing interesting, such as using *delicious* instead of *good*, *bikini or one-piece bathing suit* instead of *swimsuit*.
GRADE SEVEN- ORGANIZATION AND FOCUS	
7.4.1	Write responses to literature that: • Develop interpretations that show careful reading, understanding, and insight. • Organize interpretations around several clear ideas, premises, or images from the literary work. • Support statements with evidence from the text. *EXAMPLE(S):* After reading Mark Twain's *Adventures of Tom Sawyer* and Theodore Taylor's *The Cay*, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.
7.4.2	Write biographical or autobiographical compositions that: • Develop a standard plot line—including a beginning, conflict, rising action, climax, and denouement (resolution)—and point of view. • Develop complex major and minor characters and a definite setting. • Use a range of appropriate strategies, such as dialogue, suspense, and the naming of specific narrative action, including movement, gestures, and expressions. *EXAMPLE(S):* Write successive drafts of a two- or three-page humorous story about "Something Fishy Is Cooking in the Kitchen," including an engaging opening, dialogue between characters, and descriptive details about the setting, plot, and characters.
7.4.3	Write persuasive compositions that: • State a clear position or perspective in support of a proposition or proposal. • Describe supporting points of the proposition, effectively employing evidence and emotional appeals. • Anticipate and address reader concerns and counterarguments. *EXAMPLE(S):* In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
7.4.4	Write summaries that: • Include the main ideas and most significant details. • Use the student's own words, except for quotations. • Reflect underlying meaning, not just the superficial details. *EXAMPLE(S):* To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.
7.4.5	Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.
GRADE SEVEN-REVISION AND EVALUATION	
7.4.6	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
GRADE EIGHT-ORGANIZATION AND FOCUS	
8.4.1	Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion. *EXAMPLE(S):* Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.
8.4.2	Write responses to literature that: • Demonstrate careful reading and insight into interpretations. • Connect response to the writer's techniques and to specific textual references. • Make supported inferences about the effects of a literary work on its audience. • Support statements with evidence from the text. *EXAMPLE(S):* After reading *The Giver* by Lois Lowry, write a final chapter to the book describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
8.4.3	Write persuasive compositions that: • Include a well-defined thesis that makes a clear and knowledgeable appeal. • Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. *EXAMPLE(S):* Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.
8.4.4	Write technical documents that: • Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • Include all the factors and variables that need to be considered. • Use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. *EXAMPLE(S):* Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.
GRADE EIGHT-REVISION AND EVALUATION	
8.4.5	Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.
GRADE NINE-ORGANIZATION AND FOCUS	
9.4.1	Plan, organize, and write a coherent composition using precise language. Example(s): Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively. Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus. Use action verbs, sensory details, and appropriate modifiers to clarify ideas.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
9.4.2	Write biographical or autobiographical (personal) narratives or short stories that: • Describe a sequence of events and communicate the significance of the events to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* Write a personal narrative that tells an audience the story of a particular object of significance in one's life.
9.4.3	Write expository compositions that are analytical and: • Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. • Communicate information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas. • Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of the topic. • Include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. • Anticipate and address readers' potential misunderstandings, biases, and expectations. • Use technical terms and notations accurately.
GRADE NINE-REVISION AND EVALUATION	
9.4.4	Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
9.4.5	Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.
GRADE TEN-ORGANIZATION AND FOCUS	

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
10.4.1	Establish coherence within and among paragraphs through effective transitions, parallel structures, active (*I will always remember my first trip to the city.*) rather than passive voice (*My first trip to the city will always be remembered.*), and similar writing techniques when writing the following types of essays: autobiographical incident, focused description, literary interpretation (world literature), cause and effect, persuasive, problem-solution.
10.4.2	Write biographical or autobiographical narratives that: • Describe a sequence of events and communicate the significance of the events to the audience. • Locate scenes and incidents in specific places. • Describe the specific sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* After reading an example of an autobiography, such as Helen Keller's *Story of My Life*, use the structure of the autobiography to compose an autobiography of your own.
10.4.3	Write analytical expository compositions (essays, summaries, or literary analyses) that: • Gather evidence in support of a thesis (position on the topic), including all relevant perspectives. • Communicate information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas. • Use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic. • Anticipate and address readers' potential misunderstandings, biases, and expectations. • Use technical terms and notations correctly. *EXAMPLE(S):* On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic and information in response to each question from a variety of sources, including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.

Standard 4: Writing Purposes, Processes, and Strategies

Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.

	PERFORMANCE INDICATORS
10.4.4	Write argumentative compositions that: • Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. • Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • Address readers' concerns, counterclaims, biases, and expectations. Example(s): Write a letter to a television network to persuade the network to keep a program on the air despite low ratings. Prepare for a debate about "go green" topics.
GRADE TEN-REVISION AND EVALUATION	
10.4.5	Apply criteria developed by self and others to evaluate the mechanics and content of writing.
10.4.6	Constructively criticize self and other writers' work. Example(s): Comment on how effectively an author's word choice affects his or her purpose. Make suggestions for improving organization, tone, style, clarity, and focus. Edit and revise in response to peer reviews of own work.
GRADE ELEVEN-ORGANIZATION AND FOCUS	
11.4.1	Write fictional narratives that: • Narrate a sequence of events and communicate their significance to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of autobiography or fiction, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird*, essays by Wallace Stegner, or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing has been significant in your life.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
11.4.2	Write responses to American literature that: • Demonstrate a comprehensive understanding of the significant ideas in works or passages. • Analyze the use of imagery, language, universal themes, and unique aspects of the text. • Support statements with evidence from the text. • Demonstrate an understanding of the author's style and an appreciation of the effects created. • Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. *EXAMPLE(S):* After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.
11.4.3	Write or deliver a research report of at least 1,000 words that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia); distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • Synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Incorporates numeric data, charts, tables, and graphs. • Organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (works cited). *EXAMPLE(S):* Develop a research report based on an important author in contemporary times. Include perspectives from newspapers, websites, interviews, and accounts of critics and friends. Include a bibliography of works. Place the author's works in the larger societal context of time and indicate how the author's works have impacted the literary or historical world.
11.4.4	Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
GRADE ELEVEN-REVISION AND EVALUATION	
11.4.5	Edit and proofread one's own writing, as well as that of others, using an editing checklist.
11.4.6	Revise text to highlight the individual voice, improve sentence variety and style, improve clarity, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
GRADE TWELVE-ORGANIZATION AND FOCUS	
12.4.1	Write autobiographical or biographical narratives that: • Narrate a sequence of events and communicate their significance to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of autobiography or fiction, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.
12.4.2	Write responses to British and other world literature that: • Demonstrate a comprehensive understanding of the significant ideas in works or passages. • Analyze the use of imagery, language, universal themes, and unique aspects of the text. • Support statements with evidence from the text. • Demonstrate an understanding of the author's style and an appreciation of the effects created. • Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. *EXAMPLE(S):* Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.
12.4.3	Write academic essays, such as an analytical essay, an historical investigation, a research report, a literary analysis (world literature), a personality profile, or a subject analysis and include works cited (references), direct and indirect quotes, and citations. *EXAMPLE(S):* Write a historical investigation report on the death of Lady Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time and indicate how or if the event has impacted the British and people from around the world.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
12.4.4	Write historical investigation reports on British literary periods that: • Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • Analyze several historical records of a single event, examining critical relationships between elements of the topic. • Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
GRADE TWELVE-REVISION AND EVALUATION	
12.4.5	Further refine unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
KINDERGARTEN-LANGUAGE STRUCTURE	
K.5.1	Recognize and use complete, coherent sentences when speaking.
KINDERGARTEN-LANGUAGE CONVENTIONS	
K.5.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. *EXAMPLE(S):* Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.
KINDERGARTEN-PENMANSHIP	
K.5.3	Write uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters.
GRADE ONE-LANGUAGE STRUCTURE	
1.5.1	Write in complete, simple sentences.
1.5.2	Identify and correctly use singular and plural nouns (*dog/dogs*).
1.5.3	Identify and correctly write contractions (*isn't*, *aren't*, *can't*) and possessive nouns (*cat's meow*, *girls' dresses*) and possessive pronouns (*my/mine*, *his/hers*).
GRADE ONE-LANGUAGE CONVENTIONS	
1.5.4	Correctly use periods (*I am 5 years old.*), exclamation points (*Help!*), and question marks (*How old are you*?) to distinguish between declarative, exclamatory, and interrogative statements.
1.5.5	Capitalize the first letter of the first word of a sentence, names of people, and the pronoun *I*.
1.5.6	Spell correctly three- and four-letter words (*can*, *will*) and grade level appropriate sight words (*red*, *fish*).
GRADE ONE-PENMANSHIP	
1.5.8	Print legibly and space letters, words, and sentences appropriately.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
GRADE TWO-LANGUAGE STRUCTURE	
2.5.1	Distinguish between complete sentences (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball.*).
2.5.2	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). *EXAMPLE(S):* Identify the noun and verb in a sentence, such as *Maria* (noun) *and a friend* (noun) *played* (verb) *for a long time*.
GRADE TWO-LANGUAGE CONVENTIONS	
2.5.3	Use quotation marks and commas correctly to show that someone is speaking. *EXAMPLE(S):* • Correct: “You may go home now,” she said. Incorrect: “You may go home now she said.” • Use a comma in letter salutations or greetings (*Dear Sam,).* • Use a comma in the closure of a letter (*Love, or Your friend,*). • Use a comma in dates (*March 22, 2000*). • Use commas with items in a series (*Tony, Steve, and Bill*).
2.5.4	Capitalize all proper nouns (names of specific people or things, such as *Mike*, *Indiana*, *Jeep*), words at the beginning of sentences and greetings, months and days of the week, titles (*Dr.*, *Mr.*, *Mrs.*, *Miss*), and initials in names.
2.5.5	Spell correctly words with short and long vowel sounds (*a*, *e*, *i*, *o*, *u*), r-controlled vowels (*ar*, *er*, *ir*, *or*, *ur*), and consonant-blend patterns (*bl*, *dr*, *st*). • short vowels: actor, effort, ink, chop, unless • long vowels: ace, equal, bind, hoe, use • *r*-controlled: park, supper, bird, corn, further • consonant blends: blue, crash, desk, speak, coast

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
GRADE TWO-PENMANSHIP	
2.5.6	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
GRADE THREE-LANGUAGE STRUCTURE	
3.5.1	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. Example(s): • Declarative: This tastes very good. • Imperative: Please take your seats. • Interrogative: Are we there yet? • Exclamatory: It's a home run!
3.5.2	Identify and use subject and verb agreement (*we are* instead of *we is*) and verb tenses properly in writing. *EXAMPLE(S):* Identify and use past (he *danced*), present (he *dances*), and future (he *will dance*) verb tenses properly in writing.
3.5.3	Identify and correctly use pronouns (*it*, *him*, *her*), adjectives (*brown eyes*, *two younger sisters*), compound nouns (*summertime*, *snowflakes*), and articles (*a*, *an*, *the*) in writing.
GRADE THREE-LANGUAGE CONVENTIONS	
3.5.4	Use commas in dates (August 15, 2001), locations (Hagatna, Guam), addresses (111 Marine Corps Drive, Hagatna, Guam), and for items in a series (football, basketball, soccer, and tennis).
3.5.6	Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Liberation of Guam by holding a parade on Marine Corps Drive in Hagatna*.).
GRADE THREE-PENMANSHIP	
3.5.7	Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
GRADE FOUR-LANGUAGE STRUCTURE	
4.5.1	Identify and use interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions to create interesting simple and compound sentences. Example(s): Verbs: We <u>strolled</u> by the river; regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between). • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: *We walked <u>slowly</u>*. • Appositives: noun phrases that function as adjectives, such as: *We played the Geckos, the <u>team from G. W.</u>.* • Participial phrases: verb phrases that function as adjectives, such as: *The man walking <u>down the street</u> saw the delivery truck.* • Prepositional phrases*: in the field, across the room, over the fence* • Conjunctions: *and, or, but*
GRADE FOUR-LANGUAGE CONVENTIONS	
4.5.2	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes*, *the dog's food*), and apostrophes in contractions (*can't*, *didn't*, *won't*).
4.5.3	Use underlining, quotation marks, or italics to identify titles of documents. • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer *italicize* the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.
4.5.4	Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
4.5.5	Spell correctly roots (bases of words, such as *unnecessary*, *cowardly*), inflections (words like *care/careful/caring*), words with more than one acceptable spelling (like *advisor/adviser*), suffixes and prefixes (*-ly*, *-ness*, *mis-*, *un-*), and syllables (word parts each containing a vowel sound, such as *sur•prise* or *e•col•o•gy*).
GRADE FOUR-PENMANSHIP	
4.5.6	Write smoothly and legibly in cursive, forming letters and words that can be read by others.
GRADE FIVE-LANGUAGE STRUCTURE	
5.5.1	Identify and correctly use prepositional phrases, appositives, main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). • *We began our canoe trip on the White River* (prepositional phrase) *when it stopped raining* (subordinate clause). • *Famous for their first flight at Kitty Hawk* (appositive), *the Wright brothers are legendary in aviation* (main clause).
5.5.2	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay*, *sit/set*, *rise/raise*).
GRADE FIVE-LANGUAGE CONVENTIONS	
5.5.3	Use a colon to separate hours and minutes (*12:20 a.m.*, *3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semicolons and commas for transitions (*Time is short; however, we will still get the job done.*).
5.5.4	Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.
GRADE SIX-LANGUAGE STRUCTURE	
6.5.1	Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
6.5.2	Identify and properly use indefinite pronouns (*all*, *another*, *both*, *each*, *either*, *few*, *many*, *none*, *one*, *other*, *several*, *some*), present perfect (*have been*, *has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.
GRADE SIX-LANGUAGE CONVENTIONS	
6.5.3	Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*).
6.5.5	Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).
GRADE SEVEN-LANGUAGE STRUCTURE	
7.5.1	Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. *EXAMPLE(S):* • Clear: *She left the book, which she bought at the bookstore, on the table*. • Unclear: *She left the book on the table, which she bought at the bookstore*. • Active voice: *The man called the dog*. • Passive voice: *The dog was called by the man.*
7.5.2	Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).
7.5.3	Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.
GRADE SEVEN-LANGUAGE CONVENTIONS	
7.5.4	Demonstrate the mechanics of writing such as pronoun reference and punctuation (the use of commas at the end of dependent clauses, hyphens, and dashes).
7.5.5	Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
GRADE EIGHT-LANGUAGE STRUCTURE	
8.5.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
8.5.2	Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. Example(s): This statement is correct: Students having difficulty and needing help should stay after class. This statement is incorrect: Students having difficulty and who need help should stay after class.
8.5.3	Use subordination, coordination, noun phrases that function as adjectives (*These gestures—acts of friendship—were noticed but not appreciated.*), and other devices to indicate clearly the relationship between ideas.
8.5.4	Edit written manuscripts to ensure that correct grammar is used.
GRADE EIGHT-LANGUAGE CONVENTIONS	
8.5.5	Use correct spelling conventions and capitalization.
GRADE NINE-LANGUAGE STRUCTURE	
9.5.1	Identify clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
9.5.2	Recognize a variety of sentence constructions, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.
GRADE NINE-LANGUAGE CONVENTIONS	
9.5.3	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
9.5.4	Apply appropriate manuscript convention—including title page presentation, pagination, spacing, and margins—and integration of source and support material by citing sources at the end of the text.
GRADE TEN-LANGUAGE STRUCTURE	
10.5.1	Apply knowledge of clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
PERFORMANCE INDICATORS	
10.5.2	Demonstrate an understanding of sentence construction (parallel structure, subordination, and the proper placement of modifiers) and proper English usage (consistent verb tenses).
GRADE TEN-LANGUAGE CONVENTIONS	
10.5.3	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization, including direct and indirect quotations.
10.5.4	Apply appropriate manuscript conventions—including title page presentation, pagination, spacing, and margins—and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.
GRADE ELEVEN-LANGUAGE STRUCTURE	
11.5.1	Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
11.5.2	Produce writing that shows accurate spelling and correct punctuation and capitalization.
GRADE ELEVEN-LANGUAGE CONVENTIONS	
11.5.3	Apply appropriate manuscript conventions in writing (both MLA and APA styles).
GRADE TWELVE-LANGUAGE STRUCTURE	
12.5.1	Critique use of grammar, diction, and paragraph and sentence structure, spelling, punctuation, and capitalization in one's own and others' writing.
GRADE TWELVE-LANGUAGE CONVENTIONS	
12.5.2	Demonstrate appropriate conventions for formal documents. *EXAMPLE(S):* • Write a business letter. • Create a resume and cover letter for a job application.
12.5.3	Demonstrate appropriate use of conventions for research reports—cover page, citations, references, direct and indirect quotes, tables and charts, and references.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
KINDERGARTEN-COMPREHENSION, ANALYSIS AND EVALUATION	
K.6.1	Understand there are different purposes for listening. *EXAMPLE(S):* Distinguish between listening for information and listening to a friend sharing a story.
K.6.2	Understand and follow one- and two-step spoken directions.
KINDERGARTEN-ORGANIZATION AND DELIVERY	
K.6.3	Share information and ideas, speaking in complete, coherent sentences.
K.6.4	Describe people, places, things (including their size, color, and shape), locations, and actions.
K.6.5	Recite short stories, poems, rhymes, and songs. *EXAMPLE(S):* Tell an experience or creative story in a logical sequence (chronological order, first, second, last).
GRADE ONE-COMPREHENSION, ANALYSIS AND EVALUATION	
1.6.1	Ask questions for clarification and understanding.
1.6.2	Give, restate, and follow simple two-step directions.
GRADE ONE-ORGANIZATION AND DELIVERY	
1.6.3	Stay on the topic when speaking.
1.6.4	Retell stories, important life events, or personal experience using basic story grammar and relating the sequence of story events by answering *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions.
1.6.5	Provide descriptions with careful attention to sensory detail. *EXAMPLE(S):* Use descriptive adjectives when speaking about people, places, things, and events.
1.6.6	Use visual aids, such as pictures and objects, to present oral information.
GRADE TWO-COMPREHENSION, ANALYSIS AND EVALUATION	
2.6.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).
2.6.2	Ask for clarification and explanation of stories and ideas.
2.6.3	Paraphrase (restate in own words) information that has been shared orally by others.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
2.6.4	Give and follow three- and four-step oral directions.
GRADE TWO-ORGANIZATION AND DELIVERY	
2.6.5	Organize presentations to maintain a clear focus.
2.6.6	Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class). *EXAMPLE(S):* • Retell stories, including characters, setting, and plot. • Report on a topic with supportive facts and details, drawing from several sources of information.
GRADE THREE-COMPREHENSION, ANALYSIS AND EVALUATION	
3.6.1	Retell, paraphrase, and explain what a speaker has said.
3.6.2	Connect and relate experiences and ideas to those of a speaker. *EXAMPLE(S):* Distinguish between the speaker's opinions and verifiable facts.
3.6.3	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).
GRADE THREE-ORGANIZATION AND DELIVERY	
3.6.4	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea. *EXAMPLE(S):* Make a brief narrative presentation that provides a context for an event that is the subject of the presentation. Provide insight into why the selected event should be of interest to the audience and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.
3.6.5	Clarify and enhance oral presentations through word choice and the use of appropriate props, including objects, pictures, and charts. *EXAMPLE(S):* • Use clear and specific vocabulary to communicate ideas and establish the tone. • Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
3.6.6	Plan and present dramatic interpretations of experiences, stories, poems, or plays. *EXAMPLE(S):* Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.
GRADE FOUR-COMPREHENSION, ANALYSIS AND EVALUATION	
4.6.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
4.6.2	Summarize major ideas and supporting evidence presented in spoken presentations.
GRADE FOUR-ORGANIZATION AND DELIVERY	
4.6.3	Use appropriate organizational patterns for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4.6.4	Emphasize points in ways that help the listener or viewer follow important ideas and concepts. *EXAMPLE(S):* • Engage the audience with appropriate words, tempo, volume, facial expressions, and gestures. • Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas. • Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
4.6.5	Make narrative presentations that: • Relate ideas, observations, or memories about an event or experience. • Provide a context that allows the listener to imagine the circumstances of the event or experience. • Provide insight into why the selected event or experience should be of interest to the audience. *EXAMPLE(S):* Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
4.6.6	Make informational presentations that: • Focus on one main topic. • Include facts and details that help listeners focus. • Incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or websites). *EXAMPLE(S):* Give precise "how to" instructions.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
GRADE FIVE-COMPREHENSION, ANALYSIS AND EVALUATION	
5.6.1	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. *EXAMPLE(S):* Make inferences or draw conclusions based on an oral report.
5.6.2	Identify and critique persuasive techniques, such as promises, dares, and flattery. Example(s): Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. Identify faulty reasoning used in oral presentations and media messages.
GRADE FIVE-ORGANIZATION AND DELIVERY	
5.6.4	Emphasize points in ways that help the listener or viewer follow important ideas and concepts, including appropriate verbal cues, facial expressions, and gestures.
5.6.3	Deliver narrative (story) presentations that: • Establish a situation, plot, point of view, and setting with descriptive words and phrases. • Show, rather than tell, the listener what happens.
5.6.4	Deliver informative presentations about an important idea, issue, or event by the following means: • Frame questions to direct the investigation. • Establish a controlling idea or topic. • Develop the topic with simple facts, details, examples, and explanations.
5.6.5	Deliver oral responses to literature that: • Summarize important events and details. • Demonstrate an understanding of several ideas or images communicated by the literary work. • Use examples from the work to support conclusions.
GRADE SIX-COMPREHENSION, ANALYSIS AND EVALUATION	
6.6.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).
6.6.2	Identify the tone, mood, and emotion conveyed in the oral communication.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
6.6.3	Identify persuasive and propaganda techniques used in media (television, radio, online sources) and identify false and misleading information.
GRADE SIX-ORGANIZATION AND DELIVERY	
6.6.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. *EXAMPLE(S):* Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest, attention, and comprehension.
6.6.5	Deliver narrative presentations and oral responses to literature. *EXAMPLE(S):* • Tell a story that includes a context, plot, and point of view. • Use sensory details and specific language to develop the plot and character. • Use a range of narrative (story) devices, including dialogue, tension, or suspense. • Give an interpretation that shows careful reading, understanding, and insight.
6.6.6	Deliver informative presentations (persuasion, problem/solution) that: • Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • Develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. *EXAMPLE(S):* • Engage the listener to gain acceptance of the proposition or proposal. • Offer persuasive evidence to support the definition of the problem and the proposed solutions.
GRADE SEVEN-COMPREHENSION, ANALYSIS AND EVALUATION	
7.6.1	Ask questions to seek additional information, including evidence to support the speaker's claims and conclusions. *EXAMPLE(S):* Ask questions to determine the speaker's attitude toward the subject.
7.6.2	Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
GRADE SEVEN-ORGANIZATION AND DELIVERY	
7.6.3	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
7.6.4	Deliver narrative presentations that: • Establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • Describe major and minor characters and a definite setting. • Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
7.6.5	Deliver oral summaries of articles and books that: • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources. • Demonstrate a complete understanding of sources, not just superficial details.
7.6.6	Deliver persuasive presentations that: • State a clear position in support of an argument or proposal. • Describe the points in support of the proposal and include supporting evidence.
GRADE EIGHT-COMPREHENSION, ANALYSIS AND EVALUATION	
8.6.1	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener(s).
8.6.2	Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. *EXAMPLE(S):* Paraphrase (restate) a speaker's purpose and point of view and pose questions concerning the speaker's content, delivery, and attitude toward the subject.
8.6.3	Interpret and evaluate the various ways in which the visual (such as illustrations and news photography) communicates information and affects impressions and opinions.
GRADE EIGHT-ORGANIZATION AND DELIVERY	
8.6.5	Design and deliver or recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
8.6.6	Deliver narrative presentations, such as biographical or autobiographical information, that: • Relate a clear incident, event, or situation, using well-chosen details. • Reveal the significance of the incident, event, or situation. • Use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.
8.6.7	Deliver persuasive presentations that: • Include a well-defined thesis (position on the topic). • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • Anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements. • Maintain a reasonable tone.
GRADE NINE-COMPREHENSION, ANALYSIS AND EVALUATION	
9.6.1	Make judgments about the ideas under discussion and support those judgments with convincing evidence from the text. *EXAMPLE(S):* Identify the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
9.6.2	Recognize how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
9.6.3	Identify the artistic effects of a media presentation and the techniques used to create them. *EXAMPLE(S):* Compare Shakespeare's *Romeo and Juliet* with Franco Zefferelli's film version.
GRADE NINE-ORGANIZATION AND DELIVERY	
9.6.4	Choose and use appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations and anecdotes (stories about a specific event).

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
9.6.5	Deliver literary presentations effectively. Examples: Narrate a sequence of events with scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • Demonstrate awareness of the author's writing style and an appreciation of the effects created.
9.6.6	Deliver expository (explaining cause/effect or comparison) presentations that: • Convey information and ideas from primary and secondary sources accurately and coherently. • Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • Use technical terms and notations accurately.
GRADE TEN-COMPREHENSION, ANALYSIS AND EVALUATION	
10.6.1	Make judgments about the ideas under discussion and support those judgments with convincing evidence from the text, as well as authoritative sources.
10.6.2	Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event. *EXAMPLE(S):* Compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version.
10.6.3	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. *EXAMPLE(S):* • Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. • Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
GRADE TEN-ORGANIZATION AND DELIVERY	

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
10.6.4	Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources. *EXAMPLE(S):* Use a combination of props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
10.6.5	Deliver more complex literary presentations (stories, poetry) and literary responses. Example(s): Narrate a sequence of events and communicate their significance to the audience. Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • Demonstrate awareness of the author's writing style and an appreciation of the effects created. • Identify and assess the impact of ambiguities, nuances, and complexities within the text.
10.6.6	Deliver expository presentations (such as problem-solving and cause/effect) that: • Provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • Convey information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas. • Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • Anticipate and address the listeners' potential misunderstandings, biases, and expectations. • Use technical terms and notations correctly.
GRADE ELEVEN-COMPREHENSION, ANALYSIS AND EVALUATION	
11.6.1	Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
11.6.2	Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language).
11.6.3	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
GRADE ELEVEN-ORGANIZATION AND DELIVERY	
11.6.4	Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
11.6.5	Deliver reflective presentations. *EXAMPLE(S):* • Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • Draw comparisons between a specific incident and broader themes to illustrate beliefs or generalizations about life. • Maintain a balance between describing an incident and relating it to more general, abstract ideas.
11.6.6	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not To Be").
GRADE TWELVE-COMPREHENSION, ANALYSIS AND EVALUATION	
12.6.1	Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
12.6.2	Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
GRADE TWELVE-ORGANIZATION AND DELIVERY	
12.6.3	Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
PERFORMANCE INDICATORS	
12.6.4	Deliver complex oral responses to literature. *EXAMPLE(S):* • Demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • Support important ideas and viewpoints through specific references to the text and to other works. Demonstrate an awareness of the author's style and an appreciation of the effects created. Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.7.1	Ask *How?* and *Why?* questions about a topic of interest.
K.7.2	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology). *EXAMPLE(S):* Create a chart (poster) about their family and things they like to do.
GRADE ONE	
1.7.1	Begin asking questions to guide topic selection (*Who?, What?, Where?, Why?,* and *How?*).
1.7.2	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles). *EXAMPLE(S):* Find information on mangoes in a book or online and identify the source.
1.7.3	Write a brief expository (nonfiction) description of a real object, person, place, or event using details of the senses (smell, taste, touch, sounds, sights).
GRADE TWO	
2.7.1	Find ideas for writing stories and descriptions in pictures or books.
2.7.2	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).
GRADE THREE	
3.7.1	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
3.7.2	Use a computer to draft, revise, and publish writing. *EXAMPLE(S):* Write a poem to publishing stage.
GRADE FOUR	
4.7.1	Use multiple reference materials and online information (the Internet) to provide evidence that justifies their writing.
4.7.2	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.
4.7.3	Quote or paraphrase information sources, citing them appropriately.
4.7.4	Locate information in reference texts by using organizational features (prefaces, appendixes).

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
PERFORMANCE INDICATORS	
4.7.5	Use various reference materials (dictionary, thesaurus, card catalog, encyclopedia) and online information (the Internet) as aids to writing.
4.7.6	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
GRADE FIVE	
5.7.1	Create simple documents using a computer and employing features such as passwords, entry and drop down menus, word searches, the thesaurus, and spell check.
5.7.2	Use text features of print, such as citations, endnotes, and bibliographic references, to locate relevant information.
5.7.3	Use a thesaurus to identify alternative word choices and meanings.
5.7.4	Use note-taking skills (active listening, identifying main ideas, drawing diagrams to clarify notes) when using technological and informational resources to conduct research.
GRADE SIX	
6.7.1	Select and use computer applications effectively and productively (software applications for writing). *EXAMPLE(S):* Compose an e-letter to the Editor of the *Pacific Daily News* about the benefits of the "Newspapers in Education" program.
6.7.2	Locate, organize and ethically use information from a variety of sources and media. *EXAMPLE(S):* Navigate the Division of Aquatic Wildlife Resources website to learn about indigenous animals of Guam.
6.7.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia) and documents sources by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized. • Organizes information by categorizing and sequencing, demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (works cited). *EXAMPLE(S):* After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
PERFORMANCE INDICATORS	
GRADE SEVEN	
7.7.1	Communicate information and ideas effectively to multiple audiences using a variety of media and formats. *EXAMPLE(S):* Analyze the effect of images, text, and sound in electronic journalism on the viewer, identifying the techniques used to achieve the effects in each instance studied.
7.7.2	Create original works as a means of personal or group expression. *EXAMPLE(S):* Create a commercial to promote tourism on Guam and identify the techniques used to convey the message.
7.7.3	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
7.7.4	Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
7.7.5	Deliver research presentations that: • Pose relevant and concise questions about the topic. • Provide accurate information on the topic. • Include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries. • Cite reference sources appropriately.
GRADE EIGHT	
8.7.1	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. *EXAMPLE(S):* Research information on the Mariana Trench, paraphrase the collected material, and cite sources.
8.7.2	Identify and define authentic problems and form significant questions through investigation. *EXAMPLE(S):* Survey the student population on cafeteria conditions, such as food quality, and propose solutions to the problems identified.
8.7.3	Achieve an effective balance between researched information and original ideas.
8.7.4	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
PERFORMANCE INDICATORS	
	• Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Organizes information by categorizing and sequencing, demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (works cited). *EXAMPLE(S):* Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation.
8.7.5	Deliver research presentations that: • Define a thesis (a position on the topic). • Research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • Use a variety of research sources and distinguish the nature and value of each. • Present information on charts, maps, and graphs.
GRADE NINE	
9.7.1	Use a computer to design and publish documents.
9.7.2	In compositions include visual aids by using technology.
9.7.3	Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
9.7.4	Identify the ways scenarios, commonly held beliefs, hypotheses, and definitions can be used to develop the main ideas within the body of the composition.
9.7.5	Synthesize information from multiple sources, including almanacs, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
9.7.6	Identify quotations and citations in a variety of texts.
9.7.7	Use props, visual aids, graphs, and electronic media to enhance the appeal or accuracy of presentations.
GRADE TEN	

Standard 7: Informational Literacy

Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.

PERFORMANCE INDICATORS	
10.7.1	Identify quotations and citations into a written text while maintaining the flow of ideas.
10.7.2	In compositions, include visual aids by using technology to organize and record information on charts, maps, and graphs. *EXAMPLE(S):* Compose a report showing the results of a survey on school graffiti (location, type).
10.7.3	Apply simple quotations and citations into a variety of written texts while maintaining the flow of ideas.
10.7.4	Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
10.7.5	Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
GRADE ELEVEN	
11.7.1	Use a computer to integrate databases, pictures and graphics, and spreadsheets into word processed documents.
11.7.2	In compositions, incorporate numeric data, charts, tables, and graphs.
11.7.3	Develop presentations using clear research questions and suitable research methods including text, electronic resources, and personal interviews.
11.7.4	Use systematic strategies to organize and record information, such as source cards and note cards.
11.7.5	Integrate quotations and citations into a written text while maintaining the flow of ideas.
GRADE TWELVE	
12.7.1	Use technology for all aspects of creating, revising, editing, and publishing.
12.7.2	Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
12.7.3	Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
12.7.4	Integrate multiple and more complex quotations into a written text while maintaining the flow of ideas.
12.7.5	Write or deliver a research report of at least 1,500 words that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
PERFORMANCE INDICATORS	
	• Uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • Synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Incorporates numeric data, charts, tables, and graphs. • Organizes information by classifying, categorizing, and sequencing; demonstrates the distinction between one's own ideas from the ideas of others; and, includes a bibliography (works cited).
12.7.6	Deliver multimedia presentations that: • Combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • Select an appropriate medium for each element of the presentation. • Use the selected media skillfully, editing appropriately and monitoring for quality. • Test the audience's response and revise the presentation accordingly. *EXAMPLE(S):* Prepare a commencement presentation that will appeal to fellow graduates, as well as their relatives and friends and other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

Standard 8: Lifelong Literacy

Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

PERFORMANCE INDICATORS	
KINDERGARTEN	
K.8.1	Listen and respond to each other's oral stories, giving feedback.
GRADE ONE	
1.8.1	Write for different purposes and to a specific audience or person. *EXAMPLE(S):* Write a thank-you note to the store manager after a field trip to the local supermarket.
GRADE TWO	
2.8.1	Join and create multiple literacy communities. *EXAMPLE(S):* • Share personal responses to an author's work in a group. • Collaborate on a poster about a topic relevant to the group. • Invite others to form a group to rewrite the ending of a story.
GRADE THREE	
3.8.1	Work with a partner or small group as authors and readers of a text and share various interpretations of the text. *EXAMPLE(S):* Form a literature circle in class and lead the discussion.
GRADE FOUR	
4.8.1	Work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understandings.
GRADE FIVE	
5.8.1	Work together to leave a positive impression on the school community, learning from one another's insight and knowledge. *EXAMPLE(S):* Design and paint a mural on campus.
GRADE SIX	
6.8.1	Interact with the school community around a common interest. *EXAMPLE(S):* Create a billboard that highlights cultural dishes, games, and celebrations different from your own and openly discuss similarities and differences.

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
PERFORMANCE INDICATORS	
GRADE SEVEN	
7.8.1	Participate in a service learning activity. *EXAMPLE(S):* Persuade others in school, at home, or in the community to participate in the school's recycling project and discuss positive and negative outcomes.
GRADE EIGHT	
8.8.1	Determine an area of interest or need and work together to take action and leave a positive impression on the school community. *EXAMPLE(S):* • Survey peers to determine what careers they are interested in and arrange an activity day to learn more about those careers. • Organize a campaign to put an end to gangs in the school.
GRADE NINE	
9.8.1	Join a group to participate in a project of interest. *EXAMPLE(S):* • Participate in a group that is creating "go green" solutions for the school, including creating information posters and school broadcast announcements and writing articles for the school newsletter. • Participate in a group production that performs or entertains an audience.
GRADE TEN	
10.8.1	Form a group to explore projects of interest. *EXAMPLES:* • Charter a club. • Write a play and perform it in front of an audience.
GRADE ELEVEN	
11.8.1	Form a group to take action on a local issue. *EXAMPLE(S):* • Create an action plan on the "go green" theme and follow through. • As a member of a group, write a song or poem about a local issue and perform it.

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
PERFORMANCE INDICATORS	
GRADE TWELVE	
12.8.1	Take action on a topic of interest that will have a positive impact on the school community. *EXAMPLE(S):* • As a member of a group, plan a production that offers diverse performances by many students on a topic of common interest. • Use Facebook to plan and discuss “go green” information with peers to evaluate how well it achieves its purpose, recommend changes, and act on those recommendations.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
K.1.1	Identify basic concepts about print using books. *EXAMPLE(S):* Point to the front cover, back cover, and title page of a book. Follow words from left to right, including return sweep, and from top to bottom on the printed page. Point to a letter and then to a word. Match oral words to printed words. Understand that printed materials provide information.
K.1.2	Recognize and name all uppercase and lowercase letters of the alphabet.
K.1.3	Listen to two or three phonemes (sounds) when they are read aloud; tell the number of sounds heard; and, say the changes when one sound is added, substituted, omitted, moved, or repeated. *EXAMPLE(S):* • Listen to the sounds /*f*/, /*m*/, /*s*/ or /*ll*/, /*n*/, /*v*/. • Tell what sound you hear at the beginning of the word *girl*. • Listen to the word *bat* and tell what word is left when you take the /*b*/ sound away. • Tell what word is left when you take the /*br*/ sound away from the spoken word *brother*.
K.1.4	Listen to and blend consonant-vowel-consonant (cvc) sounds and tell what word is made. *EXAMPLE(S):* Listen to and blend the sounds /*b*/, /*e*/, /*d*/ and tell what word is made (*bed*).
K.1.5	Listen to and segment consonant-vowel-consonant (cvc) sounds of a word spoken. *EXAMPLE(S):* Listen to and segment the sounds in the spoken word *bed* (/*b*/, /*e*/, /*d*/).
K.1.6	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
K.1.7	Read monosyllabic and high-frequency (often heard) words by sight automatically and accurately.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
K.1.8	Use self-correcting strategies when reading simple sentences.
K.1.9	Learn and apply knowledge of alphabetical order (first letter).
K.1.10	Identify and sort common words in basic categories. *EXAMPLE(S):* Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods. Tell the names of some favorite colors.
K.1.11	Identify common signs and symbols. *EXAMPLE(S):* Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.
K.1.12	Listen to stories read aloud and use story vocabulary to retell the stories.
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
K.2.1	Locate the title and the name of the author of a book.
K.2.2	Generate and respond to questions (*What?*, *Where?, When?, Why?*).
K.2.3	Identify types of everyday print materials. *EXAMPLE(S):* Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.
Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
K.3.1	Use pictures and context to make predictions about story content.
K.3.2	Retell familiar stories.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
K.3.3	Identify and distinguish different text forms, including fantasy and everyday realistic print materials (storybooks, poems, newspapers, signs, labels). *EXAMPLE(S):* Listen to *The Day Jimmy's Boa Ate the Wash*, Trinka Hakes Noble's story about a class field trip to a farm, and *Farming*, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.
K.3.4	Identify characters, settings, and key events. *EXAMPLE(S):* • Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. • Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. • Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.
K.3.5	Understand what is heard or seen by responding to questions (*Who?, What?, Where?*).
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
K.4.1	Write by moving from left-to-right and top-to-bottom.
K.4.2	Use letters, pictures, and phonetically-spelled words to write about experiences, stories, people, objects, or events. *EXAMPLE(S):* Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.
K.4.3	Draw pictures and write words for a specific group of people, person, or reason. *EXAMPLE(S):* Draw a picture or write to a friend or a family member to tell about something new at school. Write or dictate an invitation to a parent to attend a classroom event.
K.4.4	Self-correct words. *EXAMPLE(S):* Correct misspelling of name and simple everyday words.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
K.5.1	Recognize and use complete, coherent sentences when speaking.
K.5.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. *EXAMPLE(S):* Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.
K.5.3	Write uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
K.6.1	Understand there are different purposes for listening. *EXAMPLE(S):* Distinguish between listening for information and listening to a friend sharing a story.
K.6.2	Understand and follow one- and two-step spoken directions.
K.6.3	Share information and ideas, speaking in complete, coherent sentences.
K.6.4	Describe people, places, things (including their size, color, and shape), locations, and actions.
K.6.5	Recite short stories, poems, rhymes, and songs. *EXAMPLE(S):* Tell an experience or creative story in a logical sequence (chronological order, first, second, last).
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
K.7.1	Ask *How?* and *Why?* questions about a topic of interest.
K.7.2	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology). *EXAMPLE(S):* Create a chart (poster) about their family and things they like to do.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
K.8.1	Listen and respond to each other's oral stories, giving feedback.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
1.1.1	Identify and explain more advanced concepts about print. *EXAMPLE(S):* • Identify words and sentences. • Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points. • Identify the title and author of a reading selection.
1.1.2	Distinguish beginning, middle, and ending sounds in monosyllabic words (words with only one vowel sound or syllable). *EXAMPLE(S):* • Tell the sound that comes at the beginning of the word *sun*. • Tell the sound that comes at the end of the word *cloud*. • Tell the sound that comes in the middle of the word *boat*.
1.1.3	Recognize and say what is different or the same when one sound is added, deleted, or changed. *EXAMPLE(S):* • Say the sound that is in the middle of the word *bit*. Say the sound that is in the middle of the word *bite*. Tell whether this is the same sound or a different sound. • Create and state a series of rhyming (same ending sound) words, including consonant blends. • Recognize different vowel sounds in orally stated monosyllabic words. • Tell what letter you would have to change to make the word *cow* into the word *how*. • Tell what letter you would have to change to make the word *pan* into the word *an*.
1.1.4	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a*, *e*, *i*, *o*, *u*), and blend those sounds into recognizable words, knowing the different combinations of letters can represent the same or different sounds. *EXAMPLE(S):* • Read words by using knowledge of vowel digraphs (two vowels that make one sound, such as the *ea* in *eat*). • Read common word patterns (*-ite*, *-ate*), such as *gate*, *late*, and *kite*. • Tell what word is made by the sounds /*b*/ /*a*/ /*t*/. Tell what word is made by the sounds /*f*/ /*a*/ /*t*/.
1.1.5	Read common sight words (words that are often seen and heard) at grade level.
1.1.6	Read aloud with fluency in a manner that sounds like natural speech.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
1.1.7	Read and understand simple compound words (*birthday*, *anything*) and contractions (*isn't*, *aren't*, *can't*, *won't*).
1.1.8	Read and understand root words (*look*) and their inflectional forms (*looks*, *looked*, *looking*). *EXAMPLE(S):* Recognize that the *s* added to the end of chair makes it mean more than one chair. Recognize that adding *ed* to the end of *jump* makes it mean jumping that happened in the past.
1.1.9	Classify categories of words. *EXAMPLE(S):* Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, peas.
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
1.2.1	Identify text that uses sequence or other logical order. *EXAMPLE(S):* Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder, like *The Bird Table* by Pauline Cartwright.
1.2.2	Respond to *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions and recognize the main idea of what is read. *EXAMPLE(S):* After reading or listening to the science book *Gator or Croc* by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.
1.2.3	Follow one-step written instructions.
1.2.4	Confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, and *when* or cause and effect, such as *because*, *since*, *therefore*, and *so*). *EXAMPLE(S):* Read *Bats: Creatures of the Night* by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
1.3.1	Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending. *EXAMPLE(S):* Read a story, such as *Arthur's Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot, by telling about what happens to Arthur in the contest he enters and in the one he helps his sister enter. Plot the story onto a story map.
1.3.2	Understand what is read by responding to questions (*Who?, What?, When?, Where?, Why?, How?*).
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
1.4.1	Use various organizational strategies to plan for writing. *EXAMPLE(S):* Use a word web to plan ideas for writing. Discuss ideas and select a focus for group stories or other writing.
1.4.2	Write brief fictional texts (stories, rhymes) describing an experience using descriptive words (adjectives, nouns, verbs). *EXAMPLE(S):* • Write a short story titled "My Friend" describing an experience that is real or imagined. • Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*. • Write simple rhymes.
1.4.3	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. *EXAMPLE(S):* Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.
1.4.4	Self-correct word usage. *EXAMPLE(S):* Use interesting sensory words when describing a favorite place.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
1.5.1	Write in complete, simple sentences.
1.5.2	Identify and correctly use singular and plural nouns (*dog/dogs*).
1.5.3	Identify and correctly write contractions (*isn't*, *aren't*, *can't*) and possessive nouns (*cat's meow*, *girls' dresses*) and possessive pronouns (*my/mine*, *his/hers*).
1.5.4	Correctly use periods (*I am 5 years old.*), exclamation points (*Help!*), and question marks (*How old are you*?) to distinguish between declarative, exclamatory, and interrogative statements.
1.5.5	Capitalize the first letter of the first word of a sentence, names of people, and the pronoun *I*.
1.5.6	Spell correctly three- and four-letter words (*can*, *will*) and grade level appropriate sight words (*red*, *fish*).
1.5.8	Print legibly and space letters, words, and sentences appropriately.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
1.6.1	Ask questions for clarification and understanding.
1.6.2	Give, restate, and follow simple two-step directions.
1.6.3	Stay on the topic when speaking.
1.6.4	Retell stories, important life events, or personal experience using basic story grammar and relating the sequence of story events by answering *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions.
1.6.5	Provide descriptions with careful attention to sensory detail. *EXAMPLE(S):* Use descriptive adjectives when speaking about people, places, things, and events.
1.6.6	Use visual aids, such as pictures and objects, to present oral information.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
1.7.1	Begin asking questions to guide topic selection (who, what, where, why and how).

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
1.7.2	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles). *EXAMPLE(S):* Find information on mangoes in a book or online and identify the source.
1.7.3	Write a brief expository (nonfiction) description of a real object, person, place, or event using details of the senses (smell, taste, touch, sounds, sights).
Standard 8 Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
1.8.1	Write for different purposes and to a specific audience or person. *EXAMPLE(S):* Write a thank-you note to the store manager after a field trip to the local supermarket.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
2.1.1	Recognize and use knowledge of spelling patterns (such as *cut/cutting*, *slide/sliding*) when reading.
2.1.2	Decode (sound out) regular words with more than one syllable (*dinosaur*, *vacation*).
2.1.3	Recognize common abbreviations (*Jan.*, *Sun., Rt., St., Fri.*).
2.1.4	Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children*, *mouse/mice*).
2.1.5	Read aloud fluently and accurately with appropriate changes in voice and expression.
2.1.6	Know and use common word families (such as *-ale*, *-est*, *-ine*, *-ock*, *-ump*) when reading unfamiliar words.
2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime*, *lunchroom*, *daydream*, *raindrop*).
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words, such as un-) and suffixes (word parts added at the end of words, such as *-ful*).
2.1.10	Identify simple multiple-meaning words. *EXAMPLE(S):* The meaning of *change* as a noun is different from the meaning of *change* as a verb. Similarly, the meaning of *duck* as a noun is different from the meaning of *duck* as a verb.
2.1.11	Use context (the meaning of the surrounding text) to understand word and sentence meanings.
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.
2.2.2	Explain how a nonfiction text is different from a story. Tell what might be included in a nonfiction book that compares two or more things. *EXAMPLE(S):* A narrative in which turtles are the main characters and a nonfiction text that compares different types of turtles.

Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
2.2.3	Use knowledge of the author's purpose(s) to comprehend informational text. *EXAMPLE(S):* • Read an informational text that compares different people, animals, or plants, such as *What Do You Do With a Tail Like This*? by Robin Page and Steve Jenkins. • Read an informational text about pets to decide what kind of animal would make the best pet.
2.2.4	Ask clarifying questions (*When?, Who?, Where?, Why?, What if?, How?*) to restate the facts, organize ideas, and aid comprehension about important elements of expository (nonfiction) texts. *EXAMPLES:* • After reading a short account about the first man on the moon, ask and answer *Why?*, *What if?*, and *How?* questions to understand the lunar landing. • Restate the facts learned from a text, such as details about ant colonies stated in *Ant Cities* by Arthur Dorros or information reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.
2.2.5	Recognize cause and effect relationships in a text. *EXAMPLE(S):* Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.
2.2.6	Interpret information from diagrams, charts, and graphs. *EXAMPLE(S):* Use a 5-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.
2.2.7	Follow two-step written instructions.
Standard 3R: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
2.3.1	Describe the plotline of two stories in detail. *EXAMPLE(S):* Read two stories and track the plotline to compare the number of events and complications in each story.

2.3.2	Compare similarities and differences of the plot, setting, and characters of two stories. *EXAMPLE(S):* • Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall. • Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Mufaro's Beautiful Daughters* by John Steptoe.
2.3.3	Create a different ending to a story and identify the problem and the impact of the different ending. *EXAMPLE(S):* Read a story, such as *Fin M'Coul—The Giant of Knockmany Hill*, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him, or if Fin were not a giant.
2.3.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. *EXAMPLE(S):* Listen to or read the rhymes for each letter of the alphabet in *A My Name Is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.
2.3.5	Identify the meaning or lesson of a story.
2.3.6	Tell likes and dislikes about a story. *EXAMPLE(S):* Read a story and use examples from the story to state likes and dislikes about the characters, events, and/or setting.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
2.4.1	Organize ideas before writing. *EXAMPLE(S):* • Create a list of related ideas for writing. • Organize a web of ideas to help maintain a consistent focus.
2.4.2	Write brief fictional texts (stories, rhymes, simple poems) based on experiences that: • Move through a logical sequence of events (chronological order, order of importance). • Describe the setting, characters, objects, and events in detail. *EXAMPLE(S):* Write a story about an experience that took place at the beach. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

2.4.3	Write responses to literature that: • Demonstrate an understanding of what is read. • Support statements with evidence from the text. *EXAMPLE(S):* Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.
2.4.4	Write a brief description of a familiar object, person, place, or event. • Develop a main idea. • Use details to support the main idea. *EXAMPLE(S):* Write a descriptive piece on a topic, such as "Latte Stones Come in Different Shapes and Sizes."
2.4.5	Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr.Salas*), body, closing, and signature.
2.4.6	Self-correct sentence punctuation in the text they write.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
2.5.1	Distinguish between complete sentences (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball.*).
2.5.2	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). *EXAMPLE(S):* Identify the noun and verb in a sentence, such as *Maria* (noun) *and a friend* (noun) *played* (verb) *for a long time*.
2.5.3	Distinguish between complete (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball*).
2.5.4	Use quotation marks and commas correctly to show that someone is speaking. *EXAMPLE(S):* • Correct: "You may go home now," she said. Incorrect: "You may go home now she said." • Use a comma in letter salutations or greetings (*Dear Sam,).* • Use a comma in the closure of a letter (*Love, or Your friend,*). • Use a comma in dates (*March 22, 2000*). • Use commas with items in a series (*Tony, Steve, and Bill*).
2.5.5	Capitalize all proper nouns (names of specific people or things, such as *Mike*, *Indiana*, *Jeep*), words at the beginning of sentences and greetings, months and days of the week, titles (*Dr.*, *Mr.*, *Mrs.*, *Miss*), and initials in names.

2.5.6	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st). • short vowels: actor, effort, ink, chop, unless • long vowels: ace, equal, bind, hoe, use • r-controlled: park, supper, bird, corn, further • consonant blends: blue, crash, desk, speak, coast
2.5.7	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
2.6.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).
2.6.2	Ask for clarification and explanation of stories and ideas.
2.6.3	Paraphrase (restate in own words) information that has been shared orally by others.
2.6.4	Give and follow three- and four-step oral directions.
2.6.5	Organize presentations to maintain a clear focus.
2.6.6	Speak clearly, with details, and at an appropriate pace for the type of communication (such as an informal discussion or a report to class). *EXAMPLE(S):* • Retell stories, including characters, setting, and plot. • Report on a topic with supportive facts and details, drawing from several sources of information.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
2.7.1	Find ideas for writing stories and descriptions in pictures or books.
2.7.2	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
2.8.1	Join and create multiple literacy communities. *EXAMPLE(S):* • Share personal responses to an author's work in a group. • Collaborate on a poster about a topic relevant to the group. • Invite others to form a group to rewrite the ending of a story.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
3.1.1	Read words with several syllables.
3.1.2	Read aloud grade level appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.
3.1.3	Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). *EXAMPLE(S):* • Understand that words, such as *fair* and *fare*, are said the same way but have different meanings. • Know the difference between two meanings of the word *lead* when used in sentences, such as "The pencil has *lead* in it" and "I will *lead* the way."
3.1.4	Demonstrate knowledge of levels of specificity among grade appropriate words. *EXAMPLE(S):* Explain the levels of specificity among the words *dog, mammal, animal,* and *living things.*
3.1.5	Use sentence and word context to find the meaning of unknown words.
3.1.6	Use a dictionary to learn the meaning and pronunciation of unknown words.
3.1.7	Use knowledge of prefixes (word parts added at the beginning of words, such as *un-*, *pre*) and suffixes (word parts added at the end of words, such as *-er*, *-ful*, *-less*) to determine the meaning of words.
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
3.2.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.
3.2.2	Ask questions and support answers by connecting prior knowledge with literal information from the text. *EXAMPLE(S):* When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.
3.2.3	Show understanding by identifying answers in the text. *EXAMPLE(S):* After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.

Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
3.2.4	Recall major points in the text and make and revise predictions about what is read. *EXAMPLE(S):* Listen and view Steve Jenkins' book *Actual Size*; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals.
3.2.5	Locate and distinguish information from the text, including problems and solutions, main idea, and supporting details. *EXAMPLE(S):* • Identify the problem faced by a character in a book, such as *A Gift for Tia Rosa* by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk. • Read an informational text, such as *Volcano: The Eruption and Healing of Mount St. Helens* by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.
3.2.6	Summarize a text using key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, and *when* or cause and effect, such as *because*, *since*, *therefore*, and *so*).
3.2.7	Distinguish between fact and opinion in nonfiction texts.
Standard 3R: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
3.3.1	Distinguish among common forms of literature (poetry, drama, fiction, nonfiction). *EXAMPLE(S):* Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem *On the Run* by Douglas Florian, the play The *Crane Wife* by Sumiko Yagawa, Anne Laurin's fictional book *Perfect Crane*, and the nonfiction counting book *Counting Cranes* by Mary Beth Owens.
3.3.2	Comprehend basic plots (series of events, complication/conflict, resolution—how things work out) of a variety of literary texts (classic fairy tales, myths, folktales, legends, and fables) from around the world. *EXAMPLE(S):* Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as *Why Mosquitoes Buzz in People's Ears* retold by Verna Aardema or *How the Leopard Got Its Spots* by Justine and Ron Fontes. Plot each story onto a story map.
3.3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
3.3.4	Determine the theme (author's message) in literary text. *EXAMPLE(S):* Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story *More Than Halfway There,* by Janet Halliday Ervin, and the nonfiction biography *Abe Lincoln's Hat,* by Martha Brenner.
3.3.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. *EXAMPLE(S):* Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as *Cock-a-doodle doo!: What Does It Sound Like to You?* by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.
3.3.6	Identify the speaker or narrator in a selection. *EXAMPLE(S):* Read a book, such as *Class Clown* by Johanna Hurwitz or *Dinner at Aunt Connie's House* by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.
3.3.7	Critique an aspect of the story (characters, plotline, resolution, setting). *EXAMPLE(S):* Tell how well the author makes a character 'real'.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
3.4.1	Use multiple strategies to generate ideas for writing. *EXAMPLE(S):* • Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet. • Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
3.4.2	Create single paragraphs with topic sentences and simple supporting facts and details, using varied word choices to make writing interesting. *EXAMPLE(S):* Write paragraphs using varied words, such as *cried*, *yelled*, or *whispered* instead of *said* to communicate details.
3.4.3	Write narratives that provide a context in which an action takes place and include details to develop the plot. *EXAMPLE(S):* Write a story based on an article in a magazine, such as *Cricket* or *Stone Soup*, about what life was like 100 years ago.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
3.4.4	Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea. *EXAMPLE(S):* • Write a description for how to make a *galaide'* (canoe). Include clear enough directions so that a classmate can make the model. • Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.
3.4.5	Write persuasive pieces that ask for an action or response. *EXAMPLE(S):* Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday. Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about him- or herself. • Write an invitation asking an adult to come to speak in the classroom.
3.4.6	Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text. *EXAMPLE(S):* Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.
3.4.7	Review, evaluate, and revise writing for meaning and clarity. *EXAMPLE(S):* Revise writing for others to read, improving the focus and progression of ideas.
3.4.8	Proofread one's own writing, as well as that of others, using an editing checklist or list of grammar rules.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
3.5.1	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. Example(s): • Declarative: This tastes very good. • Imperative: Please take your seats. • Interrogative: Are we there yet? • Exclamatory: It's a home run!
3.5.2	Identify and use subject and verb agreement (we are instead of we is) and verb tenses properly in writing. *EXAMPLE(S):* Identify and use past (he *danced*), present (he *dances*), and future (he *will dance*) verb tenses properly in writing.
3.5.3	Identify and correctly use pronouns (*it*, *him*, *her*), adjectives (*brown eyes*, *two younger sisters*), compound nouns (*summertime*, *snowflakes*), and articles (*a*, *an*, *the*) in writing.
3.5.4	Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).
3.5.5	Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Liberation of Guam by holding a parade on Marine Corps Drive in Hagatna*.).
3.5.6	Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
3.6.1	Retell, paraphrase, and explain what a speaker has said.
3.6.2	Connect and relate experiences and ideas to those of a speaker. *EXAMPLE(S):* Distinguish between the speaker's opinions and verifiable facts.
3.6.3	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
3.6.4	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea. *EXAMPLE(S):* Make a brief narrative presentation that provides a context for an event that is the subject of the presentation. Provide insight into why the selected event should be of interest to the audience and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.
3.6.5	Clarify and enhance oral presentations through word choice and the use of appropriate props, including objects, pictures, and charts. *EXAMPLE(S):* Use clear and specific vocabulary to communicate ideas and establish the tone. Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
3.6.6	Plan and present dramatic interpretations of experiences, stories, poems, or plays. *EXAMPLE(S):* Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
3.7.1	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
3.7.2	Use a computer to draft, revise, and publish writing. *EXAMPLE(S):* Write a poem to publishing stage.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
3.8.1	Work with a partner or small group as authors and readers of a text and share various interpretations of the text. *EXAMPLE(S):* Form a literature circle in class and lead the discussion.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
4.1.1	Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.
4.1.2	Use knowledge of root words (*nation*, *national*, *nationality*) and word parts to determine the meaning of unknown words within a passage. *EXAMPLE(S):* Use common roots (*meter* = *measure*) and word parts (*therm* = *heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).
4.1.3	Use a thesaurus to find related words and ideas.
4.1.4	Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).
Standard 2[R]: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
4.2.2	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. *EXAMPLE(S):* Read nonfiction texts, such as one about Magellan discovering Guam, and identify the type of organization used to understand what is read.
4.2.3	Use appropriate strategies when reading for different purposes. *EXAMPLE(S):* Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.
4.2.4	Make and confirm predictions and/or hypotheses (statements of theories or assumptions) about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. *EXAMPLE(S):* • After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes. • Compare what is already known and thought about ocean life to new information encountered in reading, such as in books about sea life in the Mariana Trench.

4.2.5	Compare and contrast information on the same topic after reading several texts. *EXAMPLE(S):* Read several informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.
4.2.6	Follow multiple-step instructions in a basic technical manual. *EXAMPLE(S):* Follow directions to learn how to use computer commands or play a video game.
Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
4.3.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales. *EXAMPLE(S):* After reading some of the Greek or Norse myths found in such books as *Book of Greek Myths* or *Book of Norse Myths*, both by Ingri and Edgar D'Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.
4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. *EXAMPLE(S):* Discuss the causes and effects of the main event of the plot in each story within Rudyard Kipling's collection of animal tales, *The Jungle Book*.
4.3.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. *EXAMPLE(S):* After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.
4.3.4	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person *EXAMPLE(S):* Identify a simile, such as: *Twinkle, twinkle little star . . . like a diamond in the sky*. Identify a metaphor, such as: *You were the wind beneath my wings*. Identify an example of hyperbole, such as: *Cleaner than clean, whiter than white*. Identify an example of personification, such as: *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill*.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
4.3.5	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
4.4.1	Select a focus, organizational pattern, and point of view based on purpose audience, length, and format requirements. *EXAMPLE(S):* Write a narrative no more than 10 pages long using no more than 20 grade appropriate words to a page that teaches a lesson about friendship for 5–7 year olds.
4.4.2	Create multiple paragraph expository texts that: • Provide an introductory paragraph. • Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • Include supporting paragraphs with simple facts, details, and explanations. • Present important ideas or events in sequence or in chronological order. • Provide details and transitions to link paragraphs. • Conclude with a paragraph that summarizes the points. • Use correct indention at the beginning of paragraphs. • Use varied word choices to make writing interesting. *EXAMPLE(S):* Write a description of an object using descriptive words in place of common words; for instance, use *enormous*, *gigantic*, or *giant* for the word *big.*

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
4.4.3	Write for different purposes (information, persuasion, description) and to a specific audience or person. *EXAMPLE(S):* • Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest. • Write a description of a favorite character in a book to share with your parents. Include examples from the book to show why this character is such a favorite. • Write a narrative for grade 2 students to read on how and why immigrants come to Guam. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to Guam. • Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.
4.4.4	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules with specific examples of corrections of frequent errors.
4.4.5	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
4.5.1	Identify and use interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions to create interesting simple and compound sentences. Example(s): Verbs: We <u>strolled</u> by the river; regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between). • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: *We walked <u>slowly</u>*. • Appositives: noun phrases that function as adjectives, such as: *We played the Geckos, the <u>team from G. W.</u>.* • Participial phrases: verb phrases that function as adjectives, such as: *The man walking <u>down the street</u> saw the delivery truck.* • Prepositional phrases*: in the field, across the room, over the fence* • Conjunctions: *and, or, but*

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
4.5.2	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes*, *the dog's food*), and apostrophes in contractions (*can't*, *didn't*, *won't*).
4.5.3	Use underlining, quotation marks, or italics to identify titles of documents. • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.
4.5.4	Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.
4.5.5	Spell correctly roots (bases of words, such as *unnecessary*, *cowardly*), inflections (words like *care/careful/caring*), words with more than one acceptable spelling (like *advisor/adviser*), suffixes and prefixes (*-ly*, *-ness*, *mis-*, *un-*), and syllables (word parts each containing a vowel sound, such as *sur•prise* or *e•col•o•gy*).
4.5.6	Write smoothly and legibly in cursive, forming letters and words that can be read by others.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
4.6.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
4.6.2	Summarize major ideas and supporting evidence presented in spoken presentations.
4.6.3	Use appropriate organizational patterns for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4.6.4	Emphasize points in ways that help the listener or viewer follow important ideas and concepts. *EXAMPLE(S):* • Engage the audience with appropriate words, tempo, volume, facial expressions, and gestures. • Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas. • Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
4.6.5	Make narrative presentations that: • Relate ideas, observations, or memories about an event or experience. • Provide a context that allows the listener to imagine the circumstances of the event or experience. • Provide insight into why the selected event or experience should be of interest to the audience. *EXAMPLE(S):* Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
4.6.6	Make informational presentations that: • Focus on one main topic. • Include facts and details that help listeners focus. • Incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or websites). *EXAMPLE(S):* Give precise "how to" instructions.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
4.7.1	Use multiple reference materials and online information (the Internet) to provide evidence that justifies their writing.
4.7.2	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.
4.7.3	Quote or paraphrase information sources, citing them appropriately.
4.7.4	Locate information in reference texts by using organizational features (prefaces, appendixes).
4.7.5	Use various reference materials (dictionary, thesaurus, card catalog, encyclopedia) and online information (the Internet) as aids to writing.
4.7.6	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
4.8.1	Work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understandings.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
5.1.1	Use word origins to determine the meaning of unknown words. *EXAMPLE(S):* After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.
5.1.2	Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homonyms (words that are spelled the same but have different meanings).
5.1.3	Know less common roots (*graph* = *writing*, *logos* = *the study of*) and word parts (*auto* = *self*, *bio* = *life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).
5.1.4	Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
5.2.1	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. *EXAMPLE(S):* Locate specific information in a social studies textbook by using its organization; sections on different world regions; and textual features, such as headers, maps, and charts.
5.2.2	Analyze text that is organized in sequential or chronological order. *EXAMPLE(S):* Compare the organizational structure of such biographical texts as *The Life and Death of Crazy Horse* by Russell Freedman or *Pride of Puerto Rico: The Life of Roberto Clemente* by Paul Robert Walker, noting critical events in the subjects' lives.
5.2.3	Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. *EXAMPLE(S):* Read a science text, such as *Astronomy* by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.

Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
5.2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. *EXAMPLE(S):* Use a guidebook, such as *Discovering Fossils: How To Find and Identify Remains of the Prehistoric Past (Fossils & Dinosaurs)* by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.
5.2.5	Distinguish among facts, supported inferences, evidence, and opinions in text. *EXAMPLE(S):* Identify facts and opinions in a newspaper editorial or editorial page writer's column.
Standard 3R: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
5.3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction as literary forms chosen by an author for a specific purpose. *EXAMPLE(S):* Analyze an author's purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well the author has achieved that purpose by the type of writing produced.
5.3.2	Identify the main problem or conflict of the plot and how it is resolved.
5.3.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (loyalty, selfishness, conscientiousness). *EXAMPLE(S):* Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, such as being altruistic, like the character of Mrs. Frisby, or by being selfish, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.
5.3.4	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. *EXAMPLE(S):* Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
5.3.5	Describe the function of common literary devices, such as imagery, metaphor, and symbolism. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as: He was drowning in money.
5.3.6	Evaluate the author's use of various techniques to influence readers' perspectives. *EXAMPLE(S):* Read and evaluate books, such as *Dear Mr. Henshaw* by Beverly Cleary or *The Great Fire* by Jim Murphy, to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
5.4.1	Write narratives that: • Establish a plot, point of view, setting, and conflict. • Show, rather than tell, the events of the story. *EXAMPLE(S):* Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.
5.4.2	Write responses to literature that: • Demonstrate an understanding of a literary work. • Support statements with evidence from the text. • Develop interpretations that exhibit careful reading and understanding. *EXAMPLE(S):* • Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. • Write a personal reaction to a book in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
5.4.3	Write persuasive letters or compositions that: • State a clear position in support of a proposal. • Support a position with relevant evidence and effective emotional appeals. • Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • Address reader concerns. *EXAMPLE(S):* Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.
5.4.4	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.
5.4.5	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules with specific examples of corrections of specific errors.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
5.5.1	Identify and correctly use prepositional phrases, appositives, main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). • *We began our canoe trip <u>on the White River</u>* (prepositional phrase) *<u>when it stopped raining</u>* (subordinate clause). • *<u>Famous for their first flight at Kitty Hawk</u>* (appositive), *the Wright brothers are legendary in aviation* (main clause).
5.5.2	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay*, *sit/set*, *rise/raise*).
5.5.3	Use a colon to separate hours and minutes (*12:20 a.m.*, *3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semicolons and commas for transitions (*Time is short; however, we will still get the job done.*).
5.5.4	Spell roots or bases of words, prefixes (*understood/<u>mis</u>understood, excused/<u>un</u>excused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
5.6.1	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. *EXAMPLE(S):* Make inferences or draw conclusions based on an oral report.
5.6.2	Identify and critique persuasive techniques, such as promises, dares, and flattery. *EXAMPLE(S):* • Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. • Identify faulty reasoning used in oral presentations and media messages.
5.6.3	Emphasize points in ways that help the listener or viewer follow important ideas and concepts, including appropriate verbal cues, facial expressions, and gestures.
5.6.4	Deliver narrative (story) presentations that: • Establish a situation, plot, point of view, and setting with descriptive words and phrases. • Show, rather than tell, the listener what happens.
5.6.5	Deliver informative presentations about an important idea, issue, or event by the following means: • Frame questions to direct the investigation. • Establish a controlling idea or topic. • Develop the topic with simple facts, details, examples, and explanations.
5.6.6	Deliver oral responses to literature that: • Summarize important events and details. • Demonstrate an understanding of several ideas or images communicated by the literary work. • Use examples from the work to support conclusions.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
5.7.1	Create simple documents using a computer and employing features such as passwords, entry and drop down menus, word searches, the thesaurus, and spell check
5.7.2	Use text features of print such as citations, endnotes, and bibliographic references, to locate relevant information.
5.7.3	Use a thesaurus to identify alternative word choices and meanings.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
5.7.4	Use note-taking skills (active listening, identifying main ideas, drawing diagrams to clarify notes) when using technological and informational resources to conduct research.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
5.8.1	Work together to leave a positive impression on the school community, learning from one another's insight and knowledge. *EXAMPLE(S):* Design and paint a mural on campus.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
6.1.1	Identify and understand figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings. *EXAMPLE(S):* • Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for village mayor but lost in the primary election*. • Understand descriptive metaphors, such as: *The village couldn't be seen through the curtain of rain*.
6.1.2	Recognize unknown words using a variety of identification strategies. *EXAMPLE(S):* • Determine the origins and meanings of frequently used foreign words in English and use these words accurately. • Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
6.1.3	Understand and explain slight differences in meaning in related words. *EXAMPLE(S):* Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*.
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
6.2.1	Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information. *EXAMPLE(S):* Do a keyword search on the Internet to find information for a research report. Use the section headers of a newspaper to locate information for a report on current world events.
6.2.2	Analyze text that uses a compare and contrast organizational pattern. *EXAMPLE(S):* Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.

Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
6.2.3	Connect and clarify main ideas by identifying their relationships to multiple sources and related topics and create outlines, notes, diagrams, summaries, or reports. *EXAMPLE(S):* • Read about another culture in a magazine, such as *Guahan* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources. • Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. • Read an informational book and summarize the main ideas.
6.2.4	Follow multiple-step instructions for preparing applications. *EXAMPLE(S):* Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.
6.2.5	Determine the appropriateness of the evidence presented for an author's conclusions, word choice, and reasons used to persuade and evaluate whether the author adequately persuades the reader of something. *EXAMPLE(S):* After reading the article by one author on the reasons for fishing guidelines and another article by another author on fishing rights of indigenous people, describe ways each author tries to persuade the reader.
6.2.6	Make reasonable statements and conclusions about a text, supporting them with evidence from the text. *EXAMPLE(S):* Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.
Standard 3R: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
6.3.1	Identify the forms of fiction and describe the major characteristics of each form. *EXAMPLE(S):* Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.
6.3.2	Analyze how a character's qualities impact the plot's resolution of conflict. *EXAMPLE(S):* Tell how a person's courageous, cowardice, ambition, or laziness might impact his or her actions.
6.3.3	Analyze the influence of setting on the problem and its resolution.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
6.3.4	Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme. *EXAMPLE(S):* Describe the features of a poem, such as *Mother to Son* by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, metaphorical language.
6.3.5	Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration. *EXAMPLE(S):* Read books, such as *The Prince and the Pauper* by Mark Twain to compare the perspective of a first-person versus a third-person narrator.
6.3.6	Identify and analyze features of themes conveyed through characters, actions, and images. *EXAMPLE(S):* Analyze the way a theme is developed throughout a book, such as the theme of loyalty as exhibited by the trio of characters in *The Three Musketeers* by Alexandre Dumas.
6.3.7	Recognize the effects of common literary devices, such as symbolism (the use of an object to represent something else), imagery (the use of language to create vivid pictures in the reader's mind), or metaphor (an implied comparison in which a word or phrase is used in place of another), in a variety of fictional and nonfictional texts.
6.3.8	Critique the credibility of characters and the degree to which a plot is believable or realistic. *EXAMPLE(S):* Read myths, such as "Two Lovers Point," and discuss the believability of the characters and plots as compared to realistic fiction.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
6.4.1	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary. *EXAMPLE(S):* Write a review of a favorite book or film for a classroom writers' workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.
6.4.2	Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
6.4.3	Write narratives that: • Establish and develop a plot and setting and present a point of view that is appropriate to the stories. • Include sensory details and clear language to develop plot and character. • Use a range of narrative devices, such as dialogue or suspense. *EXAMPLE(S):* Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.
6.4.4	Write expository compositions, such as descriptions, explanations, comparison and contrast papers, and problem and solution essays, that: • State the thesis (position on the topic) or purpose. • Explain the situation. • Organize the composition clearly. • Offer evidence to support arguments and conclusions. *EXAMPLE(S):* Write successive drafts of a one- or two-page newspaper article about summer activities, including details to support the main topic and allow the reader to compare and contrast the different activities described.
6.4.5	Write responses to literature that: • Develop an interpretation that shows careful reading, understanding, and insight. • Organize the interpretation around several clear ideas. • Support statements with evidence from the text. *EXAMPLE(S):* After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.
6.4.6	Write summaries that contain the main ideas of the reading selection and the most significant details.
6.4.7	Review, evaluate, and revise writing for meaning and clarity. *EXAMPLE(S):* • Use an editing checklist or set of rules with specific examples of corrections of frequent errors to edit or proofread self and peer writing. • Check for varied and appropriate grade level word choices to make writing interesting, such as using *delicious* instead of *good*, *bikini or one-piece bathing suit* instead of *swimsuit*.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
6.5.1	Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
6.5.2	Identify and properly use indefinite pronouns (*all*, *another*, *both*, *each*, *either*, *few*, *many*, *none*, *one*, *other*, *several*, *some*), present perfect (*have been*, *has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.
6.5.3	Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*).
6.5.4	Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
6.6.1	Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).
6.6.2	Identify the tone, mood, and emotion conveyed in the oral communication.
6.6.3	Identify persuasive and propaganda techniques used in media (television, radio, online sources) and identify false and misleading information.
6.6.4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. *EXAMPLE(S):* Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest, attention, and comprehension.
6.6.5	Deliver narrative presentations and oral responses to literature. *EXAMPLE(S):* • Tell a story that includes a context, plot, and point of view. • Use sensory details and specific language to develop the plot and character. • Use a range of narrative (story) devices, including dialogue, tension, or suspense. • Give an interpretation that shows careful reading, understanding, and insight.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
6.6.6	Deliver informative presentations (persuasion, problem/solution) that: • Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • Develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. *EXAMPLE(S):* • Engage the listener to gain acceptance of the proposition or proposal. • Offer persuasive evidence to support the definition of the problem and the proposed solutions.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
6.7.1	Select and use computer applications effectively and productively (software applications for writing). *EXAMPLE(S):* Compose an e-letter to the Editor of the *Pacific Daily News* about the benefits of the "Newspapers in Education" program.
6.7.2	Locate, organize and ethically use information from a variety of sources and media. *EXAMPLE(S):* Navigate the Division of Aquatic Wildlife Resources website to learn about indigenous animals of Guam.
6.7.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia) and documents sources by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized. • Organizes information by categorizing and sequencing, demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (works cited). *EXAMPLE(S):* After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
6.8.1	Interact with the school community around a common interest. *EXAMPLE(S):* Create a billboard that highlights cultural dishes, games, and celebrations different from your own and openly discuss similarities and differences.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
7.1.1	Identify and understand idioms and comparisons—including analogies, metaphors, and similes—in prose and poetry. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression. Analogies: comparisons of similar aspects of two different things. • Metaphors: implied comparisons, such as*: The stars were brilliant diamonds in the night sky*. • Similes: comparisons that use like or as, such as*: The stars were like a million diamonds in the sky.*
7.1.2	Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary (science, social studies, and mathematics). *EXAMPLE(S):* Analyze the roots, prefixes, and suffixes to understand words, such as *microscope*, *microphone*, and *microbe*.
7.1.3	Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. *EXAMPLE(S):* Use the text to clarify the meaning of the word *reparation* in the following sentence: *Many World War II survivors are struggling without any reparation from their government.*
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
7.2.1	Locate information by using a variety of consumer and public documents. *EXAMPLE(S):* Choose a radio or watch to purchase. Then, compare advertisements from different stores to decide which store is offering the best price and product.
7.2.2	Analyze text that uses the cause and effect organizational pattern. *EXAMPLE(S):* Use a comparison chart, such as a T-chart, to illustrate causes and effects.
7.2.3	Identify and trace the development of an author's argument, point of view, or perspective in text. *EXAMPLE(S):* Read articles and biographies about a cultural or historical figure who demonstrated world influence (such as *Mother Teresa: A Complete Authorized Biography* by Kathryn Spink about the Albanian nun's mission work in India or *Mozart: A Cultural Biography* by Robert W. Gutman about the Austrian composer) and identify the author's prevailing point of view of his or her biographical subject.

Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
7.2.4	Understand and explain the use of a simple mechanical device by following directions in a technical manual. *EXAMPLE(S):* Follow the directions for setting a digital watch or clock.
7.2.5	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. *EXAMPLE(S):* React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.
Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
7.3.1	Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay. *EXAMPLE(S):* • Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as *The Night the Bed Fell* by James Thurber. • Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. Describe a novella as a short novel and provide an example, such as Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*. • Describe an essay as a short piece of writing on one subject or theme and provide an example, such as E.B. White's *Farewell to Model T.*
7.3.2	Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. *EXAMPLE(S):* While reading the short story "Charles" by Shirley Jackson, recognize the foreshadowing of events to come as the behavior of the character Charles begins to change.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
7.3.3	Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. *EXAMPLE(S):* Describe the main character, a Chinese emperor, in Ray Bradbury's short story "The Flying Machine" and other characters' reactions as they fail to understand the miracle of one of his subject's new flying invention. Use examples of their thoughts, words, and actions to support the description.
7.3.4	Identify and analyze recurring themes across works (bravery, loyalty, friendship, loneliness). *EXAMPLE(S):* Analyze the theme of overcoming obstacles that is present in the novel *Captains Courageous* by Rudyard Kipling.
7.3.5	Contrast points of view in a literary text and explain how they affect the overall theme of the work (first- versus third-person, limited [minimal knowledge] versus omniscient [having extensive knowledge], subjective [what is imagined] versus objective [what is]). *EXAMPLE(S):* Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.
7.3.6	Compare responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. *EXAMPLE(S):* Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings. Decide what literary elements seemed to influence each reviewer.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
7.4.1	Write responses to literature that: • Develop interpretations that show careful reading, understanding, and insight. • Organize interpretations around several clear ideas, premises, or images from the literary work. • Support statements with evidence from the text. *EXAMPLE(S):* After reading Mark Twain's *Adventures of Tom Sawyer* and Theodore Taylor's *The Cay*, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
7.4.2	Write biographical or autobiographical compositions that: • Develop a standard plot line—including a beginning, conflict, rising action, climax, and denouement (resolution)—and point of view. • Develop complex major and minor characters and a definite setting. • Use a range of appropriate strategies, such as dialogue, suspense, and the naming of specific narrative action, including movement, gestures, and expressions. *EXAMPLE(S):* Write successive drafts of a two- or three-page humorous story about "Something Fishy Is Cooking in the Kitchen," including an engaging opening, dialogue between characters, and descriptive details about the setting, plot, and characters.
7.4.3	Write persuasive compositions that: • State a clear position or perspective in support of a proposition or proposal. • Describe supporting points of the proposition, effectively employing evidence and emotional appeals. • Anticipate and address reader concerns and counterarguments. *EXAMPLE(S):* In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).
7.4.4	Write summaries that: • Include the main ideas and most significant details. • Use the student's own words, except for quotations. • Reflect underlying meaning, not just the superficial details. *EXAMPLE(S):* To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.
7.4.5	Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.
7.4.6	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
7.5.1	Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. *EXAMPLE(S):* • Clear: *She left the book, which she bought at the bookstore, on the table*. • Unclear: *She left the book on the table, which she bought at the bookstore*. • Active voice: *The man called the dog*. • Passive voice: *The dog was called by the man.*
7.5.2	Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).
7.5.3	Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.
7.5.4	Demonstrate the mechanics of writing such as pronoun reference and punctuation (the use of commas at the end of dependent clauses, hyphens, and dashes).
7.5.5	Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
7.6.1	Ask questions to seek additional information, including evidence to support the speaker's claims and conclusions. *EXAMPLE(S):* Ask questions to determine the speaker's attitude toward the subject.
7.6.2	Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
7.6.3	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
7.6.4	Deliver narrative presentations that: • Establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view. • Describe major and minor characters and a definite setting. • Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
7.6.5	Deliver oral summaries of articles and books that: • Include the main ideas and the most significant details. • State ideas in own words, except for when quoted directly from sources. • Demonstrate a complete understanding of sources, not just superficial details.
7.6.6	Deliver persuasive presentations that: • State a clear position in support of an argument or proposal. • Describe the points in support of the proposal and include supporting evidence.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
7.7.1	Communicate information and ideas effectively to multiple audiences using a variety of media and formats. *EXAMPLE(S):* Analyze the effect of images, text, and sound in electronic journalism on the viewer, identifying the techniques used to achieve the effects in each instance studied.
7.7.2	Create original works as a means of personal or group expression. *EXAMPLE(S):* Create a commercial to promote tourism on Guam and identify the techniques used to convey the message.
7.7.3	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
7.7.4	Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
7.7.5	Deliver research presentations that: • Pose relevant and concise questions about the topic. • Provide accurate information on the topic. • Include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries. • Cite reference sources appropriately.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
7.8.1	Participate in a service learning activity. *EXAMPLE(S):* Persuade others in school, at home, or in the community to participate in the school's recycling project and discuss positive and negative outcomes.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
8.1.1	Analyze idioms and comparisons—such as analogies, metaphors, and similes—to infer the literal and figurative meanings of phrases. • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as: *to be an old hand at something* or *to get one's feet wet* • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as: *The stars were brilliant diamonds in the night sky*. • Similes: comparisons that use like or as, such as: *The stars were like a million diamonds in the sky*.
8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion. *EXAMPLE(S):* Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words, such as *tornado*, *tomato*, and *patio*.
8.1.3	Determine word meanings of a word within the appropriate context and verify those meanings by definition, restatement, example, comparison, or contrast. *EXAMPLE(S):* Understand the meaning of *pickle* in a sentence, such as *The pickle was an important part of metal working*. Use a dictionary to help clarify the use of the word *pickle* in this context.
Standard 2[R]: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
8.2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents to explain a situation of decision. *EXAMPLE(S):* • Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow. • Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, webpages, and other consumer sources, such as *Consumer Reports*.
8.2.2	Analyze text that uses proposition (statement of argument) and support patterns. *EXAMPLE(S):* Read and analyze the organization of the "pro" and the "con" editorials on a topic of interest in *Pacific Daily News*. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.

Standard 2[R]: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
8.2.3	Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning. *EXAMPLE(S):* • After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate's summary, based on how well the student describes the most important elements of the text. • Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.
8.2.4	Understand and explain the use of simple equipment by following directions in a technical manual.
8.2.5	Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text. *EXAMPLE(S):* Read *The Brooklyn Bridge: They Said It Couldn't Be Built* by Judith St. George and evaluate the techniques and effectiveness of the development of the main idea of the book.
Standard 3[R]: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
8.3.1	Determine and articulate the relationship among the purposes and characteristics of different forms of poetry, including ballads, lyrics, couplets, epics, elegies, odes, and sonnets. • Ballad: a poem that tells a story • Lyric: words set to music • Couplet: two successive lines of verse that rhyme • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead • Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines *EXAMPLE(S):* Describe the different forms of poetry. Compare poems, such as John Ciardi's "Elegy for Jog," Pablo Neruda's "Odes to Common Things," and Edgar Allan Poe's sonnet "To Science."
8.3.3	Analyze the importance of the setting (place, time, and customs), to the mood, tone, or meaning of the text. *EXAMPLE(S):* Discuss the importance of the setting, including the place, the time period, and the customs, to books, such as *Friendly Persuasion* by Jessamyn West or *Stranded* by Ben Mikaelsen.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
8.3.4	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works. *EXAMPLE(S):* Explore the theme that heroism demands unusual courage and risk taking. Read classic myths found in Alice Low's *The MacMillan Book of Greek Gods and Myths* or dramatic literature, such as Rod Serling's television play *Requiem for a Heavyweight* to identify what both real and imaginary heroes have done.
8.3.5	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. *EXAMPLE(S):* Read books by Charles Major, such as *The Bears of Blue River* or *Uncle Tom Andy Bill*, to analyze how he incorporates his understanding of frontier Indiana attitudes.
8.3.6	Evaluate the structural elements of the plot (subplots, parallel episodes, climax), the plot's development, and how (and whether) conflicts are (or are not) addressed and resolved. *EXAMPLE(S):* Read a book, such as *Holes* by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
8.4.1	Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion. *EXAMPLE(S):* Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.
8.4.2	Write responses to literature that: • Demonstrate careful reading and insight into interpretations. • Connect response to the writer's techniques and to specific textual references. • Make supported inferences about the effects of a literary work on its audience. • Support statements with evidence from the text. *EXAMPLE(S):* After reading *The Giver* by Lois Lowry, write a final chapter to the book describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
8.4.3	Write persuasive compositions that: • Include a well-defined thesis that makes a clear and knowledgeable appeal. • Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. *EXAMPLE(S):* Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.
8.4.4	Write technical documents that: • Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines. • Include all the factors and variables that need to be considered. • Use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. *EXAMPLE(S):* Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.
8.4.5	Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
8.5.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
8.5.2	Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. Example(s): This statement is correct: Students <u>having</u> difficulty and <u>needing</u> help should stay after class. This statement is incorrect: Students <u>having</u> difficulty and <u>who need help</u> should stay after class.
8.5.3	Use subordination, coordination, noun phrases that function as adjectives (*These gestures—acts of friendship—were noticed but not appreciated.*), and other devices to indicate clearly the relationship between ideas.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
8.5.4	Edit written manuscripts to ensure that correct grammar is used.
8.5.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
8.5.5	Use correct spelling conventions and capitalization.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
8.6.1	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener(s).
8.6.2	Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. *EXAMPLE(S):* Paraphrase (restate) a speaker's purpose and point of view and pose questions concerning the speaker's content, delivery, and attitude toward the subject.
8.6.3	Interpret and evaluate the various ways in which the visual (such as illustrations and news photography) communicates information and affects impressions and opinions.
8.6.5	Design and deliver or recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.
8.6.6	Deliver narrative presentations, such as biographical or autobiographical information that: • Relate a clear incident, event, or situation, using well-chosen details. • Reveal the significance of the incident, event, or situation. • Use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.
8.6.7	Deliver persuasive presentations that: • Include a well-defined thesis (position on the topic). • Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • Anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements. • Maintain a reasonable tone.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
8.7.1	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. *EXAMPLE(S):* Research information on the Mariana Trench, paraphrase the collected material, and cite sources.
8.7.2	Identify and define authentic problems and form significant questions through investigation. *EXAMPLE(S):* Survey the student population on cafeteria conditions, such as food quality, and propose solutions to the problems identified.
8.7.3	Achieve an effective balance between researched information and original ideas.
8.7.4	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • Demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Organizes information by categorizing and sequencing, demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (works cited). *EXAMPLE(S):* Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation.
8.7.5	Deliver research presentations that: • Define a thesis (a position on the topic). • Research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • Use a variety of research sources and distinguish the nature and value of each. • Present information on charts, maps, and graphs.

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
8.8.1	Determine an area of interest or need and work together to take action and leave a positive impression on the school community. *EXAMPLE(S):* • Survey peers to determine what careers they are interested in and arrange an activity day to learn more about those careers. • Organize a campaign to put an end to gangs in the school.

Standard 1[LA/R]: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
9.1.1	Identify and use the literal and figurative meanings of words, and understand word derivation (word parts, Greek and Latin roots).
9.1.2	Apply knowledge of Greek, Roman, and Norse mythology to understand the meaning of new words. *EXAMPLE(S):* The word "narcissistic" is drawn from the myth of Narcissus and Echo.
Standard 2[R]: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
9.2.1	Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. *EXAMPLE(S):* After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.
9.2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *EXAMPLE(S):* Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of innovation and invention.
9.2.3	Generate relevant questions about readings on issues or topics that can be researched. *EXAMPLE(S):* Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.
9.2.4	Critique the logic of functional documents by examining the sequence of information and procedures and by the anticipation of possible reader misunderstandings. *EXAMPLE(S):* Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics; an extracurricular organization's constitution and bylaws; or a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
9.3.1	Explain the relationship between the purposes and the characteristics of different forms of dramatic literature, including comedy, tragedy, and dramatic monologue. *EXAMPLE(S):* Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.
9.3.2	Compare the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic. *EXAMPLE(S):* Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature, such as John Greenleaf Whittier's *Snowbound*, a novel in which elements of nature play a large role, such as *My Antonia* by Willa Cather, or a play, such as Shakespeare's *The Tempest*.
9.3.3	Analyze characters in a literary text—their interactions, their traits by what they say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). *EXAMPLE(S):* • Discuss the development of the different characters in Charles Dickens' *Great Expectations*. • Read works, such as *The Secret Diary of Adrian Mole, Aged 13 3/4* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.
9.3.4	Identify and analyze works that express a universal theme and provide evidence to support the views expressed in each work.
9.3.5	Trace and analyze the author's use of complex literary devices, such as foreshadowing (providing clues to future events), flashbacks (interrupting the sequence of events to include information about an event that happened in the past), figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme). *EXAMPLE(S):* • Discuss how Tennessee Williams uses shifts between narration and "in scene" characters to tell the story in his play *The Glass Menagerie*. • Analyze and compare figurative language in *The Odyssey*.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
9.3.6	Recognize and explain how well a work of literature is related to the themes and issues of its historical period. *EXAMPLE(S):* Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and how effectively the author uses the time period.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
9.4.1	Plan, organize, and write a coherent composition using precise language. Example(s): Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively. Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus. • Use action verbs, sensory details, and appropriate modifiers to clarify ideas.
9.4.2	Write biographical or autobiographical (personal) narratives or short stories that: • Describe a sequence of events and communicate the significance of the events to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* Write a personal narrative showing an audience the story of a particular object of significance in one's life.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
9.4.3	Write expository compositions that are analytical and: • Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. • Communicate information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas. • Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of the topic. • Include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. • Anticipate and address readers' potential misunderstandings, biases, and expectations. • Use technical terms and notations accurately.
9.4.4	Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
9.4.5	Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
9.5.1	Identify clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
9.5.2	Recognize a variety of sentence constructions, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.
9.5.3	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
9.5.4	Apply appropriate manuscript conventions—including title page presentation, pagination, spacing, and margins—and integration of source and support material by citing sources at the end of the text.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
9.6.1	Make judgments about the ideas under discussion and support those judgments with convincing evidence from the text. *EXAMPLE(S):* Identify the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
9.6.2	Recognize how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
9.6.3	Identify the artistic effects of a media presentation and the techniques used to create them. *EXAMPLE(S):* Compare Shakespeare's *Romeo and Juliet* with Franco Zefferelli's film version.
9.6.4	Choose and use appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations and anecdotes (stories about a specific event).
9.6.5	Deliver literary presentations effectively. Example(s): Narrate a sequence of events with scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • Demonstrate awareness of the author's writing style and an appreciation of the effects created.
9.6.6	Deliver expository (explaining cause/effect or comparison) presentations that: • Convey information and ideas from primary and secondary sources accurately and coherently. • Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • Use technical terms and notations accurately.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
9.7.1	Use a computer to design and publish documents.
9.7.2	In compositions include visual aids by using technology.
9.7.3	Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
9.7.4	Identify the ways scenarios, commonly held beliefs, hypotheses, and definitions can be used to develop the main ideas within the body of the composition.
9.7.5	Synthesize information from multiple sources, including almanacs, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
9.7.6	Identify quotations and citations in a variety of texts.
9.7.7	Use props, visual aids, graphs, and electronic media to enhance the appeal or accuracy of presentations.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
9.8.1	Join a group to participate in a project of interest. *EXAMPLE(S):* • Participate in a group that is creating “go green” solutions for the school, including creating information posters and school broadcast announcements and writing articles for the school newsletter. • Participate in a group production that performs or entertains an audience.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
10.1.1	Apply knowledge of literal and figurative meanings of words and word derivation
10.1.2	Distinguish between the denotative and connotative meanings of words
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
10.2.1	Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes. *EXAMPLE(S):* Analyze an advertisement that has been made to look like the informational newspaper or magazine text around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.
10.2.2	Synthesize the content and ideas from several sources dealing with a single issue or written by a single author, then paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
10.2.3	Extend ideas through original analysis, evaluation, and elaboration presented in primary or secondary sources. *EXAMPLE(S):* Read firsthand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.
10.2.4	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and how the author's intent affects the text's structure and tone (professional journals, editorials, political speeches, primary source material). *EXAMPLE(S):* Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.
Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
10.3.1	Analyze the purposes and the characteristics of different forms of dramatic literature, including comedy, tragedy, and dramatic monologue. *EXAMPLE(S):* Analyze the features of plays, such as *I Never Sang for My Father* by Robert Anderson, *Arsenic and Old Lace* by Joseph Kesselring, *A Piano Lesson* by August Wilson, or *The Buck Private* by Luis Valdez.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
10.3.2	Compare the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic. *EXAMPLE(S):* Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!". Frederick Douglass' eulogy, and the report of Lincoln's death from *The New York Times* on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.
10.3.3	Compare works that express a universal theme and provide evidence to support the views expressed in each work. *EXAMPLE(S):* Analyze and compare selections that deal with the theme of independence developed in *The House on Mango Street* by Sandra Cisneros and *The Childhood Story of Christy Brown* (based on the film *My Left Foot*) by Christy Brown.
10.3.4	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text. *EXAMPLE(S):* Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.
10.3.5	Explain how voice and the choice of a narrator affect characterization and the mood, tone, plot, meaning, and credibility of a text. *EXAMPLE(S):* Read *Darkness at Noon* by Harold Krents and discuss the impact of the narration as the story unfolds.
10.3.6	Analyze and evaluate the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature. • Dialogue: a conversation between two characters • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by characters directly to the audience • Character foils: characters who are used as contrasts to another character • Stage designs: directions and drawings for the setting of a play Example(s): Analyze different dramatic literary devices in Shakespeare's *Romeo and Juliet*. Describe the roles that these devices play to advance the action of the story and to reveal additional information about the characters. Evaluate the function of different dramatic devices in Shakespeare's The Tragedy of Julius Caesar.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
10.3.7	Evaluate the significance of various literary devices, including foreshadowing—providing clues to future events, flashbacks—interrupting the sequence of events to include information about an event that happened in the past, figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal. *EXAMPLE(S):* • Evaluate the imagery in poetry, such as that in "I Wandered Lonely As a Cloud" by William Wordsworth and "Shall I Compare Thee to a Summer's Day?" by William Shakespeare. • Discuss how the games the boys play in school foreshadow the coming of the war in *A Separate Peace* by John Knowles.
10.3.8	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme. *EXAMPLE(S):* Read *Jurassic Park* by Michael Crichton or *The Perfect Storm* by Sebastien Junger and evaluate the way the author's style and descriptions help create a mood of tragedy and suspense.
10.3.9	Analyze the way in which a work of literature is related to the themes and issues of its historical period. *EXAMPLE(S):* Read a book, such as *Hornblower During the Crisis* by C. S. Forester, and tell how the author uses the story to convey larger themes about a period of transition in British history.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
10.4.1	Establish coherence within and among paragraphs through effective transitions, parallel structures, active (*I will always remember my first trip to the city.*) rather than passive voice (*My first trip to the city will always be remembered.*), and similar writing techniques when writing the following types of essays: autobiographical incident, focused description, literary interpretation (world literature), cause and effect, persuasive, problem-solution.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
10.4.2	Write biographical or autobiographical narratives that: • Describe a sequence of events and communicate the significance of the events to the audience. • Locate scenes and incidents in specific places. • Describe the specific sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* After reading an example of an autobiography, such as Helen Keller's *Story of My Life*, use the structure of the autobiography to compose an autobiography of your own.
10.4.3	Write analytical expository compositions (essays, summaries, or literary analyses) that: • Gather evidence in support of a thesis (position on the topic), including all relevant perspectives. • Communicate information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas, • Use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic. • Anticipate and address readers' potential misunderstandings, biases, and expectations. • Use technical terms and notations correctly. *EXAMPLE(S):* On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic and information in response to each question from a variety of sources, including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
10.4.4	Write argumentative compositions that: • Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. • Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • Address readers' concerns, counterclaims, biases, and expectations. *EXAMPLE(S):* Write a letter to a television network to persuade the network to keep a program on the air despite low ratings. Prepare for a debate about "go green" topics.
10.4.5	Apply criteria developed by self and others to evaluate the mechanics and content of writing.
10.4.6	Constructively criticize self and other writers' work. *EXAMPLE(S):* Comment on how effectively an author's word choice affects his or her purpose. Make suggestions for improving organization, tone, style, clarity, and focus. Edit and revise in response to peer reviews of own work.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
10.5.1	Apply knowledge of clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
10.5.2	Demonstrate an understanding of sentence construction (parallel structure, subordination, and the proper placement of modifiers) and proper English usage (consistent verb tenses).
10.5.3	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization, including direct and indirect quotations.
10.5.4	Apply appropriate manuscript conventions—including title page presentation, pagination, spacing, and margins—and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
10.6.1	Make judgments about the ideas under discussion and support those judgments with convincing evidence from the text, as well as authoritative sources.
10.6.2	Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event. *EXAMPLE(S):* Compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version.
10.6.3	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. *EXAMPLE(S):* • Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. • Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
10.6.4	Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources. *EXAMPLE(S):* Use a combination of props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
10.6.5	Deliver more complex literary presentations (stories, poetry) and literary responses. Example(s): Narrate a sequence of events and communicate their significance to the audience. Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • Demonstrate awareness of the author's writing style and an appreciation of the effects created. • Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
10.6.6	Deliver expository presentations (such as problem-solving and cause/effect) that: • Provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • Convey information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas. • Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • Anticipate and address the listeners' potential misunderstandings, biases, and expectations. • Use technical terms and notations correctly.
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
10.7.1	Identify quotations and citations into a written text while maintaining the flow of ideas.
10.7.2	In compositions, include visual aids by using technology to organize and record information on charts, maps, and graphs. *EXAMPLE(S):* Compose a report showing the results of a survey on school graffiti (location, type).
10.7.3	Apply simple quotations and citations into a variety of written texts while maintaining the flow of ideas.
10.7.4	Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
10.7.5	Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
10.8.1	Form a group to explore projects of interest. *EXAMPLE(S):* • Charter a club. • Write a play and perform it in front of an audience.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
11.1.1	Apply knowledge of the connotative power of words
11.1.2	Discern the meaning and relationship between pairs of words encountered in analogies (synonyms/antonyms, connotation/denotation).
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
11.2.1	Analyze the features and rhetorical devices of different types of public documents (policy statements, speeches, debates, platforms) and how authors use these features and devices. *EXAMPLE(S):* Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech given in Washington D.C. on August 28, 1963, or Edward R. Murrow's "Speech to the Radio and Television News Directors Association (RTNDA) Convention" given in Chicago on October 15, 1958, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.
11.2.2	Analyze how clarity is affected by the patterns of organization, repetition of main ideas, syntax, and word choice in text. *EXAMPLE(S):* Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *The Day Lincoln Was Shot* by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader.
11.2.3	Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations. *EXAMPLE(S):* Read Alexis de Tocqueville's *Democracy in America* or John Steinbeck's *Travels With Charley* and support agreement or disagreement with the author's assertions by citing evidence from the text.

Standard 2R: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
11.2.4	Critique the power, validity, and truthfulness in the logic of arguments set forth in speeches and essays, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (appeal to reason, appeal to authority, appeal to pathos/emotions). *EXAMPLE(S):* Critique how Martin Luther King, Jr.'s use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor.
Standard 3R: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
11.3.1	Analyze characteristics of satire, parody, allegory, and pastoral sub-genres used in poetry, prose, plays, novels, short stories, and essays. • Satire: using humor to point out weaknesses of people and society • Parody: using humor to imitate or mock a person or situation • Allegory: using symbolic figures and actions to express general truths about human experiences • Pastoral: showing life in the country in an idealistic—and not necessarily realistic—way *EXAMPLE(S):* Read and evaluate the short story, "The Celebrated Jumping Frog of Calaveras County," by Mark Twain, as an example of Twain's gentle satirizing of human behavior.
11.3.2	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. *EXAMPLE(S):* Analyze the development of the theme of self-reliance in *Master and Commander* by Patrick O'Brien.
11.3.3	Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions. *EXAMPLE(S):* Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish", Robert Frost's "Out, Out...," and Amy Lowell's "Patterns."

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
11.3.4	Analyze works of literary or cultural significance in history (American or world) that: • Reflect a variety of genres in each of the respective historical periods. • Were written by important authors in the respective major historical periods. • Reveal contrasts in major themes, styles, and trends. • Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. *EXAMPLE(S):* Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *The Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.
11.3.5	Evaluate the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs or intentions in a selection of literary works or essays on a topic. *EXAMPLE(S):* Evaluate how the assumptions in *All Quiet on the Western Front* by Erich Maria Remarque advance the story.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
11.4.1	Write fictional narratives that: • Narrate a sequence of events and communicate their significance to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of autobiography or fiction, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird*, essays by Wallace Stegner, or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing has been significant in your life.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
11.4.2	Write responses to American literature that: • Demonstrate a comprehensive understanding of the significant ideas in works or passages. • Analyze the use of imagery, language, universal themes, and unique aspects of the text. • Support statements with evidence from the text. • Demonstrate an understanding of the author's style and an appreciation of the effects created. • Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. *EXAMPLE(S):* After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.
11.4.3	Write or deliver a research report of at least 1,000 words that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia); distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • Synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Incorporates numeric data, charts, tables, and graphs. • Organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (works cited). *EXAMPLE(S):* Develop a research report based on an important author in contemporary times. Include perspectives from newspapers, websites, interviews, and accounts of critics and friends. Include a bibliography of works. Place the author's works in the larger societal context of time and indicate how the author's works have impacted the literary or historical world.
11.4.4	Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
11.4.5	Edit and proofread one's own writing, as well as that of others, using an editing checklist.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
11.4.6	Revise text to highlight the individual voice, improve sentence variety and style, improve clarity, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
11.5.1	Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
11.5.2	Produce writing that shows accurate spelling and correct punctuation and capitalization.
11.5.3	Apply appropriate manuscript conventions in writing (both MLA and APA styles).
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
11.6.1	Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
11.6.2	Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language).
11.6.3	Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
11.6.4	Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
11.6.5	Deliver reflective presentations. *EXAMPLE(S):* • Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • Draw comparisons between a specific incident and broader themes to illustrate beliefs or generalizations about life. • Maintain a balance between describing an incident and relating it to more general, abstract ideas**.**

Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
11.6.6	Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not To Be").
Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
11.7.1	Use a computer to integrate databases, pictures and graphics, and spreadsheets into word processed documents.
11.7.2	In compositions, incorporate numeric data, charts, tables, and graphs.
11.7.3	Develop presentations using clear research questions and suitable research methods including text, electronic resources, and personal interviews.
11.7.4	Use systematic strategies to organize and record information, such as source cards and note cards.
11.7.5	Integrate quotations and citations into a written text while maintaining the flow of ideas.
Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
11.8.1	Form a group to take action on a local issue. *EXAMPLE(S):* • Create an action plan on the "go green" theme and follow through. • As a member of a group, write a song or poem about a local issue and perform it.

Standard 1$^{LA/R}$: Word Analysis, Fluency, and Vocabulary Students apply their knowledge of basic word features, context clues, and word identification strategies to determine meaning, build vocabulary, and achieve fluency.	
12.1.1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology
12.1.2	Understand unfamiliar words that refer to characters or themes in literature or history. *EXAMPLE(S):* Understand the meaning of words like *pollyannaish* (like Eleanor H. Porter's 1913 heroine Pollyanna, who tended to find the good in everything) or *Seussian*, a reference to the alliterative and rhythmic style of children's author Dr. Seuss (Theodore Geisel).
Standard 2^{R}: Reading Comprehension and Analysis of Nonfiction Texts Students read a wide range of nonfiction texts to acquire new information, to respond to the demands of society and the workplace, and to learn about themselves and the world.	
12.2.1	Apply how clarity is affected by the patterns of organization, repetition of main ideas, syntax, and word choice in text. *EXAMPLE(S):* Analyze speeches by Winston Churchill to examine the way his language influences the impact of his message.
12.2.2	Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others. *EXAMPLE(S):* Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.
12.2.3	Make reasonable assertions about an author's arguments (including implicit and explicit assumptions) by using hypothetical situations or elements of the text to defend and clarify interpretations. *EXAMPLE(S):* Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).
12.2.4	Critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (appeal to reason, appeal to authority, appeal to pathos/emotions). *EXAMPLE(S):* Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen's right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
12.3.1	Evaluate characteristics of satire, parody, allegory, and pastoral sub-genres that are used in poetry, prose, plays, novels, short stories, and essays. • Satire: using humor to point out weaknesses of people and society • Parody: using humor to imitate or mock a person or situation • Allegory: using symbolic figures and actions to express general truths about human experiences • Pastoral: showing life in the country in an idealistic—and not necessarily realistic—way *EXAMPLE(S):* Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.
12.3.2	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. *EXAMPLE(S):* Analyze the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this analysis.
12.3.3	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) and/or aesthetic (artistic) purposes in world literature. *EXAMPLE(S):* Analyze the use of irony and tone by Jane Austen in novels such as *Pride and Prejudice* or *Sense and Sensibility*.
12.3.4	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. *EXAMPLE(S):* Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.
12.3.5	Analyze and evaluate works of literary or cultural significance in American, English, or world history that: • Reflect a variety of genres in the major periods in literature. • Were written by important authors in each historical period. • Reveal contrasts in major themes, styles, and trends in these historical periods. • Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. *EXAMPLE(S):* Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (17th century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the 18th century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and "Across the Bridge" by Graham Greene (20th century).

Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts Students read a wide variety of classic and contemporary literature in many genres to build an understanding of the human experience.	
12.3.6	Evaluate the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings. *EXAMPLE(S):* Explain how the archetype of "the fall," or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare's *The Tragedy of Macbeth*.
12.3.7	Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. *EXAMPLE(S):* Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.
12.3.8	Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. *EXAMPLE(S):* Read Samuel Becket's *Waiting for Godot* or Shakespeare's *Hamlet* and evaluate the philosophical approach presented in each and what each author seems to be saying about the human condition.
Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
12.4.1	Write autobiographical or biographical narratives that: • Narrate a sequence of events and communicate their significance to the audience. • Locate scenes and incidents in specific places. • Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters. In the case of autobiography or fiction, use interior monologue (what the character says silently to him- or herself) to show the character's feelings. • Pace the presentation of actions to accommodate changes in time and mood. *EXAMPLE(S):* After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.

Standard 4: Writing Purposes, Processes, and Strategies Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes.	
12.4.2	Write responses to British and other world literature that: • Demonstrate a comprehensive understanding of the significant ideas in works or passages. • Analyze the use of imagery, language, universal themes, and unique aspects of the text. • Support statements with evidence from the text. • Demonstrate an understanding of the author's style and an appreciation of the effects created. • Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. *EXAMPLE(S):* Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.
12.4.3	Write academic essays, such as an analytical essay, an historical investigation, a research report, a literary analysis (world literature), a personality profile, or a subject analysis and include works cited (references), direct and indirect quotes, and citations. *EXAMPLE(S):* Write a historical investigation report on the death of Lady Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.
12.4.4	Write historical investigation reports on British literary periods that: • Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • Analyze several historical records of a single event, examining critical relationships between elements of the topic. • Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
12.4.5	Further refine unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5: Language Structure and Language Conventions Students apply knowledge of language structure and language conventions to create, critique, and discuss texts.	
12.5.1	Critique use of grammar, diction, and paragraph and sentence structure, spelling, punctuation, and capitalization in one's own and others' writing.
12.5.2	Demonstrate appropriate conventions for formal documents. *EXAMPLE(S):* • Write a business letter. • Create a resume and cover letter for a job application.
12.5.3	Demonstrate appropriate use of conventions for research reports—cover page, citations, references, direct and indirect quotes, tables and charts, and references.
Standard 6: Listening and Speaking Skills and Strategies Students listen critically and adjust their use of spoken language to communicate effectively with a variety of audiences for different purposes.	
12.6.1	Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
12.6.2	Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
12.6.3	Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.
12.6.4	Deliver complex oral responses to literature. *EXAMPLE(S):* • Demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • Support important ideas and viewpoints through specific references to the text and to other works. Demonstrate an awareness of the author's style and an appreciation of the effects created. Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Standard 7: Informational Literacy Students use a variety of technological and informational resources to conduct research on issues and interests by generating ideas and questions, posing and solving problems, and then communicating the results.	
12.7.1	Use technology for all aspects of creating, revising, editing, and publishing.
12.7.2	Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
12.7.3	Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
12.7.4	Integrate multiple and more complex quotations into a written text while maintaining the flow of ideas.
12.7.5	Write or deliver a research report of at least 1,500 words that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • Uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • Synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • Demonstrates that sources have been evaluated for accuracy, bias, and credibility. • Incorporates numeric data, charts, tables, and graphs. • Organizes information by classifying, categorizing, and sequencing; demonstrates the distinction between one's own ideas from the ideas of others; and, includes a bibliography (works cited).
12.7.6	Deliver multimedia presentations that: • Combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • Select an appropriate medium for each element of the presentation. • Use the selected media skillfully, editing appropriately and monitoring for quality. • Test the audience's response and revise the presentation accordingly. *EXAMPLE(S):* Prepare a commencement presentation that will appeal to fellow graduates, as well as their relatives and friends and other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

Standard 8: Lifelong Literacy Students use spoken, written, and visual language to accomplish their own purposes as they participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	
12.8.1	Take action on a topic of interest that will have a positive impact on the school community. *EXAMPLE(S):* • As a member of a group, plan a production that offers diverse performances by many students on a topic of common interest. • Use Facebook to plan and discuss “go green” information with peers to evaluate how well it achieves its purpose, recommend changes, and act on those recommendations.

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR
MATHEMATICS

The Content Standards f or the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K –12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders in Guam. In addition, they provide more clarity to support all students in developing skills; deepening their understanding of concepts and processes; and utilizing their problem-solving, reasoning and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. T he standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

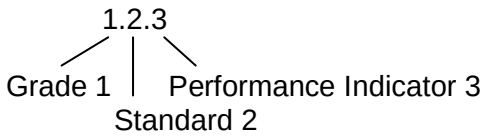
Examples accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

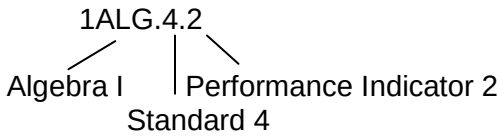
Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.





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Introduction to the Revised Standards for Mathematics

Ten Guam Department of Education (DOE) teachers—3 elementary, 3 middle, and 4 high school—gave of their time and expertise to rethink the standards in school mathematics and to bring them into an aligned and coherent whole. The work began with an examination of exemplary standards from other states, as well as the National Council of Teachers of Mathematics (NCTM) Standards. Thus, the work was inspired by the Indiana and California state standards, as well as the *Principles and Standards for School Mathematics* (NCTM, 2000) and the *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics* (2006), and the strengths of the Guam standards for mathematics (2000).

Strands and Standards

The Content Standards

The math standards revision team reviewed the Guam 2000 standards in the light of the more concise formulation found in the NCTM documents. All Guam 2000 standards were summarized in the NCTM standards, and the decision was made to use the NCTM formulation of the K–12 standards for Number and Operations, Algebra, Measurement, Geometry, and Data Analysis and Probability, which we called the five Strands. Each of NCTM's standard statements was then broken down into separate standards. For example, the NCTM Standard for Number and Operations reads:

Instructional programs from prekindergarten through grade 12 should enable all students to:

- *Understand numbers, ways of representing numbers, relationships among numbers, and number systems.*
- *Understand meanings of operations and how they relate to one another.*
- *Compute fluently and make reasonable estimates.*

In the Guam revised standards, these bulleted statements become the three standards in the Number and Operations strand. Thus, instead of a standard for Number and Operations appearing in 18 bulleted statements, as it did in the Guam 2000 standards, the revised standards organize the strand of Number and Operations under the following three standards corresponding to the three bullets above:

Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Standard 2: Understand meanings of operations and how they relate to one another.

Standard 3: Compute fluently and make reasonable estimates.

In all, there are 17 standards in mathematics: Standards 1–3 for Number and Operations, Standards 4–7 for Algebra, Standards 8–11 for Geometry, Standards 12–13 for Measurement, and Standards 14–17 for Data Analysis and Probability. Each standard is examined across the grades, so teachers can trace how a particular concept is developed in the years prior to the grade level they are teaching and how it will continue to grow in subsequent years. Then grade-by-grade standards are offered, so teachers have a

summary of the expectations for mathematics learning—expressed as performance indicators—that are expected at each grade level.

The Process Standards

In its Standards 2000 document, the NCTM also included five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Guam had included Problem Solving and Reasoning as Standard 5 in its 2000 standards, as well. The revision team felt that these standards go across all content standards and cannot be achieved without being attached to content. For example, Problem Solving, Reasoning and Proof in geometry are entirely different from these processes in algebra. The two strands, algebra and geometry, require entirely different sets of process skills, and these skills are learned within the two strands.

The importance of the process standards and the need to integrate them into all five of the strands led the revision team to the decision to present them here before any of the content standards. These process standards, listed below, are to be understood as an integral part of each of the five math strands.

Problem Solving Standard: *Instructional programs from prekindergarten through grade 12 should enable all students to:*

- Build new mathematical knowledge through problem solving.
- Solve problems that arise in mathematics and other contexts.
- Apply and adapt a variety of appropriate strategies to solve problems.
- Monitor and reflect on the process of mathematical problem solving.

Reasoning and Proof Standard: *Instructional programs from prekindergarten through grade 12 should enable all students to:*

- Recognize reasoning and proof as fundamental aspects of mathematics.
- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs.
- Select and use various types of reasoning and methods of proof.

Communication Standard: *Instructional programs from prekindergarten through grade 12 should enable all students to:*

- Organize and consolidate their mathematical thinking through communication.
- Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- Analyze and evaluate the mathematical thinking and strategies of others.
- Use the language of mathematics to express mathematical ideas precisely.

Connections Standard: *Instructional programs from prekindergarten through grade 12 should enable all students to:*

- Recognize and use connections among mathematical ideas.
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.

- Recognize and apply mathematics in contexts outside of mathematics.

Representation Standard: *Instructional programs from prekindergarten through grade 12 should enable all students to:*

- Create and use representations to organize, record, and communicate mathematical ideas.
- Select, apply, and translate among mathematical representations to solve problems.
- Use representations to model and interpret physical, social, and mathematical phenomena.

Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Count, read, write, and represent with manipulatives the whole numbers from 0 to 30.
K.1.2	Count backwards from 20.
K.1.3	Recognize and distinguish the value of coins: penny, nickel, dime, and quarter.
K.1.4	Connect number words and numerals to the quantities they represent.
K.1.5	Identify and illustrate a whole and the half of a whole.
GRADE ONE	
1.1.1	Count, read, write, and plot on a number line the whole numbers to 100.
1.1.2	Count by twos, fives, and tens to 100.
1.1.3	Give the value of a collection of pennies, nickels, and dimes up to $1.00.
1.1.4	Connect number words and numerals (to 100) to the quantities they represent using various physical models and representations.
1.1.5	Use multiple models to develop understanding of place value and the base-10 number system (e.g., bundles of 10).
1.1.6	Develop understanding of ordinal numbers (e.g., first, second, third) and cardinal numbers (e.g., 0, 1, 2, 3).
1.1.7	Compare and order whole numbers to 100 using the symbols for less than, greater than, and equal to (<, >, =).
1.1.8	Identify and illustrate fractional parts $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ in relationship to the whole.
GRADE TWO	
2.1.1	Count, read, write, and represent with manipulatives the whole numbers from 0 to 1000.
2.1.2	Count by twos, fives, tens, and hundreds to 1000.
2.1.3	Use words, models, and expanded forms to represent numbers to 1000.

Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
PERFORMANCE INDICATORS	
2.1.4	Match the ordinal numbers (e.g., first, second, third, hundredth) with an ordered set of up to 100 items.
2.1.5	Use multiple models to develop initial understandings of place value and the base-10 number system.
2.1.6	Identify numbers as even or odd.
2.1.7	Recognize fractions as parts of a whole or parts of a set of objects up to 12 parts (i.e., ½ to 1/12).
GRADE THREE	
3.1.1	Count, read, write, compare, and order whole numbers to at least 10,000.
3.1.2	Identify and interpret place value in whole numbers up to 10,000 and in numbers with one decimal place.
3.1.3	Use expanded notation to represent numbers.
3.1.4	Relate the number in the tenths decimal place to the equivalent fraction (e.g., 0.3 as 3/10) and vice versa.
3.1.5	Identify and use correct names for numerators and denominators.
3.1.6	Show equivalent fractions using equal parts.
GRADE FOUR	
4.1.1	Read, write, compare, and order whole numbers to 1,000,000.
4.1.2	Identify and interpret place value in whole numbers up to 1,000,000 and in numbers with two decimal places.
4.1.3	Relate the numbers in the tenths and hundredths decimal places to the equivalent fraction (e.g., 0.34 as 34/100) and vice versa.
4.1.4	Express money values using decimals and dollar signs.
4.1.5	Name and write mixed numbers as improper fractions.
4.1.6	Compare and order fractions and decimals.
4.1.7	Round two-place decimals to tenths or the nearest whole number.
4.1.8	Round whole numbers to the nearest tens, hundreds, or thousands.
GRADE FIVE	

Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
PERFORMANCE INDICATORS	
5.1.1	Convert between numbers in words and numerals up to millions and decimals to thousandths (e.g., 345.678 as three hundred and forty-five and six hundred and seventy-eight thousandths, and vice versa).
5.1.2	Arrange in numerical order and compare whole numbers or decimals using *less than* (<), *greater than* (>) and *equal to* (=).
5.1.3	Explain different interpretations of fractions: as parts of a whole, as parts of a set, and quotients of whole numbers.
5.1.4	Express a set of fractions as an equivalent set with the same denominator (e.g., {2/3, 3/4, 1/6} as {8/12, 9/12, 2/12}).
5.1.5	Reduce fractions to their lowest terms.
GRADE SIX	
6.1.1	Compare and order whole and mixed numbers, fractions, decimals, and percents and situate them on a number line.
6.1.2	Represent fractions as decimals and percents, percents as fractions and decimals, and finite decimals as fractions and percents.
6.1.3	Represent a whole number as the product of its prime factors.
6.1.4	Use exponential notation where appropriate (e.g., $96 = 3 \times 2^5$).
6.1.5	Find the least common multiple (LCM) and greatest common factor (or GCD, greatest common divisor) for a set of whole numbers.
6.1.6	Represent relationships between numbers using ratios and proportions.
GRADE SEVEN	
7.1.1	Express infinite repeating decimals as fractions.
7.1.2	Develop mathematical and contextual meaning for integers and order them on the number line.
7.1.3	Extend the meaning of percents to include percents greater than 100 and less than 1.
7.1.4	Identify and create sets of relatively prime numbers (i.e., prime to each other, such as 10 and 21).
7.1.5	Identify prime and composite numbers.

Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
PERFORMANCE INDICATORS	
7.1.6	Represent fractions, decimals, and percents using concrete, pictorial, and abstract representations (e.g., graphs, models).
GRADE EIGHT	
8.1.1	Represent very small and very large numbers using scientific notation.
8.1.2	Identify and define rational numbers and irrational numbers, both positive and negative.
8.1.3	Order real numbers on the number line.
ALGEBRA 1	
1ALG.1.1	Identify subsets and recognize structures of the real number system.
1ALG.1.2	Match real numbers to points on the number line.
1ALG.1.3	Develop a deeper understanding of very large and very small numbers and their representations (e.g., scientific notation, calculator representation).
1ALG.1.4	Compare and order real numbers.
1ALG.1.5	Understand matrices as a system that shares many of the properties of the real number system.
1ALG.1.6	Identify alternate representations of real numbers (e.g., $2 = 4/2 = 2/1 = 2.0 = 2^1 = -4/-2$).
ALGEBRA 2	
2ALG.1.1	Understand complex numbers as a number system, as well as solutions to quadratic equations that do not have real solutions.
2ALG.1.2	Find the opposite and absolute value of real and complex numbers.
2ALG.1.3	Recognize and represent real and complex numbers as points in a plane.
2ALG.1.4	Compare and understand the properties of numbers and number systems (including the rational, real, and complex numbers) and how they are related.

GEOMETRY	
GEO.1.1	Understand vectors as a system of numbers having both magnitude and direction and find the magnitude and direction of vectors.
GEO.1.2	Recognize situations that can be represented by vectors.

Standard 2: Understand meanings of operations and how they relate to one another.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Understand the meaning of the addition and subtraction symbols.
GRADE ONE	
1.2.1	Understand the various meanings of addition and subtraction of whole numbers and the relationship between them.
1.2.2	Compose and decompose whole numbers.
1.2.3	Understand the effects of adding and subtracting whole numbers.
GRADE TWO	
2.2.1	Identify and use the inverse relationship between addition and subtraction to solve problems.
2.2.2	Understand the effects of multiplying and dividing whole numbers and recognize situations where these operations might arise (e.g., equal sharing).
GRADE THREE	
3.2.1	Develop an initial understanding of multiplication as repeated addition (e.g., $3 \times 5 = 5 + 5 + 5$) or as equal groupings (e.g., 3×5 as 3 groups of 5) and of division as the number of equal groupings (e.g., $15 \div 5$ as the number of groups of 5 can we make with 15).
GRADE FOUR	
4.2.1	Understand and use the distributive law to simplify number expressions (e.g., $3(4 + 5) = 3 \times 4 + 3 \times 5$ and $5(8 – 6) = 5 \times 8 – 5 \times 6$).
4.2.2	Extend the properties of operations (e.g., associativity, commutativity) on whole numbers to operations on decimal numbers.
4.2.3	Understand the use of parentheses (round brackets) for multiplication and that multiplication and division are performed before addition and subtraction in expressions without parentheses.
GRADE FIVE	

Standard 2: Understand meanings of operations and how they relate to one another.	
PERFORMANCE INDICATORS	
5.2.1	Understand the effects of multiplying and dividing by fractions less than 1 (e.g., when 3 is multiplied by a whole number such as 4, the result is bigger than 3, but when 3 is multiplied by ¼, the result is smaller than 3).
GRADE SIX	
6.2.1	Understand the context for and the meaning and effects of performing the four arithmetic operations on fractions, decimals, and percents.
6.2.2	Explore and use commutativity, distributivity, and associativity in operating on fractions, decimals, and percents.
GRADE SEVEN	
7.2.1	Analyze methods for solving problems involving proportions (e.g., scaling, finding equivalent ratios) and proportional reasoning.
7.2.2	Identify and use the rules of signs as they apply to arithmetic operations on integers.
GRADE EIGHT	
8.2.1	Analyze and memorize the rules of exponents for operations.
ALGEBRA 1	
1ALG.2.1	Identify, justify, and use applicable properties of operations on real numbers (e.g., order of operations, distributivity, commutativity, associativity, closure) to simplify or expand numeric expressions.
1ALG.2.2	Verify in the simplification of an algebraic expression or the solution of an algebraic equation whether the properties of real numbers and the properties of operations on real numbers are respected.
ALGEBRA 2	
2ALG.2.1	Use the inverse relationship between exponents and logarithms to solve exponential and logarithmic problems involving real numbers.
GEOMETRY	
GEO.2.1	Recognize situations that involve vector multiplication by a scalar, addition, and subtraction.

Standard 3: Compute fluently and make reasonable estimates.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Use manipulatives to perform the addition and subtraction of two 1-digit numbers.
GRADE ONE	
1.3.1	Demonstrate fluency with the fact families to 10.
1.3.2	Add two to four 1-digit numbers.
1.3.3	Given a simple problem situation, construct a number sentence to represent it and solve it.
GRADE TWO	
2.3.1	Add and subtract two 2-digit whole numbers with and without regrouping.
2.3.2	Master a variety of strategies for addition and subtraction of whole numbers (e.g., objects, abacus, calculators, estimation, mental math strategies) besides paper and pencil calculations.
2.3.3	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars and solve simple problems involving money (e.g., Do you have enough money to buy a 50 cent pencil with 3 pennies, 4 nickels, and 2 dimes?).
GRADE THREE	
3.3.1	Know the multiplication tables up to 10 and commit them to memory.
3.3.2	Add and subtract 3-digit whole numbers with and without regrouping.
3.3.3	Add and subtract fractions with the same denominator.
GRADE FOUR	
4.3.1	Memorize multiplication facts to 12 and use them fluently for multiplication and division.
4.3.2	Multiply up to 4-digit numbers by 1- and 2-digit numbers with and without regrouping.
4.3.3	Divide 2- and 3-digit numbers by 1-digit numbers (remainder/no remainder).
GRADE FIVE	

Standard 3: Compute fluently and make reasonable estimates.	
PERFORMANCE INDICATORS	
5.3.1	Add and subtract two-place decimal numbers including money values and solve related problems (e.g., making change in a purchasing situation).
5.3.2	Add, subtract, multiply, and divide fractions (including mixed numbers) with the same and different denominators.
5.3.3	Add, subtract, multiply, and divide decimals.
5.3.4	Divide 3- and 4-digit numbers by 2- and 3-digit numbers (with and without remainders).
5.3.5	Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division problems.
GRADE SIX	
6.3.1	Raise numbers and number expressions to whole number powers (e.g., $(2/3)^3$).
6.3.2	Fluently perform operations on fractions, decimals and percents using a variety of strategies (e.g., mental computations, algorithms, calculators, estimation).
6.3.3	Identify and solve simple problems involving ratios and proportional reasoning.
GRADE SEVEN	
7.3.1	Perform arithmetic operations on integers.
7.3.2	Solve problems involving ratios, percents, and proportions.
7.3.3	Raise numbers and number expressions to integral powers (e.g., $(4 + 5)^{-2} = 1/81$).
GRADE EIGHT	
8.3.1	Perform the arithmetic operations on integral exponentials and numbers expressed in scientific notation (e.g., evaluate expressions involving exponentials).
ALGEBRA 1	
1ALG.3.1	Add, subtract, multiply, and divide real numbers, including numbers represented in scientific notation.
1ALG.3.2	Find the square and cube roots of numbers and perform arithmetic operations on these roots.
1ALG.3.3	Apply the laws of exponents to raise real numbers to negative and fractional powers (e.g., $3^{-2} = 1/9$, $27^{2/3} = 9$).

Standard 3: Compute fluently and make reasonable estimates.	
PERFORMANCE INDICATORS	
1ALG.3.4	Add and subtract two-by-two or three-by-three matrices.
1ALG.3.5	Solve problems involving operations on real numbers and use estimation to determine whether the answers are reasonable.
ALGEBRA 2	
2ALG.3.1	Add, subtract, multiply, and divide complex numbers.
2ALG.3.2	Find the n^{th} roots of numbers.
2ALG.3.3	Perform basic operations on n^{th} roots of numbers.
2ALG.3.4	Find the determinant of a matrix.
2ALG.3.5	Multiply matrices (including multiplication by a scalar) and find inverse matrices.
GEOMETRY	
GEO.3.1	Add, subtract and use scalar multiplication to solve problems involving vectors.
GEO.3.2	Use proportional reasoning to solve geometric problems in real life contexts.

Standard 4: Understand patterns, relations, and functions.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Recognize, describe, create, and extend repeating and growing patterns (e.g., sequences of sounds, objects, or numbers).
GRADE ONE	
1.4.1	Create growing number patterns using addition and state the rule (e.g., I started with 3 and kept adding 2).
1.4.2	Discuss and show patterns in the addition and subtraction of whole numbers (e.g., addition is commutative, subtraction is not; both are associative).
GRADE TWO	
2.4.1	Identify, create, extend, and give a rule for number patterns involving addition and subtraction.
GRADE THREE	
3.4.1	Identify, create, describe, extend, and make generalizations about patterns that involve multiplication or division.
GRADE FOUR	
4.4.1	Identify, create, describe, extend, and make generalizations about numeric patterns involving all operations.
4.4.2	Identify, create, describe, extend, and make generalizations about non-numeric repeating or growing patterns.
GRADE FIVE	
5.4.1	Create an expression for the general or n^{th} term in a number pattern involving addition or multiplication.
GRADE SIX	
6.4.1	Create an expression for the n^{th} term in a number pattern, and use that general term to find specific terms (e.g., If the n^{th} term is 3 + 2n, then the 100th term would be 203).
6.4.2	Identify variables and relations among the variables in tables, graphs, rules, formulas, and expressions.
GRADE SEVEN	
7.4.1	Identify linear functions in tables, graphs, rules, formulas, and expressions.
GRADE EIGHT	

Standard 4: Understand patterns, relations, and functions.	
PERFORMANCE INDICATORS	
8.4.1	Compare the properties of linear and nonlinear functions in tables, graphs, and equations.
ALGEBRA 1	
1ALG.4.1	Identify and generalize patterns in arithmetic and geometric series.
1ALG.4.2	Identify and justify when a relation (represented as ordered pairs, in a table, algebraic expression, or graph) is a function.
1ALG.4.3	Identify, create, analyze, and graph linear and non-linear functions.
1ALG.4.4	Identify, create, analyze, and graph quadratic functions.
1ALG.4.5	Identify dependent and independent variables and the domain, range, and zeros of relations and functions.
ALGEBRA 2	
2ALG.4.1	Find the general term and the sum of arithmetic and (finite and infinite) geometric series.
2ALG.4.2	Analyze functions of one variable by investigating rates of change, intercepts, zeros, asymptotes, domain, range, and local and global behaviors.
2ALG.4.3	Understand and perform transformations, such as arithmetically combining, composing and inverting commonly used functions (e.g.. linear, quadratic, rational, absolute value, exponential, logarithmic, trigonometric).
2ALG.4.4	Understand and compare the properties of polynomial, rational, absolute value, piece-wise, exponential, logarithmic, and trigonometric functions.
2ALG.4.5	Understand and use the inverse relationship between exponential and logarithmic functions to solve problems.
GEOMETRY	
GEO.4.1	Use inductive reasoning to find and describe patterns and to make real life conjectures.

Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Analyze how repeating patterns are generated (e.g., find the unit of repetition); analyze how growing patterns are generated (e.g., grows by adding so many objects, sounds, or numbers each time).
GRADE ONE	
	There is no performance indicator for this standard for this grade.
GRADE TWO	
2.5.1	Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.
GRADE THREE	
3.5.1	Choose appropriate symbols for operations (+, -, ÷, ×) and relations (>, <, =) to make a number sentence true.
GRADE FOUR	
4.5.1	Represent an unknown number in simple expressions, equations, or inequalities using letters, boxes, or other symbols.
4.5.2	Understand that an equation such as $y = 3x + 5$ is a rule for finding a second number, y, when a first number, x, is given.
GRADE FIVE	
5.5.1	Define and recognize a variable, expression, and equation.
5.5.2	Write simple algebraic expressions in one or two variables to represent various mathematical situations.
GRADE SIX	
6.5.1	Write simple algebraic expressions (i.e., translate English phrases into algebraic expressions) in one or two variables and evaluate them for given values of the variables.
6.5.2	Solve one-step equations using a variety of strategies.
GRADE SEVEN	

Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
PERFORMANCE INDICATORS	
7.5.1	Translate problems into mathematical equations.
7.5.2	Solve linear equations algebraically.
GRADE EIGHT	
8.5.1	Translate problem situations involving linear relationships into linear equations or inequalities.
8.5.2	Solve linear equations and inequalities symbolically and graphically.
ALGEBRA 1	
1ALG.5.1	Factor quadratic expressions with integer coefficients using a variety of techniques (e.g., difference of squares, completing the square, algebraic manipulatives).
1ALG.5.2	Find, understand, and justify equivalent forms of expressions, equations, inequalities, and relations.
1ALG.5.3	Determine the domain, range, and zeros of linear and quadratic functions and inequalities (e.g., $f(x) \leq 5x - 3$).
1ALG.5.4	Determine the equation of a line given two pieces of information about it (e.g., two points on the line, the slope and one point, where it intersects the *x*- and *y*-axis, the slope and *y*-intercept).
1ALG.5.5	Determine if a set of points (i.e., ordered pairs) are collinear (i.e., lie on the same line).
1ALG.5.6	Use the relationship between the slopes of parallel and perpendicular lines to find the equation of lines parallel or perpendicular to a given line through a given point.
1ALG.5.7	Perform the arithmetic operations on polynomials and rational expressions and simplify the results.
ALGEBRA 2	
2ALG.5.1	Use matrices and geometrical and algebraic techniques to solve systems of linear equations in two or three variables.
2ALG.5.2	Understand and apply the Fundamental Theorem of Algebra.
2ALG.5.3	Perform the arithmetic operations on, simplify, and evaluate rational expressions
2ALG.5.4	Use the quadratic formula, as well as other techniques, to solve quadratic equations and inequalities.
2ALG.5.5	Use the definitions of exponential and logarithmic functions, the relationship between them, and the rules for operating on logarithms and exponents to simplify algebraic expressions and solve equations.

Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
PERFORMANCE INDICATORS	
2ALG.5.6	Solve algebraic equations and inequalities involving absolute values.
2ALG.5.7	Use the binomial theorem to expand expressions of the form $(x + a)^n$.
GEOMETRY	
GEO.5.1	Use algebra to prove theorems or verify conjectures about figures in the coordinate plane (i.e., analytic geometry).

Standard 6: Use mathematical models to represent and understand quantitative relationships.	
PERFORMANCE INDICATORS	
GRADE ONE	
1.6.1	Model situations that involve the addition and subtraction of whole numbers using objects, pictures, and symbols.
GRADE TWO	
2.6.1	Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.
2.6.2	Write equations to solve single- and multi-step word problems.
GRADE THREE	
3.6.1	Identify, describe, and represent (e.g., as expressions or equations) quantitative relationships in real life or problem situations.
GRADE FOUR	
4.6.1	Model problem situations and use representations such as equations and tables to draw conclusions.
4.6.2	Use and interpret formulas to answer questions about quantities and their relationships.
GRADE FIVE	
5.6.1	Find ordered pairs of positive numbers that fit a linear equation, graph the ordered pairs, and draw the line they determine.
GRADE SIX	
6.6.1	Model problem situations using tables and equations.
GRADE SEVEN	
7.6.1	Model problem situations (particularly those involving a linear relationship between the variables) using equations, tables, and graphs in the 4 quadrants.
GRADE EIGHT	
8.6.1	Model and solve problems using tables, graphs, and equations.
ALGEBRA 1	

Standard 6: Use mathematical models to represent and understand quantitative relationships.	
PERFORMANCE INDICATORS	
1ALG.6.1	Translate problem situations into algebraic expressions (e.g., polynomials, rational expressions) or equations.
1ALG.6.2	Identify and solve contextual problems involving linear relationships between the variables using tables, graphs, and/or algebraic symbol manipulation.
ALGEBRA 2	
2ALG.6.1	Use exponential functions to solve problems involving exponential growth and decay.
2ALG.6.2	Identify and solve contextual problems that can be modeled with quadratic functions (e.g., trajectories of thrown objects).
GEOMETRY	
	There are no performance indicators for this standard.

Standard 7: Analyze change in various contexts.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.7.1	Analyze qualitative change in patterns and in real life (e.g., growth).
GRADE ONE	
1.7.1	Describe quantitative change over time, such as a student's growing 2 inches in a year or the change in temperature in a day.
GRADE FIVE	
5.7.1	Investigate tables, graphs, and equations to see how the change in one variable relates to change in the other variable.
GRADE SEVEN	
7.7.1	Describe the nature of the change in the variables in the tables and graphs of linear functions.
GRADE EIGHT	
8.7.1	Relate the slope of graphs of linear equations to the constant rate of change of the variables.
GRADES TWO – FOUR & SIX	
2, 3, 4, 6	There are no performance indicators for this standard for these grades.
ALGEBRA 1	
1ALG.7.1	Approximate and interpret rates of change from graphical data.
ALGEBRA 2	
2ALG.7.1	Approximate and interpret rates of change from graphs of functions.
GEOMETRY	
	There are no performance indicators for this standard.

Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.8.1	Identify, name, and sort common two- and three-dimensional geometric shapes (e.g., circle, triangle, square, rectangle, cone, cube, sphere).
K.8.2	Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).
K.8.3	Recognize geometric shapes and structures in the environment.
GRADE ONE	
1.8.1	Identify, describe, and compare triangles, rectangles, squares, and circles in terms of their attributes (e.g., position, shape, size, number of edges and vertices).
GRADE TWO	
2.8.1	Describe and classify plane and solid geometric shapes according to the number and shape of faces, edges, and vertices.
2.8.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).
GRADE THREE	
3.8.1	Identify, describe, and draw triangles, quadrilaterals, pentagons, and other polygons.
3.8.2	Identify right angles in shapes and objects and decide whether other angles are greater than or less than a right angle.
3.8.3	Explore the geometric relationships of congruence and similarity.
GRADE FOUR	
4.8.1	Identify and construct parallel and perpendicular lines.
4.8.2	Identify the center, radius, diameter, and circumference of a circle.
4.8.3	Distinguish between right, acute, and obtuse angles.

Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
PERFORMANCE INDICATORS	
4.8.4	Classify triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
4.8.5	Classify quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid) and identify their attributes.
4.8.6	Identify congruent figures and give reasons for congruence.
GRADE FIVE	
5.8.1	Identify, describe verbally, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cone, cube, sphere).
5.8.2	Identify, describe, and build a three-dimensional shape from a two-dimensional drawing of that shape.
5.8.3	Distinguish between right, obtuse, and scalene triangles and identify their vertices, height, and medians.
GRADE SIX	
6.8.1	Classify quadrilaterals using their definitions and explore relationships among the types of quadrilaterals (e.g., squares as equal sided rectangles, rhombuses, and parallelograms).
6.8.2	Identify similar shapes and explore relationships among their attributes (e.g., angles, side and diagonal lengths, perimeters, areas).
6.8.3	Name and explore the relationships between the angles formed by parallel and intersecting lines (e.g., supplementary, complementary, vertically opposite, corresponding angles)
GRADE SEVEN	
7.8.1	Analyze, identify, and describe the relationships between the attributes of similar triangles (e.g., corresponding angles are congruent, corresponding sides are proportional).
7.8.2	Using the properties of similar triangles, solve problems involving missing side or angle measures of similar triangles.
7.8.3	Define and identify lines, line segments, rays, points, and planes and the relationships between them.
GRADE EIGHT	
8.8.1	Analyze, identify, and describe the relationships between the attributes of similar polygons (e.g., corresponding angles are equal, corresponding sides are proportional).

Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
PERFORMANCE INDICATORS	
8.8.2	Using the properties of similar polygons, solve problems involving missing side or angle measures of similar polygons.
8.8.3	Identify right-angled triangles and show how the Pythagorean theorem describes the relationship between the sides.
ALGEBRA 1	
	There are no performance indicators for this standard.
ALGEBRA 2	
	There are no performance indicators for this standard.
GEOMETRY	
GEO.8.1	Identify and formulate conditional and bi-conditional statements (i.e., *if … then*, *if … and if … then* statements).
GEO.8.2	Understand and use deductive logic to create or verify geometrical proofs.
GEO.8.3	Use angle congruence properties to prove properties of special pairs of angles.
GEO.8.4	Prove that two triangles are congruent using SSS, SAS, and ASA postulates and the AAS theorem.
GEO.8.5	Use relationships between lines and angles in congruent or similar figures to solve problems.
GEO.8.6	Use properties and theorems to prove similarity between polygons.
GEO.8.7	Use the triangle inequality and the converse of the Pythagorean theorem to classify triangles by their angle measure.
GEO.8.8	Prove theorems involving the length of line segments (e.g., chords, secants, tangents), the measure of angles, and the area of segments of circles.
GEO.8.9	Use the properties of special right triangles (i.e., 45º-45º-90º and 30º-60º-90º) to solve contextual problems.
GEO.8.10	Use the properties of circles (e.g., circumference, arcs, segments, inscribed polygons, radius) to solve problems.
GEO.8.11	Prove the Pythagorean theorem.

Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.9.1	Identify positions of objects in space by using appropriate terms (e.g., inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of).
GRADE ONE	
1.9.1	Arrange and describe objects in space by proximity (e.g., near, far), position (e.g., below, above, up, down, behind, in front of) and direction (e.g., to the left of, to the right of).
GRADE TWO	
	There is no performance indicator for this standard.
GRADE THREE	
3.9.1	Recognize geometric shapes and their properties in the environment and describe their locations.
GRADE FOUR	
4.9.1	Create and use coordinate systems or representations to describe paths and locations.
GRADE FIVE	
5.9.1	Specify locations by placing points (i.e., ordered pairs of positive numbers) in the coordinate plane (Cartesian plane).
5.9.2	Given the coordinates of their vertices, place polygons in the coordinate plane.
GRADE SIX	
6.9.1	Describe a figure in the coordinate plane (1st quadrant) using the coordinates of its vertices or other important points.
GRADE SEVEN	
7.9.1	Plot pairs of integers in the coordinate plane.
7.9.2	Plot graphs of constant and linear functions and identify the slope of the resultant lines using the rise/run.
7.9.3	Given the slope and the coordinates of one point on a line, draw the line in the coordinate plane.

Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
PERFORMANCE INDICATORS	
GRADE EIGHT	
8.9.1	Plot pairs of real numbers (positive and negative) in the coordinate plane.
8.9.2	Plot graphs from tables and construct tables from graphs.
ALGEBRA 1	
1ALG.9.1	Find the midpoint, length, and slope of a line segment in the Cartesian plane.
1ALG.9.2	Graph a linear equation using ordered pairs, *x*- and *y*-intercepts, the slope-intercept form, or point-slope form of the algebraic expression.
1ALG.9.3	Graph a quadratic equation using ordered pairs.
1ALG.9.4	Use the Pythagorean theorem to solve problems in the Cartesian plane.
ALGEBRA 2	
2ALG.9.1	Solve systems of linear equations and inequalities graphically.
2ALG.9.2	Graph and analyze the graphs of quadratic, exponential, logarithmic, absolute value, polynomial, and trigonometric (sin, cos, tan) functions to solve problems.
GEOMETRY	
GEO.9.1	Use coordinate geometry to produce formulas and prove theorems for the midpoint of a line segment, the distance formula, and the various forms of equations for lines and circles.
GEO.9.2	Use slope to identify parallel lines and write equations of parallel lines in the coordinate plane.
GEO.9.3	Use slope to identify perpendicular lines and write equations of perpendicular lines in the coordinate plane.
GEO.9.4	Find the standard equation of a circle with center (*h*, *k*) and radius *r* and use it to solve problems.

Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
	There is no performance indicator for this standard.
GRADE ONE	
1.10.1	Recognize and create shapes that have line symmetry.
GRADE TWO	
2.10.1	Identify and create slides, flips, and turns of geometric (e.g., plane and solid shapes) and real life (e.g., toy cars) objects.
GRADE THREE	
3.10.1	Use slides, flips, and turns to demonstrate the relationship of congruence or similarity.
GRADE FOUR	
4.10.1	Identify and describe line and rotational symmetry in two-dimensional shapes and designs.
GRADE FIVE	
5.10.1	Identify rotational symmetry in three-dimensional shapes.
5.10.2	Perform horizontal and vertical slides on polygons in the coordinate plane and identify the coordinates of the resultant location.
GRADE SIX	
6.10.1	Describe transformations of two-dimensional shapes using the language of translations (i.e., slides), rotations (i.e., turns), and reflections (i.e., flips).
6.10.2	Perform translations on figures in the coordinate plane and give the coordinates of the vertices after the translations.
GRADE SEVEN	
7.10.1	Reflect figures in the coordinate plane across the horizontal and vertical axes and give the coordinates of vertices of the reflected figure.

Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
PERFORMANCE INDICATORS	
GRADE EIGHT	
8.10.1	Identify and describe the features of a rotation of an object about a fixed point (e.g., center of rotation, angle of rotation, clockwise/counterclockwise).
ALGEBRA 1	
1ALG.10.1	Analyze translations of lines in the Cartesian plane and the consequences on their equations.
ALGEBRA 2	
	There is no performance indicator for this standard.
GEOMETRY	
GEO.10.1	Identify, perform, and solve problems with translations, reflections, and rotations of two-dimensional figures in the coordinate plane.
GEO.10.2	Identify dilations and perform dilations (e.g., to create perspective drawings).

Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
	There is no performance indicator for this standard.
GRADE ONE	
1.11.1	Imagine geometric shapes using spatial memory and spatial visualization.
GRADE TWO	
2.11.1	Visualize combinations of slides, flips, and turns.
GRADE THREE	
3.11.1	Visualize and describe objects and the movement of objects.
GRADE FOUR	
	There is no performance indicator for this standard for this grade.
GRADE FIVE	
5.11.1	Visualize the position and movement of objects in the coordinate plane.
GRADE SIX	
6.11.1	Use the relationships between the angles of intersecting lines, such as parallel lines cut by a transversal, to find unknown angles.
GRADE SEVEN	
7.11.1	Draw geometric shapes with specified angles and sides using appropriate tools.
7.11.2	Perform a variety of constructions using a straightedge and a compass (e.g., drawing circles with a given radius, bisecting lines and angles, copying angles, constructing parallel and perpendicular lines).
GRADE EIGHT	
8.11.1	Use a variety of strategies (e.g., tracing paper, compass and protractor) to find the location of a geometric figure after a given rotation about a fixed point.

Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
PERFORMANCE INDICATORS	
8.11.2	Solve problems involving right-angled triangles using the Pythagorean theorem or its converse.
ALGEBRA 1	
1ALG.11.1	Solve problems using properties of geometric figures (e.g., find the area, perimeter, or missing dimension of a picture frame).
ALGEBRA 2	
	There is no performance indicator for this standard.
GEOMETRY	
GEO.11.1	Visualize and draw cross sections of three-dimensional objects.
GEO.11.2	Model geometric situations and use a variety of techniques to solve them.

Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.12.1	Identify, describe, compare and classify objects by common attributes (e.g., color, size, shape).
K.12.2	Demonstrate an understanding of time (e.g., morning, afternoon, evening, lunchtime, bedtime, today, yesterday, tomorrow, days of the week, week, year).
K.12.3	Identify the measurable attribute of length and compare the lengths of objects by direct comparison using appropriate vocabulary (e.g., longer than, shorter than, taller than, wider than, greater than, less than, equal to).
K.12.4	Discuss and compare quantities of objects (i.e., How many?) using the words *one/many, none/some/all, more/less, most/least*, and *more than/less than/equal to*.
GRADE ONE	
1.12.1	Name and order the months of the year.
1.12.2	Tell time to the nearest hour and half hour and relate time to events (e.g., lunchtime is 12:00, bedtime is 8:00 at night).
1.12.3	Identify the measurable attribute of weight (or mass) and compare the weights of objects by direct comparison (hand weighing or balance) using appropriate vocabulary (e.g., heavier than, lighter than, greater than, less than, equal to).
1.12.4	Identify the measurable attribute of temperature and compare the temperatures of objects by direct comparison (touching) using appropriate vocabulary (e.g., hotter, hottest, colder, coldest, warmer, cooler).
GRADE TWO	
2.12.1	Tell time to the nearest quarter hour and minute.
2.12.2	Determine the relationships between the units of time measure (e.g., year, month, week, day, hour, half and quarter hours, minutes).
2.12.3	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4 p.m.).
2.12.4	Identify the measurable attribute of volume (or capacity for containers) and compare the volumes of objects by direct comparison (filling containers or displacing liquid) using appropriate mathematical symbolism and vocabulary for comparisons (i.e., >, <, =, greater than, less than, equal to).

Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
PERFORMANCE INDICATORS	
GRADE THREE	
3.12.1	Determine the duration of intervals of time in hours and minutes (e.g., time elapsed between 10:20 a.m. and 3:05 p.m.).
3.12.2	Solve problems (e.g., perimeter problems) that require the addition or subtraction of measures of lengths that may require regrouping of inches to feet or centimeters to meters (e.g., adding two distances such as 9' 8" and 3' 5").
3.12.3	Identify the measurable attribute of area and compare the areas of flat surfaces by direct comparison (covering one with the other) using appropriate mathematical symbolism and vocabulary for comparisons (i.e., >, <, =, greater than, less than, equal to).
GRADE FOUR	
4.12.1	Find the relationship between the circumference and diameter of circles (i.e., $C/d = \pi$) through accurate measurement of a variety of circles or circular objects.
GRADE FIVE	
5.12.1	Convert within standard systems of measure for the quantities: time, length, area, volume, mass, and temperature.
5.12.2	Solve problems that involve adding and subtracting measures of quantities within the same system.
GRADE SIX	
6.12.1	Extend the standard unit systems for measuring length, area, and volume to the very large and the very small and make conversions between them (e.g., 1/16 in. to mile for length, mm^2 to km^2 for area).
6.12.2	Identify the measurable attribute of angle and compare angles by direct comparison.
6.12.3	Develop benchmark units for estimating angles (e.g., 90^o, 45^o, 30^o) and lengths (e.g., body parts of known length, known distances).
6.12.4	Identify the surface area of three-dimensional objects.
GRADE SEVEN	
7.12.1	Make or draw a two-dimensional model of the surface area of a cylinder, a cone, and a pyramid and analyze these to develop a strategy for finding the surface area of these shapes.
GRADE EIGHT	

Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
PERFORMANCE INDICATORS	
8.12.1	Given a two-dimensional composite shape, decompose it into shapes for which the areas can be found and choose the appropriate unit of measure for the area.
8.12.2	Analyze the surface area of composite three-dimensional shapes and decompose it into shapes for which the area can be found.
ALGEBRA 1	
1ALG.12.1	In problems involving measurement, analyze and make decisions about units and scales.
ALGEBRA 2	
	There is no performance indicator for this standard.
GEOMETRY	
	There is no performance indicator for this standard.

Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.13.1	Estimate and measure lengths with nonstandard units (e.g., hand spans, paper clips).
GRADE ONE	
1.13.1	Measure and compare weights with nonstandard units of weight (e.g., coins, other identical weights).
1.13.2	Estimate and measure the length of an object in inches and feet.
GRADE TWO	
2.13.1	Estimate and measure the length of objects in centimeters and meters.
2.13.2	Estimate and measure weights with standard units of weight (i.e., pounds and ounces, grams and kilograms).
2.13.3	Estimate and measure volumes with nonstandard units (e.g., identical cubes or other objects).
2.13.4	Estimate, measure, and record temperatures in degrees Fahrenheit.
GRADE THREE	
3.13.1	Measure lengths to the nearest half inch and half centimeter.
3.13.2	Estimate and measure volumes/capacities of containers using standard units (i.e., U.S. conventional and metric).
3.13.3	Estimate and measure the areas of two flat surfaces or regions using nonstandard units (e.g., covering both with cubes or other shapes).
3.13.4	Estimate and measure temperatures in degrees Celsius.
GRADE FOUR	
4.13.1	Measure length to the nearest quarter inch, eighth inch, and millimeter.
4.13.2	Estimate and measure the areas of flat surfaces or regions using standard measure (i.e., square inches, square feet, square centimeters, square meters).
4.13.3	Develop the formula for the area of a rectangle and use it to find areas from the measures of the lengths of the sides. Compare results with the areas found by covering the rectangle with standard units.

Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
PERFORMANCE INDICATORS	
4.13.4	Use formulas to explore perimeter and area of rectangles, and figures composed of rectangles, and the relationship, if any, between perimeter and area.
GRADE FIVE	
5.13.1	Develop the formula for the volume of a rectangular prism and use it to find volumes from the measures of the lengths of the sides. Compare results with the volumes found by filling the prism (i.e., box) with standard units (i.e., inch cubes or centimeter cubes).
5.13.2	Develop the formulas for the areas of triangles, trapezoids, and parallelograms from the formula for the area of a rectangle and use these formulas to find the areas of composite and simple shapes.
5.13.3	Use the measures of the length of the radius or diameter of circles and the relationship between the circumference and the diameter (i.e., $C/d = \pi$) to find the circumference of circles.
5.13.4	Select and skillfully use the appropriate tools and units to measure length, mass, volume, temperature, time, and angles (protractor).
GRADE SIX	
6.13.1	Estimate, measure, and construct angles to the nearest degree using a protractor.
6.13.2	Use the formula for the area of a circle (i.e., $A = \pi r^2$) to find its area and, given the area of a circle, to find its diameter.
6.13.3	Find the surface area and volumes of rectangular prisms and explore the relationship between them.
GRADE SEVEN	
7.13.1	Using the formula for the volume of a cylinder (i.e., $V = \pi r^2 h$), find the surface area and volume of cylinders and explore the relationship between them.
7.13.2	Given the formulas for the surface area (i.e., $A = 4\pi r^2$) and volume (i.e., $V = 4/3\ \pi r^3$) of a sphere, find the surface area and volume of spheres and explore the relationship between them.
GRADE EIGHT	
8.13.1	Use the Pythagorean theorem to solve right-angled triangles (i.e., missing lengths of sides) and its converse to show that a particular angle is or is not a right angle.

Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
PERFORMANCE INDICATORS	
8.13.2	Use the conversion formula (i.e., F = 9/5C + 32) to convert temperatures from Celsius/Centigrade to Fahrenheit and vice versa.
8.13.3	Convert lengths in metric measure to lengths in U.S. conventional measure and vice versa using the equivalence 1 in. = 2.54 cm.
8.13.4	Find the areas or surface areas of composite shapes.
ALGEBRA 1	
1ALG.13.1	Understand and use formulas for the perimeter, area, surface area, and volume of regular geometric shapes.
1ALG.13.2	Determine measurements indirectly from a scale drawing.
1ALG.13.3	Use unit analysis to check computations (e.g., distance, rate, time, or unit conversions).
ALGEBRA 2	
2ALG.13.1	Use formulas (e.g., for volumes and surface areas of cones) or functions (e.g., height of a projectile from analysis of a quadratic function) to solve problems dealing with determining a measurement.
GEOMETRY	
GEO.13.1	Find the lengths of line segments using the distance formula and the midpoint formula.
GEO.13.2	Find the lengths of arcs, chords, and secants to a circle from a point outside the circle.
GEO.13.3	Use proportionality theorems (e.g., trigonometric ratios) to calculate lengths of line segments.
GEO.13.4	Find the areas of segments and sectors of circles.
GEO.13.5	Find the areas of rhombuses, rectangles, and squares using the properties of diagonals.
GEO.13.6	Find the areas and perimeters of trapezoids, kites, and other plane figures.
GEO.13.7	Find the surface areas and volumes of prisms, cylinders, pyramids, cones, and spheres.
GEO.13.8	Find and use the scale factor of similar figures and solids to solve real life problems.
GEO.13.9	Develop and use the formula for the sum of the measures of the interior angles of polygons to find the measures of interior and exterior angles of polygons.

Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
PERFORMANCE INDICATORS	
GEO.13.10	Use the right triangle trigonometric ratios (i.e., sine, cosine, tangent) to solve for the measures of angles.

Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.14.1	In response to a question, collect data in the classroom and discuss ways to organize the data.
K.14.2	Represent data using concrete objects and pictures.
GRADE ONE	
1.14.1	Collect data and represent it using picture graphs and tally charts.
GRADE TWO	
2.14.1	Collect and organize data into tallies, tables, and pictographs (pictograms).
GRADE THREE	
3.14.1	Pose questions, collect data to answer them, and organize the data in bar graphs and pictographs (pictograms).
GRADE FOUR	
4.14.1	Discuss the merits and disadvantages of possible data collection methods to answer a question.
4.14.2	Organize data using tally charts, tables, pictograms, and bar graphs.
GRADE FIVE	
5.14.1	Collect data using surveys and experiments and organize the data using tables and graphs (i.e., bar graphs, circle graphs, line graphs).
GRADE SIX	
6.14.1	Represent and interpret data in a frequency table and histogram.
GRADE SEVEN	
7.14.1	Represent and interpret data in a stem-and-leaf plot and compare the representation with a histogram representing the same data.
GRADE EIGHT	

Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
PERFORMANCE INDICATORS	
8.14.1	Collect data to answer questions about characteristics of two or more populations.
8.14.2	Construct and interpret box-and-whiskers plots for data sets from different populations.
ALGEBRA 1	
1ALG.14.1	Collect, organize, and display in a scatter plot, data about two characteristics of a population.
ALGEBRA 2	
	There is no performance indicator for this standard.
GEOMETRY	
	There is no performance indicator for this standard.

Standard 15: Select and use appropriate statistical methods to analyze data.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.15.1	Discuss what representations of data with objects and pictures show or how they help answer the initial question.
GRADE ONE	
1.15.1	Interpret data represented in tally charts and picture graphs.
GRADE TWO	
2.15.1	Respond to questions about data represented in tables and pictograms.
GRADE THREE	
3.15.1	Identify and interpret bar graphs (horizontal and vertical).
GRADE FOUR	
4.15.1	Find the median (i.e., middle value) of a set of data.
4.15.2	Interpret data represented in circle/pie graphs.
GRADE FIVE	
5.15.1	Find the average of a set of data.
5.15.2	Interpret data represented in bar graphs, circle graphs, and line graphs.
GRADE SIX	
6.15.1	Find the mean, median, and mode of a set of data and explore the differences between them, as well as their sensitivity to extreme values.
GRADE SEVEN	
7.15.1	Find and interpret the quartiles, range, and interquartile range of a set of data.
GRADE EIGHT	
8.15.1	Find the mean, median, and mode of a set of data presented in a frequency table.
ALGEBRA 1	

Standard 15: Select and use appropriate statistical methods to analyze data.	
PERFORMANCE INDICATORS	
1ALG.15.1	Use measures of central tendency (i.e., mean, median, mode) and measures of dispersion (i.e., range and quartiles) to analyze data presented in frequency tables and/or graphs, including scatter plots, box-and-whiskers plots, and histograms.
ALGEBRA 2	
	There is no performance indicator for this standard.
GEOMETRY	
	There is no performance indicator for this standard.

Standard 16: Develop and evaluate inferences and predictions that are based on data.	
PERFORMANCE INDICATORS	
KINDERGARTEN – GRADE TWO	
	There are no performance indicators for this standard in K–2.
GRADE THREE	
3.16.1	Make conjectures or predictions based on data.
GRADE FOUR	
4.16.1	Make and test predictions or conjectures based on data.
GRADE FIVE	
5.16.1	Identify relevant predictions or conjectures that cannot be tested with the given data.
GRADE SIX	
6.16.1	Identify inferences that can be drawn from data presented in frequency tables and graphs.
GRADE SEVEN	
7.16.1	Formulate and answer questions about the situation represented by the data in a histogram and stem-and-leaf plot. Generate questions for future research.
GRADE EIGHT	
8.16.1	Answer and generate questions and make conjectures and inferences about the different populations represented in a set of box-and-whisker plots.
ALGEBRA 1	
1ALG.16.1	Where appropriate, fit a straight line to the data in a scatter plot and use knowledge about lines (e.g., slope) to make inferences about the relationship between the two variables or characteristics studied.
ALGEBRA 2	
2ALG.16.1	Fit functions to data presented in scatter plots and use knowledge of these functions to make inferences about the relationship between the two variables or two characteristics studied.
GEOMETRY	

Standard 16: Develop and evaluate inferences and predictions that are based on data.	
PERFORMANCE INDICATORS	
GEO.16.0	There is no performance indicator for this standard.

Standard 17: Understand and apply basic concepts of probability.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
	There is no performance indicator for this standard.
GRADE ONE	
1.17.1	Make predictions about the outcome of events (e.g., weather, simple experiments, data) using the words *certain, impossible* and *likely*.
GRADE TWO	
2.17.1	Make predictions about the outcome of events (e.g., weather, simple experiments, data) using the words *certain, impossible, likely*, *more likely,* and *less likely.*
GRADE THREE	
3.17.1	Make predictions about the outcome of two or more events using the words to describe situations as *equally likely* or having a *50/50 chance.*
GRADE FOUR	
4.17.1	Associate the impossibility of an event with a likelihood or probability of 0 and the certainty of an event with 1.
GRADE FIVE	
5.17.1	Predict the probability of the outcomes of simple experiments using the language of likelihood or probability and test the predictions.
GRADE SIX	
6.17.1	Simulate real life probability problems using manipulatives (e.g., cards, dice, spinners) and estimate the probability of getting a particular result by dividing the number of favorable outcomes (e.g., getting a six on a die) by the number of tries (e.g., number of times the die was thrown).
GRADE SEVEN	
7.17.1	Find and use the theoretical probability of an event as the number of favorable outcomes divided by the number of possible outcomes and compare the theoretical probability with results from actual simulations (e.g., with dice, coins, spinners).
GRADE EIGHT	

Standard 17: Understand and apply basic concepts of probability.	
PERFORMANCE INDICATORS	
8.17. 1	Determine the number of permutations and combinations of three or more objects and use these to find the theoretical probability of appropriate events (e.g., arrangements, selections).
8.17.2	Use organizers (e.g., lists, tree diagram) to find the probability of compound events (i.e., two or more simple independent events, such as throwing dice).
ALGEBRA 1	
1ALG.17.1	Determine simple permutations and combinations using the formulas (i.e., ${}_nP_r = n!/(n - r)!$ and ${}_nC_r = n!/r!(n - r)!$).
1ALG.17.2	Find the probability of simple events involving permutations and combinations.
ALGEBRA 2	
2ALG.17.1	Find the probabilities of simple and compound events (e.g., independent and dependent events, with replacement, without replacement).
GEOMETRY	
	There is no performance indicator for this standard.

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
K.1.1	Count, read, write, and represent with manipulatives the whole numbers from 0 to 30.
K.1.2	Count backwards from 20.
K.1.3	Recognize and distinguish the value of coins: penny, nickel, dime, and quarter.
K.1.4	Connect number words and numerals to the quantities they represent.
K.1.5	Identify and illustrate a whole and the half of a whole.
Standard 2: Understand meanings of operations and how they relate to one another.	
K.2.1	Understand the meaning of the addition and subtraction symbols.
Standard 3: Compute fluently and make reasonable estimates.	
K.3.1	Use manipulatives to perform the addition and subtraction of two 1-digit numbers.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
K.4.1	Recognize, describe, create, and extend repeating and growing patterns (e.g., sequences of sounds, objects, or numbers).
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
K.5.1	Analyze how repeating patterns are generated (e.g., find the unit of repetition); analyze how growing patterns are generated (e.g., grows by adding so many objects, sounds, or numbers each time).
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
	There is no performance indicator for this standard.
Standard 7: Analyze change in various contexts.	
K.7.1	Analyze qualitative change in patterns and in real life (e.g., growth).

GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
K.8.1	Identify, name, and sort common two- and three-dimensional geometric shapes (e.g., circle, triangle, square, rectangle, cone, cube, sphere).
K.8.2	Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).
K.8.3	Recognize geometric shapes and structures in the environment.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
K.9.1	Identify positions of objects in space by using appropriate terms (e.g., inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of).
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
	There is no performance indicator for this standard.
Standard 11: Use visualization, spatial reasoning and geometric modeling to solve problems.	
	There is no performance indicator for this standard.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
K.12.1	Identify, describe, compare, and classify objects by common attributes (e.g., color, size, shape).
K.12.2	Demonstrate an understanding of time (e.g., morning, afternoon, evening, lunchtime, bedtime, today, yesterday, tomorrow, days of the week, week, year).
K.12.3	Identify the measurable attribute of length and compare the lengths of objects by direct comparison using appropriate vocabulary (e.g., longer than, shorter than, taller than, wider than, greater than, less than, equal to).
K.12.4	Discuss and compare quantities of objects (i.e., How many?) using the words *one/many, none/some/all, more/less, most/least, more than/less than/equal to*.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
K.13.1	Estimate and measure lengths with nonstandard units (e.g., hand spans, paper clips).

DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
K.14.1	In response to a question, collect data in the classroom and discuss ways to organize the data.
K.14.2	Represent data using concrete objects and pictures.
Standard 15: Select and use appropriate statistical methods to analyze data.	
K.15.1	Discuss what representations of data with objects and pictures show or how they help answer the initial question.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
	There is no performance indicator for this standard.
Standard 17: Understand and apply basic concepts of probability.	
	There is no performance indicator for this standard.

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
1.1.1	Count, read, write, and plot on a number line the whole numbers to 100.
1.1.2	Count by twos, fives, and tens to 100.
1.1.3	Give the value of a collection of pennies, nickels, and dimes up to $1.00.
1.1.4	Connect number words and numerals (to 100) to the quantities they represent using various physical models and representations.
1.1.5	Use multiple models to develop understanding of place value and the base-10 number system (e.g., bundles of 10).
1.1.6	Develop understanding of ordinal numbers (e.g., first, second, third) and cardinal numbers (e.g., 0, 1, 2, 3).
1.1.7	Compare and order whole numbers to 100 using the symbols for less than, greater than, and equal to (<, >, =).
1.1.8	Identify and illustrate fractional parts $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ in relationship to the whole.
Standard 2: Understand meanings of operations and how they relate to one another.	
1.2.1	Understand the various meanings of addition and subtraction of whole numbers and the relationship between them.
1.2.2	Compose and decompose whole numbers.
1.2.3	Understand the effects of adding and subtracting whole numbers.
Standard 3: Compute fluently and make reasonable estimates.	
1.3.1	Demonstrate fluency with the fact families to 10.
1.3.2	Add two to four 1-digit numbers.
1.3.3	Given a simple problem situation, construct a number sentence to represent it and solve it.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
1.4.1	Create growing number patterns using addition and state the rule (e.g., I started with 3 and kept adding 2.).

1.4.2	Discuss and show patterns in the addition and subtraction of whole numbers (e.g., addition is commutative, subtraction is not; both are associative).
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
	There are no performance indicators for this standard.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
1.6.1	Model situations that involve the addition and subtraction of whole numbers using objects, pictures, and symbols.
Standard 7: Analyze change in various contexts.	
1.7.1	Describe quantitative change over time, such as a student's growing 2 inches in a year or the change in temperature in a day.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
1.8.1	Identify, describe, and compare triangles, rectangles, squares, and circles in terms of their attributes (e.g., position, shape, size, number of edges and vertices).
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
1.9.1	Arrange and describe objects in space by proximity (e.g., near, far), position (e.g., below, above, up, down, behind, in front of) and direction (e.g., to the left of, to the right of).
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
1.10.1	Recognize and create shapes that have line symmetry.
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
1.11.1	Imagine geometric shapes using spatial memory and spatial visualization.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
1.12.1	Name and order the months of the year.
1.12.2	Tell time to the nearest hour and half hour and relate time to events (e.g., lunchtime is 12:00, bedtime is 8:00 at night).

1.12.3	Identify the measurable attribute of weight (or mass) and compare the weights of objects by direct comparison (hand weighing or balance) using appropriate vocabulary (e.g., heavier than, lighter than, greater than, less than, equal to).
1.12.4	Identify the measurable attribute of temperature and compare the temperatures of objects by direct comparison (e.g., touching) using appropriate vocabulary (e.g., hotter, hottest, colder, coldest, warmer, cooler).
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
1.13.1	Measure and compare weights with nonstandard units of weight (e.g., coins, other identical weights).
1.13.2	Estimate and measure the length of an object in inches and feet.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
1.14.1	Collect data and represent it using picture graphs and tally charts.
Standard 15: Select and use appropriate statistical methods to analyze data.	
1.15.1	Interpret data represented in tally charts and picture graphs.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
	There is no performance indicator for this standard.
Standard 17: Understand and apply basic concepts of probability.	
1.17.1	Make predictions about the outcome of events (e.g., weather, simple experiments, data) using the words *certain, impossible* and *likely*.

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
2.1.1	Count, read, write, and represent with manipulatives the whole numbers from 0 to 1000.
2.1.2	Count by twos, fives, tens, and hundreds to 1000.
2.1.3	Use words, models, and expanded forms to represent numbers to 1000.
2.1.4	Match the ordinal numbers (e.g., first, second, third, hundredth) with an ordered set of up to 100 items.
2.1.5	Use multiple models to develop initial understandings of place value and the base-10 number system.
2.1.6	Identify numbers as even or odd.
2.1.7	Recognize fractions as parts of a whole or parts of a set of objects up to 12 parts (i.e., ½ to 1/12).
Standard 2: Understand meanings of operations and how they relate to one another.	
2.2.1	Identify and use the inverse relationship between addition and subtraction to solve problems.
2.2.2	Understand the effects of multiplying and dividing whole numbers and recognize situations where these operations might arise (e.g., equal sharing).
Standard 3: Compute fluently and make reasonable estimates.	
2.3.1	Add and subtract two 2-digit whole numbers with and without regrouping.
2.3.2	Master a variety of strategies for addition and subtraction of whole numbers (e.g., objects, abacus, calculators, estimation, mental math strategies) besides paper and pencil calculations.
2.3.3	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars and solve simple problems involving money (e.g., Do you have enough money to buy a 50 cent pencil with 3 pennies, 4 nickels, and 2 dimes?).
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
2.4.1	Identify, create, extend, and give a rule for number patterns involving addition and subtraction.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
2.5.1	Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.

Standard 6: Use mathematical models to represent and understand quantitative relationships.	
2.6.1	Model situations that involve the addition and subtraction of whole numbers using objects, pictures, and symbols.
2.6.2	Write equations to solve single- and multi-step word problems.
Standard 7: Analyze change in various contexts.	
	There are no performance indicators for this standard.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
2.8.1	Describe and classify plane and solid geometric shapes according to the number and shape of faces, edges, and vertices.
2.8.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
	There are no performance indicators for this standard.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
2.10.1	Identify and create slides, flips, and turns of geometric (e.g., plane and solid shapes) and real life (e.g., toy cars) objects.
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
2.11.1	Visualize combinations of slides, flips, and turns.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
2.12.1	Tell time to the nearest quarter hour and minute.
2.12.2	Determine the relationships between the units of time measure (i.e., year, month, week, day, hour, half and quarter hours, minutes).
2.12.3	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4 p.m.).

2.12.4	Identify the measurable attribute of volume (or capacity for containers) and compare the volumes of objects by direct comparison (filling containers or displacing liquid) using appropriate mathematical symbolism and vocabulary for comparisons (i.e., >, <, =, greater than, less than, equal to).
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
2.13.1	Estimate and measure the length of objects in centimeters and meters.
2.13.2	Estimate and measure weights with standard units of weight (i.e., pounds and ounces, grams and kilograms).
2.13.3	Estimate and measure volumes with nonstandard units (e.g., identical cubes or other objects).
2.13.4	Estimate, measure, and record temperatures in degrees Fahrenheit.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
2.14.1	Collect and organize data into tallies, tables, and pictographs (pictograms).
Standard 15: Select and use appropriate statistical methods to analyze data.	
2.15.1	Respond to questions about data represented in tables and pictograms.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
	There are no performance indicators for this standard.
Standard 17: Understand and apply basic concepts of probability.	
2.17.1	Make predictions about the outcome of events (e.g., weather, simple experiments, data) using the words *certain, impossible*, *likely*, *more likely,* and *less likely.*

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
3.1.1	Count, read and write, compare and order whole numbers to at least 10,000.
3.1.2	Identify and interpret place value in whole numbers up to 10,000 and in numbers with one decimal place.
3.1.3	Use expanded notation to represent numbers.
3.1.4	Relate the number in the tenths decimal place to the equivalent fraction (e.g., 0.3 as 3/10) and vice versa.
3.1.5	Identify and use correct names for numerators and denominators.
3.1.6	Show equivalent fractions using equal parts.
Standard 2: Understand meanings of operations and how they relate to one another.	
3.2.1	Develop an initial understanding of multiplication as repeated addition (e.g., $3 \times 5 = 5 + 5 + 5$) or as equal groupings (e.g., 3×5 as 3 groups of 5) and of division as the number of equal groupings (e.g., $15 \div 5$ as the number of groups of 5 can we make with 15).
Standard 3: Compute fluently and make reasonable estimates.	
3.3.1	Know the multiplication tables up to 10 and commit them to memory.
3.3.2	Add and subtract 3-digit whole numbers with and without regrouping.
3.3.3	Add and subtract fractions with the same denominator.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
3.4.1	Identify, create, describe, extend, and make generalizations about patterns that involve multiplication or division.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
3.5.1	Choose appropriate symbols for operations (+, -, ÷, ×) and relations (>, <, =) to make a number sentence true.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
3.6.1	Identify, describe, and represent (e.g., as expressions or equations) quantitative relationships in real life or problem situations.

Standard 7: Analyze change in various contexts.	
	There are no performance indicators for this standard.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
3.8.1	Identify, describe, and draw triangles, quadrilaterals, pentagons, and other polygons.
3.8.2	Identify right angles in shapes and objects and decide whether other angles are greater than or less than a right angle.
3.8.3	Explore the geometric relationships of congruence and similarity.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
3.9.1	Recognize geometric shapes and their properties in the environment and describe their locations.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
3.10.1	Use slides, flips, and turns to demonstrate the relationship of congruence or similarity.
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
3.11.1	Visualize and describe objects and the movement of objects.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
3.12.1	Determine the duration of intervals of time in hours and minutes (e.g., time elapsed between 10:20 a.m. and 3:05 p.m.).
3.12.2	Solve problems (e.g., perimeter problems) that require the addition or subtraction of measures of lengths that may require regrouping of inches to feet or centimeters to meters (e.g., adding two distances such as 9' 8" and 3' 5").
3.12.3	Identify the measurable attribute of area and compare the areas of flat surfaces by direct comparison (covering one with the other) using appropriate mathematical symbolism and vocabulary for comparisons (i.e., >, <, =, greater than, less than, equal to).

Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
3.13.1	Measure lengths to the nearest half inch and half centimeter.
3.13.2	Estimate and measure volumes/capacities of containers using standard units (i.e., U.S. conventional and metric).
3.13.3	Estimate and measure the areas of two flat surfaces or regions using nonstandard units (e.g., covering both with cubes or other shapes).
3.13.4	Estimate and measure temperatures in degrees Celsius.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
3.14.1	Pose questions, collect data to answer them, and organize the data in bar graphs and pictographs (pictograms).
Standard 15: Select and use appropriate statistical methods to analyze data.	
3.15.1	Identify and interpret bar graphs (horizontal and vertical).
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
3.16.1	Make conjectures or predictions based on data.
Standard 17: Understand and apply basic concepts of probability.	
3.17.1	Make predictions about the outcome of two or more events using the words to describe situations as *equally likely* or having a *50/50 chance.*

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
4.1.1	Read, write, compare, and order whole numbers to 1,000,000.
4.1.2	Identify and interpret place value in whole numbers up to 1,000,000 and in numbers with two decimal places.
4.1.3	Relate the numbers in the tenths and hundredths decimal places to the equivalent fraction (e.g., 0.34 as 34/100) and vice versa.
4.1.4	Express money values using decimals and dollar signs.
4.1.5	Name and write mixed numbers as improper fractions.
4.1.6	Compare and order fractions and decimals.
4.1.7	Round two-place decimals to tenths or the nearest whole number.
4.1.8	Round whole numbers to the nearest tens, hundreds, or thousands.
Standard 2: Understand meanings of operations and how they relate to one another.	
4.2.1	Understand and use the distributive law to simplify number expressions (e.g., $3(4 + 5) = 3 \times 4 + 3 \times 5$ and $5(8 – 6) = 5 \times 8 – 5 \times 6$).
4.2.2	Extend the properties of operations (e.g., associativity, commutativity) on whole numbers to operations on decimal numbers.
4.2.3	Understand the use of parentheses (round brackets) for multiplication and that multiplication and division are performed before addition and subtraction in expressions without parentheses.
Standard 3: Compute fluently and make reasonable estimates.	
4.3.1	Memorize multiplication facts to 12 and use them fluently for multiplication and division.
4.3.2	Multiply up to 4-digit numbers by 1- and 2-digit numbers with and without regrouping.
4.3.3	Divide 2- and 3-digit numbers by 1-digit numbers (remainder/no remainder).
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
4.4.1	Identify, create, describe, extend, and make generalizations about numeric patterns involving all operations.

4.4.2	Identify, create, describe, extend, and make generalizations about non-numeric repeating or growing patterns.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
4.5.1	Represent an unknown number in simple expressions, equations, or inequalities using letters, boxes, or other symbols.
4.5.2	Understand that an equation such as $y = 3x + 5$ is a rule for finding a second number, y, when a first number, x, is given.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
4.6.1	Model problem situations and use representations such as equations and tables to draw conclusions.
4.6.2	Use and interpret formulas to answer questions about quantities and their relationships
Standard 7: Analyze change in various contexts.	
	There are no performance indicators for this standard.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
4.8.1	Identify and construct parallel and perpendicular lines.
4.8.2	Identify the center, radius, diameter, and circumference of a circle.
4.8.3	Distinguish between right, acute, and obtuse angles.
4.8.4	Classify triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
4.8.5	Classify quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid) and identify their attributes.
4.8.6	Identify congruent figures and give reasons for congruence.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
4.9.1	Create and use coordinate systems or representations to describe paths and locations.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
4.10.1	Identify and describe line and rotational symmetry in two-dimensional shapes and designs.

Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
	There are no performance indicators for this standard.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
4.12.1	Find the relationship between the circumference and diameter of circles (i.e., C/d = π) through accurate measurement of a variety of circles or circular objects.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
4.13.1	Measure length to the nearest quarter inch, eighth inch, and millimeter.
4.13.2	Estimate and measure the areas of flat surfaces or regions using standard measure (i.e., square inches, square feet, square centimeters, square meters).
4.13.3	Develop the formula for the area of a rectangle and use it to find areas from the measures of the lengths of the sides. Compare results with the areas found by covering the rectangle with standard units.
4.13.4	Use formulas to explore perimeter and area of rectangles, figures composed of rectangles, and the relationship, if any, between perimeter and area.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
4.14.1	Discuss the merits and disadvantages of possible data collection methods to answer a question.
4.14.2	Organize data using tally charts, tables, pictograms, and bar graphs.
Standard 15: Select and use appropriate statistical methods to analyze data.	
4.15.1	Find the median (i.e., middle value) of a set of data.
4.15.2	Interpret data represented in circle/pie graphs.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
4.16.1	Make and test predictions or conjectures based on data.
Standard 17: Understand and apply basic concepts of probability.	
4.17.1	Associate the impossibility of an event with a likelihood or probability of 0 and the certainty of an event with 1.

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
5.1.1	Convert between numbers in words and numerals up to millions and decimals to thousandths (e.g., 345.678 as three hundred and forty-five and six hundred and seventy-eight thousandths, and vice versa).
5.1.2	Arrange in numerical order and compare whole numbers or decimals using *less than* (<), *greater than* (>) and *equal to* (=).
5.1.3	Explain different interpretations of fractions as parts of a whole, as parts of a set, and quotients of whole numbers.
5.1.4	Express a set of fractions as an equivalent set with the same denominator (e.g., {2/3, 3/4, 1/6} as {8/12, 9/12, 2/12}).
5.1.5	Reduce fractions to their lowest terms.
Standard 2: Understand meanings of operations and how they relate to one another.	
5.2.1	Understand the effects of multiplying and dividing by fractions less than 1 (e.g., when 3 is multiplied by a whole number such as 4, the result is bigger than 3, but when 3 is multiplied by ¼, the result is smaller than 3).
Standard 3: Compute fluently and make reasonable estimates.	
5.3.1	Add and subtract two-place decimal numbers including money values and solve related problems (e.g., making change in a purchasing situation).
5.3.2	Add, subtract, multiply, and divide fractions (including mixed numbers) with the same and different denominators.
5.3.3	Add, subtract, multiply, and divide decimals.
5.3.4	Divide 3- and 4-digit numbers by 2- and 3-digit numbers (with and without remainders).
5.3.5	Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division problems.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
5.4.1	Create an expression for the general or n^{th} term in a number pattern involving addition or multiplication.

Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
5.5.1	Define and recognize a variable, expression, and equation.
5.5.2	Write simple algebraic expressions in one or two variables to represent various mathematical situations.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
5.6.1	Find ordered pairs of positive numbers that fit a linear equation, graph the ordered pairs, and draw the line they determine.
Standard 7: Analyze change in various contexts.	
5.7.1	Investigate tables, graphs, and equations to see how the change in one variable relates to change in the other variable.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
5.8.1	Identify, describe verbally, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cone, cube, sphere).
5.8.2	Identify, describe, and build a three-dimensional shape from a two-dimensional drawing of that shape.
5.8.3	Distinguish between right, obtuse, and scalene triangles and identify their vertices, height, and medians.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
5.9.1	Specify locations by placing points (i.e., ordered pairs of positive numbers) in the coordinate plane (Cartesian plane).
5.9.2	Given the coordinates of their vertices, place polygons in the coordinate plane.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
5.10.1	Identify rotational symmetry in three-dimensional shapes.
5.10.2	Perform horizontal and vertical slides on polygons in the coordinate plane and identify the coordinates of the resultant location.

Standard 11: Use visualization, spatial reasoning and geometric modeling to solve problems.	
5.11.1	Visualize the position and movement of objects in the coordinate plane.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
5.12.1	Convert within standard systems of measure for the following quantities: time, length, area, volume, mass, and temperature.
5.12.2	Solve problems that involve adding and subtracting measures of quantities within the same system.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
5.13.1	Develop the formula for the volume of a rectangular prism and use it to find volumes from the measures of the lengths of the sides. Compare results with the volumes found by filling the prism (i.e., box) with standard units (i.e., inch cubes or centimeter cubes).
5.13.2	Develop the formulas for the areas of triangles, trapezoids, and parallelograms from the formula for the area of a rectangle and use these formulas to find the areas of composite and simple shapes.
5.13.3	Use the measures of the length of the radius or diameter of circles and the relationship between the circumference and the diameter (i.e., $C/d = \pi$) to find the circumference of circles.
5.13.4	Select and skillfully use the appropriate tools and units to measure length, mass, volume, temperature, time, and angles (protractor).
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
5.14.1	Collect data using surveys and experiments and organize the data using tables and graphs (i.e., bar graphs, circle graphs, line graphs).
Standard 15: Select and use appropriate statistical methods to analyze data.	
5.15.1	Find the average of a set of data.
5.15.2	Interpret data represented in bar graphs, circle graphs, and line graphs.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
5.16.1	Identify relevant predictions or conjectures that cannot be tested with the given data.

Standard 17: Understand and apply basic concepts of probability.	
5.17.1	Predict the probability of the outcomes of simple experiments using the language of likelihood or probability and test the predictions.

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
6.1.1	Compare and order whole and mixed numbers, fractions, decimals, and percents and situate them on a number line.
6.1.2	Represent fractions as decimals and percents, percents as fractions and decimals, and finite decimals as fractions and percents.
6.1.3	Represent a whole number as the product of its prime factors.
6.1.4	Use exponential notation where appropriate (e.g., $96 = 3 \times 2^5$).
6.1.5	Find the least common multiple (LCM) and greatest common factor (or GCD, greatest common divisor) for a set of whole numbers.
6.1.6	Represent relationships between numbers using ratios and proportions.
Standard 2: Understand meanings of operations and how they relate to one another.	
6.2.1	Understand the context for and the meaning and effects of performing the four arithmetic operations on fractions, decimals, and percents.
6.2.2	Explore and use commutativity, distributivity and associativity in operating on fractions, decimals and percents.
Standard 3: Compute fluently and make reasonable estimates.	
6.3.1	Raise numbers and number expressions to whole number powers (e.g., $(2/3)^3$).
6.3.2	Fluently perform operations on fractions, decimals, and percents using a variety of strategies (e.g., mental computations, algorithms, calculators, estimation).
6.3.3	Identify and solve simple problems involving ratios and proportional reasoning.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
6.4.1	Create an expression for the n^{th} term in a number pattern and use that general term to find specific terms (e.g., if the n^{th} term is $3 + 2n$, then the 100^{th} term would be 203)
6.4.2	Identify variables and relations among the variables in tables, graphs, rules, formulas, and expressions.

Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
6.5.1	Write simple algebraic expressions (i.e., translate English phrases into algebraic expressions) in one or two variables and evaluate them for given values of the variables.
6.5.2	Solve one-step equations using a variety of strategies.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
6.6.1	Model problem situations using tables and equations.
Standard 7: Analyze change in various contexts.	
	There are no performance indicators for this standard.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
6.8.1	Classify quadrilaterals using their definitions and explore relationships among the types of quadrilaterals (e.g., squares as equal sided rectangles, rhombuses, and parallelograms).
6.8.2	Identify similar shapes and explore relationships among their attributes (e.g., angles, side and diagonal lengths, perimeters, areas).
6.8.3	Name and explore the relationships between the angles formed by parallel and intersecting lines (e.g., supplementary, complementary, vertically opposite, corresponding angles)
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
6.9.1	Describe a figure in the coordinate plane (1st quadrant) using the coordinates of its vertices or other important points.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
6.10.1	Describe transformations of two-dimensional shapes using the language of translations (i.e., slides), rotations (i.e., turns), and reflections (i.e., flips).
6.10.2	Perform translations on figures in the coordinate plane and give the coordinates of the vertices after the translations.

Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
6.11.1	Use the relationships between the angles of intersecting lines (e.g., parallel lines cut by a transversal) to find unknown angles.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
6.12.1	Extend the standard unit systems for measuring length, area, and volume to the very large and the very small and make conversions between them (e.g., 1/16 in. to mile for length, mm^2 to km^2 for area).
6.12.2	Identify the measurable attribute of angle and compare angles by direct comparison.
6.12.3	Develop benchmark units for estimating angles (e.g., 90º, 45º, 30º) and lengths (e.g., body parts of known length, known distances).
6.12.4	Identify the surface area of three-dimensional objects.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
6.13.1	Estimate, measure, and construct angles to the nearest degree using a protractor.
6.13.2	Use the formula for the area of a circle (i.e., $A = \pi r^2$) to find its area and, given the area of a circle, to find its diameter.
6.13.3	Find the surface area and volume of rectangular prisms and explore the relationship between them.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
6.14.1	Represent and interpret data in a frequency table and histogram.
Standard 15: Select and use appropriate statistical methods to analyze data.	
6.15.1	Find the mean, median, and mode of a set of data and explore the differences between them, as well as their sensitivity to extreme values.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
6.16.1	Identify inferences that can be drawn from data presented in frequency tables and graphs.

Standard 17: Understand and apply basic concepts of probability.	
6.17.1	Simulate real life probability problems using manipulatives (e.g., cards, dice, spinners) and estimate the probability of getting a particular result by dividing the number of favorable outcomes (e.g., getting a six on a die) by the number of tries (e.g., number of times the die was thrown).

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
7.1.1	Express infinite repeating decimals as fractions.
7.1.2	Develop mathematical and contextual meaning for integers and order them on the number line.
7.1.3	Extend the meaning of percents to include percents greater than 100 and less than 1.
7.1.4	Identify and create sets of relatively prime numbers (i.e., prime to each other, such as 10 and 21).
7.1.5	Identify prime and composite numbers.
7.1.6	Represent fractions, decimals, and percents using concrete, pictorial, and abstract representations (e.g., graphs, models).
Standard 2: Understand meanings of operations and how they relate to one another.	
7.2.1	Analyze methods for solving problems involving proportions (e.g., scaling, finding equivalent ratios) and proportional reasoning.
7.2.2	Identify and use the rules of signs as they apply to arithmetic operations on integers.
Standard 3: Compute fluently and make reasonable estimates.	
7.3.1	Perform arithmetic operations on integers.
7.3.2	Solve problems involving ratios, percents, and proportions.
7.3.3	Raise numbers and number expressions to integral powers (e.g., $(4 + 5)^{-2} = 1/81$).
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
7.4.1	Identify linear functions in tables, graphs, rules, formulas, and expressions.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
7.5.1	Translate problems into mathematical equations.
7.5.2	Solve linear equations algebraically.

Standard 6: Use mathematical models to represent and understand quantitative relationships.	
7.6.1	Model problem situations (particularly those involving a linear relationship between the variables) using equations, tables, and graphs in the 4 quadrants.
Standard 7: Analyze change in various contexts.	
7.7.1	Describe the nature of the change in the variables in the tables and graphs of linear functions.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
7.8.1	Analyze, identify, and describe the relationships between the attributes of similar triangles (e.g., corresponding angles are congruent, corresponding sides are proportional).
7.8.2	Using the properties of similar triangles, solve problems involving missing side or angle measures of similar triangles.
7.8.3	Define and identify lines, line segments, rays, points, and planes and the relationships between them.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
7.9.1	Plot pairs of integers in the coordinate plane.
7.9.2	Plot graphs of constant and linear functions and identify the slope of the resultant lines using the rise/run.
7.9.3	Given the slope and the coordinates of one point on a line, draw the line in the coordinate plane.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
7.10.1	Reflect figures in the coordinate plane across the horizontal and vertical axes and give the coordinates of vertices of the reflected figure.
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
7.11.1	Draw geometric shapes with specified angles and sides using appropriate tools.
7.11.2	Perform a variety of constructions using a straightedge and compass (e.g., drawing circles with a given radius, bisecting lines and angles, copying angles, constructing parallel and perpendicular lines).

MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
7.12.1	Make or draw a two-dimensional model of the surface area of a cylinder, a cone, and a pyramid and analyze these to develop a strategy for finding the surface area of these shapes.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
7.13.1	Using the formula for the volume of a cylinder (i.e., $V = \pi r^2 h$), find the surface area and volume of cylinders and explore the relationship between them.
7.13.2	Given the formulas for the surface area (i.e., $A = 4\pi r^2$) and volume (i.e., $V = 4/3\ \pi r^3$) of a sphere, find the surface area and volume of spheres and explore the relationship between them.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
7.14.1	Represent and interpret data in a stem-and-leaf plot and compare the representation with a histogram representing the same data.
Standard 15: Select and use appropriate statistical methods to analyze data.	
7.15.1	Find and interpret the quartiles, range, and interquartile range of a set of data.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
7.16.1	Formulate and answer questions about the situation represented by the data in a histogram and stem-and-leaf plot. Generate questions for future research.
Standard 17: Understand and apply basic concepts of probability.	
7.17.1	Find and use the theoretical probability of an event as the number of favorable outcomes divided by the number of possible outcomes and compare the theoretical probability with results from actual simulations (e.g., with dice, coins, spinners).

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
8.1.1	Represent very small and very large numbers using scientific notation.
8.1.2	Identify and define rational numbers and irrational numbers, both positive and negative.
8.1.3	Order real numbers on the number line.
Standard 2: Understand meanings of operations and how they relate to one another.	
8.2.1	Analyze and memorize the rules of exponents for operations.
Standard 3: Compute fluently and make reasonable estimates.	
8.3.1	Perform the arithmetic operations on integral exponentials and numbers expressed in scientific notation (e.g., evaluate expressions involving exponentials).
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
8.4.1	Compare the properties of linear and nonlinear functions in tables, graphs, and equations.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
8.5.1	Translate problem situations involving linear relationships into linear equations or inequalities.
8.5.2	Solve linear equations and inequalities symbolically and graphically.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
8.6.1	Model and solve problems using tables, graphs, and equations.
Standard 7: Analyze change in various contexts.	
8.7.1	Relate the slope of graphs of linear equations to the constant rate of change of the variables.

GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
8.8.1	Analyze, identify, and describe the relationships between the attributes of similar polygons (e.g., corresponding angles are equal, corresponding sides are proportional).
8.8.2	Using the properties of similar polygons, solve problems involving missing side or angle measures of similar polygons.
8.8.3	Identify right-angled triangles and show how the Pythagorean theorem describes the relationship between the sides.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
8.9.1	Plot pairs of real numbers (positive and negative) in the coordinate plane.
8.9.2	Plot graphs from tables and construct tables from graphs.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
8.10.1	Identify and describe the features of a rotation of an object about a fixed point (e.g., center of rotation, angle of rotation, clockwise/counterclockwise).
Standard 11: Use visualization, spatial reasoning and geometric modeling to solve problems.	
8.11.1	Use a variety of strategies (e.g., tracing paper, compass and protractor) to find the location of a geometric figure after a given rotation about a fixed point.
8.11.2	Solve problems involving right-angled triangles using the Pythagorean theorem or its converse.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
8.12.1	Given a two-dimensional composite shape, decompose it into shapes for which the areas can be found and choose the appropriate unit of measure for the area.
8.12.2	Analyze the surface area of composite three-dimensional shapes and decompose it into shapes for which the area can be found.

Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
8.13.1	Use the Pythagorean theorem to solve right-angled triangles (i.e., missing lengths of sides) and its converse to show that a particular angle is or is not a right angle.
8.13.2	Use the conversion formula (i.e., F = 9/5C + 32) to convert temperatures from Celsius/Centigrade to Fahrenheit and vice versa.
8.13.3	Convert lengths in metric measure to lengths in U.S. conventional measure and vice versa using the equivalence 1 in. = 2.54 cm.
8.13.4	Find the areas or surface areas of composite shapes.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
8.14.1	Collect data to answer questions about characteristics of two or more populations.
8.14.2	Construct and interpret box-and-whiskers plots for data sets from different populations.
Standard 15: Select and use appropriate statistical methods to analyze data.	
8.15.1	Find the mean, median, and mode of a set of data presented in a frequency table.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
8.16.1	Answer and generate questions and make conjectures and inferences about the different populations represented in a set of box-and-whisker plots.
Standard 17: Understand and apply basic concepts of probability.	
8.17. 1	Determine the number of permutations and combinations of three or more objects and use these to find the theoretical probability of appropriate events (e.g., arrangements, selections).
8.17.2	Use organizers (e.g., lists, tree diagram) to find the probability of compound events (i.e., two or more simple independent events such as throwing dice).

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
1ALG.1.1	Identify subsets and recognize structures of the real number system.
1ALG.1.2	Match real numbers to points on the number line.
1ALG.1.3	Develop a deeper understanding of very large and very small numbers and their representations (e.g., scientific notation, calculator representation).
1ALG.1.4	Compare and order real numbers.
1ALG.1.5	Understand matrices as a system that shares many of the properties of the real number system.
1ALG.1.6	Identify alternate representations of real numbers (e.g., $2 = 4/2 = 2/1 = 2.0 = 2^1 = -4/-2$).
Standard 2: Understand meanings of operations and how they relate to one another.	
1ALG.2.1	Identify, justify, and use applicable properties of operations on real numbers (e.g., order of operations, distributivity, commutativity, associativity, closure) to simplify or expand numeric expressions.
1ALG.2.2	Verify, in the simplification of an algebraic expression or the solution of an algebraic equation, whether the properties of real numbers and the properties of operations on real numbers are respected.
Standard 3: Compute fluently and make reasonable estimates.	
1ALG.3.1	Add, subtract, multiply, and divide real numbers, including numbers represented in scientific notation.
1ALG.3.2	Find the square and cube roots of numbers and perform arithmetic operations on these roots.
1ALG.3.3	Apply the laws of exponents to raise real numbers to negative and fractional powers (e.g., $3^{-2} = 1/9$, $27^{2/3} = 9$).
1ALG.3.4	Add and subtract two-by-two or three-by-three matrices.
1ALG.3.5	Solve problems involving operations on real numbers and use estimation to determine whether the answers are reasonable.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
1ALG.4.1	Identify and generalize patterns in arithmetic and geometric series.

1ALG.4.2	Identify and justify when a relation (represented as ordered pairs, in a table, algebraic expression, or graph) is a function.
1ALG.4.3	Identify, create, analyze, and graph linear and non-linear functions.
1ALG.4.4	Identify, create, analyze, and graph quadratic functions.
1ALG.4.5	Identify dependent and independent variables and the domain, range, and zeros of relations and functions.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
1ALG.5.1	Factor quadratic expressions with integer coefficients using a variety of techniques (e.g., difference of squares, completing the square, algebraic manipulatives).
1ALG.5.2	Find, understand, and justify equivalent forms of expressions, equations, inequalities, and relations.
1ALG.5.3	Determine the domain, range, and zeros of linear and quadratic functions and inequalities (e.g., $f(x) \leq 5x - 3$).
1ALG.5.4	Determine the equation of a line given two pieces of information about it (e.g., two points on the line, the slope and one point, where it intersects the *x*- and *y*-axis, the slope and *y*-intercept).
1ALG.5.5	Determine if a set of points (i.e., ordered pairs) are collinear (i.e., lie on the same line).
1ALG.5.6	Use the relationship between the slopes of parallel and perpendicular lines to find the equation of lines parallel or perpendicular to a given line through a given point.
1ALG.5.7	Perform the arithmetic operations on polynomials and rational expressions and simplify the results.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
1ALG.6.1	Translate problem situations into algebraic expressions (e.g., polynomials, rational expressions) or equations.
1ALG.6.2	Identify and solve contextual problems involving linear relationships between the variables using tables, graphs, and/or algebraic symbol manipulation.
Standard 7: Analyze change in various contexts.	
1ALG.7.1	Approximate and interpret rates of change from graphical data.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
	There are no performance indicators for this standard.

Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
1ALG.9.1	Find the midpoint, length, and slope of a line segment in the Cartesian plane.
1ALG.9.2	Graph a linear equation using ordered pairs, *x*- and *y*-intercepts, the slope-intercept form, or point-slope form of the algebraic expression.
1ALG.9.3	Graph a quadratic equation using ordered pairs.
1ALG.9.4	Use the Pythagorean theorem to solve problems in the Cartesian plane.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
1ALG.10.1	Analyze translations of lines in the Cartesian plane and the consequences on their equations.
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
1ALG.11.1	Solve problems using properties of geometric figures (e.g., find the area, perimeter, or missing dimension of a picture frame).
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
1ALG.12.1	In problems involving measurement, analyze and make decisions about units and scales.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
1ALG.13.1	Understand and use formulas for the perimeter, area, surface area, and volume of regular geometric shapes.
1ALG.13.2	Determine measurements indirectly from a scale drawing.
1ALG.13.3	Use unit analysis to check computations (e.g., distance, rate, time, or unit conversions).
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
1ALG.14.1	Collect, organize, and display in a scatter plot, data about two characteristics of a population.
Standard 15: Select and use appropriate statistical methods to analyze data.	
1ALG.15.1	Use measures of central tendency (i.e., mean, median, mode) and measures of dispersion (i.e., range and quartiles) to analyze data presented in frequency tables and/or graphs including scatter plots, box-and-whiskers plots, and histograms.

Standard 16: Develop and evaluate inferences and predictions that are based on data.	
1ALG.16.1	Where appropriate, fit a straight line to the data in a scatter plot and use knowledge about lines (e.g., slope) to make inferences about the relationship between the two variables or characteristics studied.
Standard 17: Understand and apply basic concepts of probability.	
1ALG.17.1	Determine simple permutations and combinations using the formulas (i.e., ${}_nP_r = n!/(n - r)!$ and ${}_nC_r = n!/r!(n - r)!$).
1ALG.17.2	Find the probability of simple events involving permutations and combinations.

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
2ALG.1.1	Understand complex numbers as a number system as well as solutions to quadratic equations that do not have real solutions.
2ALG.1.2	Find the opposite and absolute value of real and complex numbers.
2ALG.1.3	Recognize and represent real and complex numbers as points in a plane.
2ALG.1.4	Compare and understand the properties of numbers and number systems (including the rational, real, and complex numbers) and how they are related.
Standard 2: Understand meanings of operations and how they relate to one another.	
2ALG.2.1	Use the inverse relationship between exponents and logarithms to solve exponential and logarithmic problems involving real numbers.
Standard 3: Compute fluently and make reasonable estimates.	
2ALG.3.1	Add, subtract, multiply, and divide complex numbers.
2ALG.3.2	Find the n^{th} roots of numbers.
2ALG.3.3	Perform basic operations on n^{th} roots of numbers.
2ALG.3.4	Find the determinant of a matrix.
2ALG.3.5	Multiply matrices (including multiplication by a scalar) and find inverse matrices.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
2ALG.4.1	Find the general term and the sum of arithmetic and (finite and infinite) geometric series.
2ALG.4.2	Analyze functions of one variable by investigating rates of change, intercepts, zeros, asymptotes, domain, range, and local and global behaviors.
2ALG.4.3	Understand and perform transformations such as arithmetically combining, composing, and inverting commonly used functions (e.g., linear, quadratic, rational, absolute value, exponential, logarithmic, trigonometric).
2ALG.4.4	Understand and compare the properties of polynomial, rational, absolute value, piece-wise, exponential, logarithmic, and trigonometric functions.

2ALG.4.5	Understand and use the inverse relationship between exponential and logarithmic functions to solve problems.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
2ALG.5.1	Use matrices and geometrical and algebraic techniques to solve systems of linear equations in two or three variables.
2ALG.5.2	Understand and apply the Fundamental Theorem of Algebra.
2ALG.5.3	Perform the arithmetic operations on, simplify, and evaluate rational expressions.
2ALG.5.4	Use the quadratic formula as well as other techniques to solve quadratic equations and inequalities.
2ALG.5.5	Use the definitions of exponential and logarithmic functions, the relationship between them, and the rules for operating on logarithms and exponents to simplify algebraic expressions and solve equations.
2ALG.5.6	Solve algebraic equations and inequalities involving absolute values.
2ALG.5.7	Use the binomial theorem to expand expressions of the form $(x + a)^n$.
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
2ALG.6.1	Use exponential functions to solve problems involving exponential growth and decay.
2ALG.6.2	Identify and solve contextual problems that can be modeled with quadratic functions (e.g., trajectories of thrown objects).
Standard 7: Analyze change in various contexts.	
2ALG.7.1	Approximate and interpret rates of change from graphs of functions.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
	There are no performance indicators for this standard.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
2ALG.9.1	Solve systems of linear equations and inequalities graphically.
2ALG.9.2	Graph and analyze the graphs of quadratic, exponential, logarithmic, absolute value, polynomial, and trigonometric (sin, cos, tan) functions to solve problems.

Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
	There are no performance indicators for this standard.
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
	There are no performance indicators for this standard.
MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
	There are no performance indicators for this standard.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
2ALG.13.1	Use formulas (e.g., for volumes and surface areas of cones) or functions (e.g., height of a projectile from analysis of a quadratic function) to solve problems dealing with determining a measurement.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
	There are no performance indicators for this standard.
Standard 15: Select and use appropriate statistical methods to analyze data.	
	There are no performance indicators for this standard.
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
2ALG.16.1	Fit functions to data presented in scatter plots and use knowledge of these functions to make inferences about the relationship between the two variables or two characteristics studied.
Standard 17: Understand and apply basic concepts of probability.	
2ALG.17.1	Find the probabilities of simple and compound events (e.g., independent and dependent events, with replacement, without replacement).

NUMBER AND OPERATIONS	
Standard 1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	
GEO.1.1	Understand vectors as a system of numbers having both magnitude and direction and find the magnitude and direction of vectors.
GEO.1.2	Recognize situations that can be represented by vectors.
Standard 2: Understand meanings of operations and how they relate to one another.	
GEO.2.1	Recognize situations that involve vector multiplication by a scalar, addition, and subtraction.
Standard 3: Compute fluently and make reasonable estimates.	
GEO.3.1	Add, subtract, and use scalar multiplication to solve problems involving vectors.
GEO.3.2	Use proportional reasoning to solve geometric problems in real life contexts.
ALGEBRA	
Standard 4: Understand patterns, relations, and functions.	
GEO.4.1	Use inductive reasoning to find and describe patterns and to make real life conjectures.
Standard 5: Represent and analyze mathematical situations and structures using algebraic symbols.	
GEO.5.1	Use algebra to prove theorems or verify conjectures about figures in the coordinate plane (i.e., analytic geometry).
Standard 6: Use mathematical models to represent and understand quantitative relationships.	
	There are no performance indicators for this standard.
Standard 7: Analyze change in various contexts.	
	There are no performance indicators for this standard.
GEOMETRY	
Standard 8: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
GEO.8.1	Identify and formulate conditional and bi-conditional statements (i.e., *if … then*, *if … and if … then* statements).
GEO.8.2	Understand and use deductive logic to create or verify geometrical proofs.

GEO.8.3	Use angle congruence properties to prove properties of special pairs of angles.
GEO.8.4	Prove that two triangles are congruent using SSS, SAS, and ASA postulates and the AAS theorem.
GEO.8.5	Use relationships between lines and angles in congruent or similar figures to solve problems.
GEO.8.6	Use properties and theorems to prove similarity between polygons.
GEO.8.7	Use the triangle inequality and the converse of the Pythagorean theorem to classify triangles by their angle measure.
GEO.8.8	Prove theorems involving the length of line segments (e.g., chords, secants, tangents), the measure of angles, and the area of segments of circles.
GEO.8.9	Use the properties of special right triangles (i.e., 45º-45º-90º and 30º-60º-90º) to solve contextual problems.
GEO.8.10	Use the properties of circles (e.g., circumference, arcs, segments, inscribed polygons, radius) to solve problems.
GEO.8.11	Prove the Pythagorean theorem.
Standard 9: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
GEO.9.1	Use coordinate geometry to produce formulas and prove theorems for the midpoint of a line segment, the distance formula, and the various forms of equations for lines and circles.
GEO.9.2	Use slope to identify parallel lines and write equations of parallel lines in the coordinate plane.
GEO.9.3	Use slope to identify perpendicular lines and write equations of perpendicular lines in the coordinate plane.
GEO.9.4	Find the standard equation of a circle with center (h, k) and radius r and use it to solve problems.
Standard 10: Apply transformations and use symmetry to analyze mathematical situations.	
GEO.10.1	Identify, perform, and solve problems with translations, reflections, and rotations of two-dimensional figures in the coordinate plane.
GEO.10.2	Identify dilations and perform dilations (e.g., to create perspective drawings).
Standard 11: Use visualization, spatial reasoning, and geometric modeling to solve problems.	
GEO.11.1	Visualize and draw cross sections of three-dimensional objects.
GEO.11.2	Model geometric situations and use a variety of techniques to solve them.

MEASUREMENT	
Standard 12: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
	There are no performance indicators for this standard.
Standard 13: Apply appropriate techniques, tools, and formulas to determine measurements.	
GEO.13.1	Find the lengths of line segments using the distance formula and the midpoint formula.
GEO.13.2	Find the lengths of arcs, chords, and secants to a circle from a point outside the circle.
GEO.13.3	Use proportionality theorems (e.g., trigonometric ratios) to calculate lengths of line segments.
GEO.13.4	Find the areas of segments and sectors of circles.
GEO.13.5	Find the areas of rhombuses, rectangles, and squares using the properties of diagonals.
GEO.13.6	Find the areas and perimeters of trapezoids, kites, and other plane figures.
GEO.13.7	Find the surface areas and volumes of prisms, cylinders, pyramids, cones, and spheres.
GEO.13.8	Find and use the scale factor of similar figures and solids to solve real life problems.
GEO.13.9	Develop and use the formula for the sum of the measures of the interior angles of polygons to find the measures of interior and exterior angles of polygons.
GEO.13.10	Use the right triangle trigonometric ratios (i.e., sine, cosine, tangent) to solve for the measures of angles.
DATA ANALYSIS AND PROBABILITY	
Standard 14: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
Standard 15: Select and use appropriate statistical methods to analyze data.	
Standard 16: Develop and evaluate inferences and predictions that are based on data.	
Standard 17: Understand and apply basic concepts of probability.	
	There are no performance indicators for these standards.

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR
PHYSICAL EDUCATION

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K –12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders in Guam. In addition, they provide more clarity to support all students in developing skills, deepening their understanding of concepts and processes, and utilizing their problem-solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

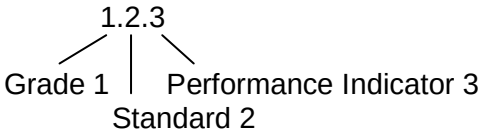
Additionally, some content standards may feature two organizing descriptors:

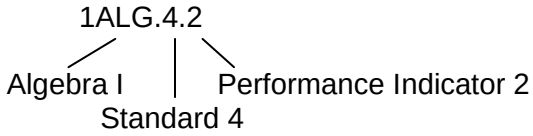
Strands are overarching organizers for standards. They are typically one or two words in length.

Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.





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Introduction to Physical Education

The purpose of physical education is to provide students with physical activity opportunities to acquire knowledge, processes, and skills needed to engage in meaningful physical activity throughout their lifetime. It is the responsibility of physical education to help students develop the knowledge and skills necessary to select and participate in physical activity safely, competently, and with personal satisfaction that will lead to health-enhancing levels of personal fitness and to encourage students to see the value of a physically active lifestyle.

The following physical education standards specify what students should know and be able to do as learners of physical education at the end of each grade level from kindergarten through grade 5 and at the completion of middle school and high school. The physical education standards are designed to motivate and assist students to maintain and improve their level of physical fitness and maintain a healthy and physically active lifestyle. They include a variety of topics, such as motor skills and movement, concepts of movement, participation in physical activity, awareness of physical fitness, responsible social behavior during physical activity, and the effects of a physically active lifestyle. Adapted from the National Standards for Physical Education (NASPE), these standards incorporate the comments and suggestions of the Guam Department of Education (GDOE) physical educators who worked to maintain the cultural relevance of the physical education standards throughout the revision process.

These standards are the first step in designing an instructional program that is aligned and focused on student learning and achievement. They not only provide a framework for the development of achievable and realistic expectations for student performance from kindergarten through high school, but also enable all students to participate in quality, standards-based physical education.

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Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Perform basic (fundamental) locomotor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities. *EXAMPLE(S)*: Run when you hear the color of your eyes; jump over a line on the floor; leap over a stick.
K.1.2	Perform basic nonlocomotor skills by demonstrating balance on stable and unstable objects and/or demonstrate weight transfer/tumbling skills.
K.1.3	Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. *EXAMPLE(S)*: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.
K.1.4	Perform basic movements in a rhythmic manner to a specific rhythm. *EXAMPLE(S)*: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.
GRADE ONE	
1.1.1	Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements. *EXAMPLE(S)*: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk/run on an outdoor fitness trail; walk or skip to the words in a poem).
1.1.2	Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements. *EXAMPLE(S)*: Demonstrate static (i.e., standing or fixed in one place) balance (e.g., one leg balance, two hands and one foot balance) and dynamic (i.e., continuously moving) balance (e.g., walk backwards on a balance board; walk forward on a balance board and step over objects; walk on a pattern of stepping stones; jump on a pattern of poly spots) on stable and unstable objects.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
PERFORMANCE INDICATORS	
1.1.3	Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements. *EXAMPLE(S)*: Demonstrate hand-eye and foot-eye coordination in skill development practice/activities and physical fitness activities/games (e.g., hit a ball off a tee with a baseball bat; consecutively catch a self-tossed beach ball; kick a ball with power; bounce or dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).
1.1.4	Perform fundamental rhythmic skills alone, with a partner, or in a group. *EXAMPLE(S)*: Perform a simple dance (e.g., walk; march; slide; with a partner, elbow swing in a circle; line dance); demonstrate jumping rope, progressing to a consistent rhythm (e.g., jump a stationary rope on the floor and progress to a self-turned rope); demonstrate consistent bouncing (dribbling) of a ball.
GRADE TWO	
2.1.1	Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate locomotor movement in basic combinations of skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles; hop and jump a pattern on a floor ladder; walk and skip in a dance).
2.1.2	Perform stability skills proficiently and in combinations with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate static (i.e., standing or fixed in one place) balance and dynamic (i.e., continuously moving) balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline; travel over tires and carry an object extended over head; skip on a balance board; perform a one leg pose on a stepping stone); demonstrate weight transfer tumbling skills (e.g., perform a tumbling routine with four skills).
2.1.3	Perform manipulative skills proficiently with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate hand-eye and foot-eye coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5–6-foot-high net with the overhand technique; develop new footwork and skills for jumping rope (e.g., one foot, turn the rope backwards).

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
PERFORMANCE INDICATORS	
2.1.4	Perform fundamental rhythmic skills alone, with a partner, or in a group with proficiency. *EXAMPLE(S)*: Perform a dance with challenging steps (e.g., dosey-do or sashay with a partner in a circle; line dance); demonstrate a consistent rhythm while jumping rope (e.g., achieve 15 or more consecutive jumps while jumping to music).
2.1.5	Perform locomotor and manipulative combined skills with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take them to a collection box; dribble and pass the ball to a teammate in an indoor soccer lead up game; while walking, toss and catch a beanbag on a racquet or paddle).
GRADE THREE	
3.1.1	Demonstrate mature (proficient) fundamental locomotor and manipulative movement skills with variations. *EXAMPLE(S)*: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, sidearm).
3.1.2	Demonstrate different fundamental movement skills to form increasingly complex skills. *EXAMPLE(S)*: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.
3.1.4	Demonstrate movement skills and patterns following specific rhythms. *EXAMPLE(S)*: Perform a ball routine consisting of a bounce, pass, and catch with a partner in rhythm to music.
GRADE FOUR	
4.1.1	Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills. *EXAMPLE(S)*: Demonstrate a mature hop (e.g., non-support leg flexed 90^{o}, non-support thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of non-support leg, arms move together in rhythmical lifting as support foot leaves ground).
4.1.2	Practice combinations of movement skills for specific sports. *EXAMPLE(S)*: Perform a catch, dribble, and pass with a ball to a moving partner.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
PERFORMANCE INDICATORS	
4.1.3	Demonstrate complex patterns of movement. *EXAMPLE(S)*: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).
4.1.4	Demonstrate movement skills and patterns following specific rhythms. *EXAMPLE(S)*: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.
GRADE FIVE	
5.1.1	Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. *EXAMPLE(S)*: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).
5.1.2	Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). *EXAMPLE(S)*: Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).
5.1.3	Demonstrate more complex patterns of movement in activities/games. *EXAMPLE(S)*: Develop and refine a gymnastics sequence or creative dance sequence demonstrating smooth transitions.
5.1.4	Demonstrate the ability to perform more complex rhythmic skills alone and with a partner. *EXAMPLE(S)*: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball dribbling routine, line dance).
MIDDLE SCHOOL	
MS.1.1	Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills. *EXAMPLE(S)*: Dribble a basketball around objects using both left and right hands with greater accuracy and control.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
PERFORMANCE INDICATORS	
MS.1.2	Demonstrate basic competency in more specialized movement skills related to specific physical activities. *EXAMPLE(S)*: Design and perform a 60-second dance sequence using combinations of locomotor and nonlocomotor skills with changes in direction, force, and level.
MS.1.3	Demonstrate a movement sequence in a physical activity/game. Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. *EXAMPLE(S)*: When playing a game of pickleball, move back from the net, allow the ball to bounce, and return it over the net with an underhand movement.
MS.1.4	Model or teach mature (proficient) motor skills and movement patterns to another student. *EXAMPLE(S)*: Guide a peer through the steps of batting.
HIGH SCHOOL	
HS.1.1	Demonstrate and perform activity-specific skills in individual, dual, and team physical activities. *EXAMPLE(S)*: Bump a volleyball; hit a tennis ball.
HS.1.2	Model or teach mature (proficient) motor skills and movement pattern to another student. *EXAMPLE(S)*: Guide a peer through the steps of batting.
HS.1.3	Perform rhythmic movement patterns with increasing degrees of difficulty (e.g., folk, social, square dance).

Standard 2: Movement Concepts

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. *EXAMPLE(S)*: Forward roll cue: squat, tuck, and roll; kick a ball cue**:** toe down; gallop cue**:** leader leg.
K.2.2	Demonstrate variations in moving with spatial, directional, and temporal awareness. *EXAMPLE(S)*: Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities; walk on a curved rope on the floor; stretch high; go low for a crab walk; run fast in a tag game.
K.2.3	Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork, and catching a ball. *EXAMPLE(S)*: Arms extended for walking on a balance board, soccer ball dribble with soft taps of feet, reach out with hands to catch a ball.
GRADE ONE	
1.2.1	Demonstrate fundamental movement vocabulary and cue words for learning skills. *EXAMPLE(S)*: Recognize movements and cues (e.g., throwing cue: step forward on one foot, throw with the opposite hand).
1.2.2	Identify and demonstrate the basic principles of age-appropriate locomotor, nonlocomotor, and manipulative skills. *EXAMPLE(S)*: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).
1.2.3	Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork, and catching a ball. *EXAMPLE(S)*: Arms extended for walking on a balance board, soccer ball dribble with soft taps of feet, reach out with hands to catch a ball.

Standard 2: Movement Concepts

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PERFORMANCE INDICATORS	
1.2.4	Identify major body parts, muscles, and bones used to move and support the body. *EXAMPLE(S)*: Verbally and visually identify body parts, muscles, and bones (e.g., head, arm, chest, lungs, heart, biceps, triceps, skull, ribs).
GRADE TWO	
2.2.1	Identify and demonstrate efficient movement with objects that present balance, change of direction, and spatial awareness challenges. *EXAMPLE(S)*: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).
2.2.2	Identify and begin to demonstrate techniques for efficient and safe movement. *EXAMPLE(S)*: Demonstrate straight arms with a cartwheel, a landing with soft knees/slight flex when jumping down from a height, jumping on balls of the feet and keeping arms and hands at sides when jumping rope.
2.2.3	Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills. *EXAMPLE(S)*: Verbally identify and practice the basic elements for a gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1- to 3-foot height (e.g., balanced landing with soft knees/slight bend and arms extended out).
2.2.4	Understand and demonstrate strategies for active games. *EXAMPLE(S)*: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer lead-up game played with four high-density foam balls; fast running, dodging and agility skills in a tag game).
2.2.5	Develop selected academic concepts to integrate into fitness workouts and/or games. *EXAMPLE(S)*: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem: 5 + 8; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

Standard 2: Movement Concepts

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PERFORMANCE INDICATORS	
GRADE THREE	
3.2.1	Describe various balance forms utilizing base of support concepts. *EXAMPLE(S)*: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler's bridge, tripod, bear walk, football stance).
3.2.2	Describe movement principles and apply mature (proficient) movement patterns in various manipulative challenges. *EXAMPLE(S)*: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.
3.2.3	Describe and demonstrate the use of force to move objects various distances. *EXAMPLE(S)*: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.
GRADE FOUR	
4.2.1	Describe critical elements of correct movement patterns for fundamental movement skills. *EXAMPLE(S)*: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).
4.2.2	Apply the concept of practice to improve movement skills. *EXAMPLE(S)*: Work toward accurately passing a ball to a target using a chest pass.
4.2.3	Observe the performance of others to provide feedback to help improve motor skills. *EXAMPLE(S)*: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

Standard 2: Movement Concepts

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PERFORMANCE INDICATORS	
4.2.4	Recognize and describe critical elements of complex movement patterns. *EXAMPLE(S)*: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.
GRADE FIVE	
5.2.1	Identify movement concepts used to refine movement skills. *EXAMPLE(S)*: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.
5.2.2	Describe and demonstrate critical elements of mature (proficient) movement patterns. *EXAMPLE(S)*: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.
5.2.3	Critique the performance of a partner by providing feedback to help improve skill level. *EXAMPLE(S)*: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.
MIDDLE SCHOOL	
MS.2.1	Identify basic concepts that apply to the movement and sport skills being practiced. *EXAMPLE(S)*: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.
MS.2.2	Explain how practicing movement skills improves performance. *EXAMPLE(S)*: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.
MS.2.3	Demonstrate basic strategies for offense and defense in simple lead-up games and various activities. *EXAMPLE(S)*: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game.

Standard 2: Movement Concepts

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PERFORMANCE INDICATORS	
MS.2.4	Recognize the open person concept in team sport activities. *EXAMPLE(S)*: Practice the skill of open-positioning during a game of disc golf and/or deliver a pass to an open teammate moving downfield through defenders to score a goal.
HIGH SCHOOL	
HS.2.1	Apply previously learned strategies and tactics to the performance of selected physical activities. *EXAMPLE(S)*: Use the same motion for hitting the overhand serve in volleyball to your tennis serve.
HS.2.2	Analyze and evaluate information about motor skills and patterns that lead to improved physical performance. *EXAMPLE(S)*: Analyze and judge the effects of force, motion, and stability (balance) on successful physical performance (e.g., videotape a golf swing and identify the critical elements of the skill).

Standard 3: Physical Activity Students participate regularly in physical activity.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Show skills and knowledge acquired in physical education class during after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues. *EXAMPLE(S)*: Teacher initiates conversation with students for informal assessment of after school physical activity participation.
K.3.2	Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time. *EXAMPLE(S)*: Choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess.
GRADE ONE	
1.3.1	Engage in health-related physical fitness activities/games during physical education class, recess, and/or leisure time with one's family and friends. *EXAMPLE(S)*: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.
1.3.2	Record participation in physical activities by type of activity and time. *EXAMPLE(S)*: Write and draw periodically in a student activity portfolio about the health benefits of physical fitness activities/games and/or sport played for enjoyment.
GRADE TWO	
2.3.1	Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time. *EXAMPLE(S)*: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).

Standard 3: Physical Activity Students participate regularly in physical activity.	
PERFORMANCE INDICATORS	
2.3.2	Participate in and keep a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle. *EXAMPLE(S)*: Record participation time from a gymnastics, swimming, or martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly weekly chart is provided for periodic activity recording).
GRADE THREE	
3.3.1	Select and participate in moderate to vigorous physical activity in physical education class and during after school time. *EXAMPLE(S)*: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sports skills.
3.3.2	Identify healthy behaviors that represent a physically active lifestyle. *EXAMPLE(S)*: Discuss quality nutrition and rest for one's body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9–10 hours of sleep per night).
GRADE FOUR	
4.3.1	Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities. *EXAMPLE(S)*: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sports performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., television, video games, screen time versus ice skating, swimming, hiking).
4.3.2	Demonstrate regular participation in health-related physical fitness activities outside of class. *EXAMPLE(S)*: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.
4.3.3	Identify and participate in lifetime physical activities. *EXAMPLE(S)*: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in the community.

Standard 3: Physical Activity Students participate regularly in physical activity.	
PERFORMANCE INDICATORS	
GRADE FIVE	
5.3.1	Participate in health-enhancing physical activity. *EXAMPLE(S)*: Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.
5.3.2	Recognize the positive effects of participation in leisure time physical activity. *EXAMPLE(S)*: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.
MIDDLE SCHOOL	
MS.3.1	Identify and participate in activities that, when done consistently, can contribute to an active lifestyle. *EXAMPLE(S)*: Activities that can increase cardio-respiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and participate in a chosen activity at least 5 days per week.
MS.3.2	Participate in activities outside of school that are health-enhancing and can be continued throughout a lifetime. *EXAMPLE(S)*: Log active participation in golfing, cycling, or walking with a parent during the weekend in a student activity portfolio (e.g., played nine holes of golf while walking the course, cycled five miles, walked 20 blocks).
MS.3.3	Describe the elements of a healthy lifestyle. *EXAMPLE(S)*: Use the FIT (i.e., frequency, intensity, and time) principle to describe activities that would lead to an active lifestyle.
HIGH SCHOOL	
HS.3.1	Identify available community resources that promote an active lifestyle (e.g., outside leagues, community centers).

Standard 3: Physical Activity Students participate regularly in physical activity.	
PERFORMANCE INDICATORS	
HS.3.2	Demonstrate and participate in physical activities that contribute to the improvement of specific health-related physical fitness components (e.g., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition).
HS.3.3	Participate regularly in lifetime physical activities, with consideration of frequency, intensity, and duration, that contribute to improved physical fitness and wellness (e.g., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition).

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Demonstrate improved cardio-respiratory endurance by engaging in vigorous activity, progressing from short periods to longer periods of time. *EXAMPLE(S)*: Chasing and fleeing physical fitness activity/game; skill development activity; walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations.
K.4.2	Demonstrate improved muscular strength and endurance by engaging in specific exercises throughout the school year. *EXAMPLE(S)*: Shoulder touches, modified push-ups, v-sit, modified crunch.
K.4.3	Demonstrate improved flexibility in three different joints by engaging in specific stretches to improve lower back flexion. *EXAMPLE(S)*: Seated and standing straddle stretches; seal stretch.
K.4.4	Identify the basic effects of physical activity on heart and lung function by observing and feeling fast heart and breathing rates when engaged in skill development and physical fitness activities. *EXAMPLE(S)*: Feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin; after 10 or more minutes, feel and observe fast heart and breathing rates.
GRADE ONE	
1.4.1	Demonstrate how increasing the intensity of an activity will increase the heart rate. *EXAMPLE(S)*: Describe and monitor the difference in the heart rate during a 5-minute warm-up walk, run, or stretch, as compared to 20 minutes of motor skill development and physical fitness stations.
1.4.2	Describe the basic effect of regular exercise on muscles. *EXAMPLE(S)*: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
PERFORMANCE INDICATORS	
1.4.3	Perform exercises for muscle groups that are strengthened by specific exercises. *EXAMPLE(S)*: Identify and perform the exercises that strengthen the abdominal muscles and those that strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).
1.4.4	Participate in activities that increase cardio-respiratory endurance. *EXAMPLE(S)*: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).
1.4.5	Demonstrate stretches that will improve flexibility. *EXAMPLE(S)*: Demonstrate standing straddle toe touches, splits, lunges, and seal stretches.
1.4.6	Participate in an active physical education class to maintain age-appropriate intensity and duration for improved physical fitness. *EXAMPLE(S)*: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardio-respiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).
GRADE TWO	
2.4.1	Participate in an active physical education class to maintain the intensity and duration for improved physical fitness. *EXAMPLE(S)*: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardio-respiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activity stations: hand-eye coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).
2.4.2	Describe what can happen to the body of a person who does not exercise and who consumes too much food. *EXAMPLE(S)*: Verbally describe how body composition is affected by a sedentary lifestyle and excessive food consumption (e.g., class discussion on too much screen time, video games, and over-eating and how these affect a healthy level of body fat and muscle).

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
PERFORMANCE INDICATORS	
2.4.3	Develop and describe the components of health-related physical fitness. *EXAMPLE(S)*: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung function, flexibility, body fat).
2.4.4	Perform and recognize the difference between high, medium, and low intensity activities for developing cardio-respiratory endurance. *EXAMPLE(S)*: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardio-respiratory endurance (e.g., students feel their heartbeats and observe their breathing rate after trying each of these levels of activity).
2.4.5	Participate in an active physical education class to maintain age-appropriate intensity and duration for improved physical fitness. *EXAMPLE(S)*: Engage in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.
GRADE THREE	
3.4.1	Participate in self-assessments and formal fitness assessments. *EXAMPLE(S)*: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self improvement).
3.4.2	Identify strengths and areas needing improvement in personal fitness. *EXAMPLE(S)*: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., record weekly periodic activity on a child-friendly chart).
3.4.3	Establish personal goals based upon results of fitness assessments. *EXAMPLE(S)*: Establish a goal to do daily flexibility exercises (range of motion of a joint) with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or on the weekends with goals for frequency and duration.

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
PERFORMANCE INDICATORS	
3.4.4	Define and develop the five components of health-related physical fitness. *EXAMPLE(S)*: Describe cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).
3.4.5	Describe five examples of health-related physical fitness. *EXAMPLE(S)*: Relate ideas on building strength (e.g., make heart stronger by running daily).
3.4.6	Participate in activities that enhance health-related physical fitness on a regular basis. *EXAMPLE(S)*: Participate in daily aerobic workouts or active games/sports in physical education class and/or at home to develop cardio-respiratory endurance.
GRADE FOUR	
4.4.1	Participate in self-assessments for physical fitness and meet the criterion for specific age groups. *EXAMPLE(S)*: Strive to achieve the healthy fitness zone standard for a criterion-referenced assessment of health-related physical fitness; use results of heart rate monitor or computer generated reports to reinforce fitness understanding.
4.4.2	Establish personal goals based upon results of fitness assessments. *EXAMPLE(S)*: To improve push-up test results, establish a goal to do upper body strength exercises (e.g., partner tug-of-war, push-up hockey, push-up style Tic-Tac-Toe).
4.4.3	Describe exercises/activities that will improve each component of health-related physical fitness. *EXAMPLE(S)*: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, quadriceps).
4.4.4	Participate in an activity program that is designed to improve health-related physical fitness. *EXAMPLE(S)*: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week; join family and friends to walk/jog at a neighborhood park at least three times per week.

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
PERFORMANCE INDICATORS	
4.4.5	Demonstrate examples of the five components (strength, flexibility, speed, power, and endurance) of health-related physical fitness. *EXAMPLE(S)*: Run for 5 minutes; hold chin above bar for 1 minute; 1 minute of sit-ups.
GRADE FIVE	
5.4.1	Establish personal goals to achieve an age-appropriate fitness level in all components of health-related physical fitness. *EXAMPLE(S):* Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.
5.4.2	Demonstrate a healthy level of cardio-respiratory endurance. *EXAMPLE(S)*: Participate in an active game for 20 minutes or more while wearing a pedometer and identify the number of steps needed to maintain a target heart rate and achieve a healthy level of fitness for age/grade.
5.4.3	Demonstrate age-appropriate levels of muscular strength and muscular endurance for major muscle groups. *EXAMPLE(S)*: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.
5.4.4	Demonstrate a healthy level of flexibility. *EXAMPLE(S)*: Create a warm-up routine to target areas of the body that will benefit improved flexibility; practice slow martial arts movements.
5.4.5	Demonstrate a healthy level of body composition. *EXAMPLE(S)*: Measure body fat and calculate body mass index (BMI) to determine if it is within a healthy fitness zone of criterion-referenced fitness assessment.
MIDDLE SCHOOL	
MS.4.1	Increase the intensity and duration of an activity while performing locomotor skills. *EXAMPLE(S)*: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate.

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
PERFORMANCE INDICATORS	
MS.4.2	Develop personal goals for each of the health-related physical fitness components. *EXAMPLE(S)*: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull-ups, push-ups) or for cardio-respiratory endurance (e.g., 10,000 steps daily using a pedometer).
MS.4.3	Measure personal fitness levels in each of the health-related physical fitness components. *EXAMPLE(S)*: Participate in a fitness test; record and review the results.
MS.4.4	Utilize self-assessment of physical fitness to identify strengths and weaknesses and use this information to develop a personal fitness program. *EXAMPLE(S)*: Develop a personal physical fitness program that addresses all components of health-related fitness (e.g., use the FIT [i.e., frequency, intensity, and time] principal and use a portfolio to document improvement).
HIGH SCHOOL	
HS.4.1	Create and implement a personal workout program to achieve and maintain an optimal level of health-related physical fitness. *EXAMPLE(S)*: Set a bench press lifting goal based on pretest results and gradually increase weight and repetitions.
HS.4.2	Identify and evaluate personal physiological responses to exercise. *EXAMPLE(S)*: Use a heart rate monitor to measure the body's response to exercise.
HS.4.3	Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance. *EXAMPLE(S)*: Investigate the prevalence of performance-enhancing drugs (artificial means to improve physical abilities) on athletes and summarize the harmful impact to the individual and society; create a PowerPoint presentation on the harmful effects of performance-enhancing drugs to present to class.

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/games with boundary lines and following rules for safe active play. *EXAMPLE(S)*: Cones and lines indicate parameters; awareness of personal space.
K.5.2	Exhibit a willingness to follow basic directions for an active class. *EXAMPLE(S)*: Respond to teacher's signals for start and stop, verbal cues, directions, and visual demonstrations.
K.5.3	Show a positive attitude toward self and others during physical activity by demonstrating respect. *EXAMPLE(S)*: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, socioeconomic status); practice a skill with the person or group to which one is assigned.
GRADE ONE	
1.5.1	Identify and demonstrate safety practices and personal responsibility during physical education class, recess, and after school physical activities. *EXAMPLE(S)*: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving and that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).
1.5.2	Demonstrate and apply an understanding of rules and directions for an active class. *EXAMPLE(S)*: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st—a warning, 2nd—a time out from the practice/game).
1.5.3	Demonstrate cooperative play with children of varying abilities. *EXAMPLE(S)*: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., students cooperatively play together in an indoor soccer lead-up game).
1.5.4	Demonstrate respect and compassion for children with individual differences. *EXAMPLE(S)*: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
PERFORMANCE INDICATORS	
GRADE TWO	
2.5.1	Identify and demonstrate safety practices and personal responsibility for an active class and games. *EXAMPLE(S)*: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving and that involve objects being thrown (e.g., maintain personal space , maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.
2.5.2	Demonstrate and apply rules and directions for an active class. *EXAMPLE(S)*: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1st –a warning, 2nd—a time out from class activity for disregarding rules and directions).
2.5.3	Demonstrate cooperative play with a partner and small or large groups regardless of personal differences. *EXAMPLE(S)*: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities, and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).
2.5.4	Demonstrate respect and compassion for students with individual differences. *EXAMPLE(S)*: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., use verbal and nonverbal communication).
GRADE THREE	
3.5.1	Recognize and avoid unsafe practices and situations. *EXAMPLE(S)*: Adhere to recommended safety rules and use of safety equipment while skating in physical education class, at home, and/or in the community (e.g., wear wrist guards and elbow pads, skate under control).
3.5.2	Work cooperatively with others to obtain common goals in a game situation. *EXAMPLE(S)*: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
PERFORMANCE INDICATORS	
3.5.3	Demonstrate respect and compassion for the individual differences of others while participating in physical activities. *EXAMPLE(S)*: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.
3.5.4	Encourage classmates who demonstrate difficulty with skill performance. *EXAMPLE(S)*: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.
GRADE FOUR	
4.5.1	Exhibit independence and the ability to succeed in groups in physical activity settings. *EXAMPLE(S)*: Participate in cooperative and challenge activities (student-designed game); participate cooperatively with friends in a self-officiated game.
4.5.2	Follow rules and safe practices in all class activities without being reminded. *EXAMPLE(S)*: Stop activity immediately upon signal from a student referee.
4.5.3	Describe the similarities and differences between games of different countries. *EXAMPLE(S)*: Compare and contrast baseball in the United States with cricket in England.
4.5.4	Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities. *EXAMPLE(S)*: While participating blindfolded, students work with a partner to maneuver through an obstacle course.
GRADE FIVE	
5.5.1	Demonstrate the qualities of a competent and enthusiastic physical activity participant. *EXAMPLE(S)*: Accept loss with a respectful attitude; win gracefully in game situations.

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
PERFORMANCE INDICATORS	
5.5.2	Perform activities safely and follow rules. *EXAMPLE(S)*: Describe appropriate conduct, including social behaviors (e.g., wear provided safety equipment, share by moving the ball around to others, take turns when there is limited equipment).
5.5.3	Demonstrate positive attitude toward self and others during physical activity. *EXAMPLE(S)*: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.
5.5.4	Resolve conflict in socially acceptable ways. *EXAMPLE(S)*: Discuss a rule infraction with a classmate who does not feel he or she was fouled in the game.
5.5.5	Accept partners and teammates regardless of personal differences. *EXAMPLE(S)*: Demonstrate acceptance of other's limitations with positive verbal and nonverbal behavior.
MIDDLE SCHOOL	
MS.5.1	Participate in cooperative activities in a leadership or followership role. *EXAMPLE(S)*: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.
MS.5.2	Acknowledge and apply rules to game situations to ensure personal and group safety. *EXAMPLE(S)*: Refrain from using a tackling maneuver when playing flag football.
MS.5.3	Participate in dances and games from various world cultures. *EXAMPLE(S)*: Participate in a German polka, Tinikling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).
MS.5.4	Participate in cooperative games that require a contribution from all team members. *EXAMPLE(S)*: Participate in a parachute volleyball activity and/or a cooperative game of choice.
MS.5.5	Resolve conflicts and accept decisions or judgments in socially acceptable ways. *EXAMPLE(S)*: Seek out, participate with, and show respect for persons of various skill levels.
MS.5.6	Recognize and distinguish rules of etiquette in games and activities (e.g., taking turns, acknowledging opponent prior to service in table tennis).

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
PERFORMANCE INDICATORS	
HIGH SCHOOL	
HS.5.1	Demonstrate safe and appropriate use and care of equipment and facilities. *EXAMPLE(S)*: Anticipate potentially dangerous situations related to physical activity (e.g., attach safety clip to shirt while operating the treadmill; check a softball bat prior to stepping up to the plate).
HS.5.2	Relate the benefits of physical activity to social and emotional well-being. *EXAMPLE(S)*: Participate with friends and/or family in physical activities to relax or relieve stress.
HS.5.3	Describe the potential physiological risks associated with physical activity in various environments. *EXAMPLE(S)*: Monitor temperature and humidity; drink water while in hot weather.
HS.5.4	Apply game rules accurately and fairly during activity. *EXAMPLE(S)*: Self-officiate a game of Frisbee with respect and compassion for children with individual differences.
HS.5.5	Develop strategies for inclusion of all students in physical activity. *EXAMPLE(S)*: Use a ball with a sound device for a blind student.
HS.5.6	Demonstrate and apply appropriate rules of etiquette in games and activities. *EXAMPLE(S)*: Escort a lady off the dance floor; no talking while a golfer is teeing off.

Standard 6: Value of Physical Education
Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PERFORMANCE INDICATORS	
KINDERGARTEN	
K.6.1	Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills. *EXAMPLE(S)*: Teacher plans developmentally appropriate lessons to minimize the effect of initial failures, physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing.
K.6.2	Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher. *EXAMPLE(S)*: Teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive.
K.6.3	Acquire new skills and demonstrate a determination to develop those skills through active engagement in the physical education lesson. *EXAMPLE(S)*: Student actively participates with little or no prompting from the teacher.
GRADE ONE	
1.6.1	Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges. *EXAMPLE(S)*: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10-foot distance for overhand throw success; reach or exceed a personal goal; walk/run laps in 10 minutes for cardio-respiratory improvement and success).
1.6.2	Respond to and apply basic skill elements given by the teacher for learning and developing motor skills. *EXAMPLE(S)*: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).
1.6.3	Demonstrate self-expression in a physical activity setting. *EXAMPLE(S)*: Show creativity in a partner “Follow the Leader” game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

Standard 6: Value of Physical Education
Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PERFORMANCE INDICATORS	
1.6.4	Express enthusiasm for participating in physical activity. *EXAMPLE(S)*: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).
GRADE TWO	
2.6.1	Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges. *EXAMPLE(S)*: Identify goals to achieve (self-determined and/or teacher-determined) and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed the personal goal one can walk/run laps in 10 minutes for cardio-respiratory improvement and success).
2.6.2	Respond to and apply basic skill elements given by the teacher for learning and developing motor skills.
2.6.3	Express enthusiasm as a result of participation in physical activity. *EXAMPLE(S)*: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self-evaluate specific motor skill or physical fitness improvement (e.g., the teacher designs an age-appropriate checklist for student self-evaluation).
GRADE THREE	
3.6.1	Demonstrate feelings through a pattern of locomotor and nonlocomotor movements. *EXAMPLE(S)*: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).
3.6.2	Express enjoyment when applying new skills while participating in partner and group physical activities. *EXAMPLE(S)*: Choose to do an activity at recess with a friend rather than alone; move with a partner over, under, and through an obstacle course while helping each other as needed.

Standard 6: Value of Physical Education
Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PERFORMANCE INDICATORS	
3.6.3	Participate in cooperative problem-solving physical activity challenges. *EXAMPLE(S)*: Participate in a cooperative education initiative with a small group of students in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).
GRADE FOUR	
4.6.1	Participate in physical activities that are enjoyable. *EXAMPLE(S)*: Participate on the school's demonstration/after school team for jumping rope; record physical activity participation during recess and after school in student activity portfolio.
4.6.2	Interact positively with classmates and friends in physical activities. *EXAMPLE(S)*: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.
4.6.3	Participate in new and challenging physical activities. *EXAMPLE(S)*: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class; learn a new physical activity/sport.
GRADE FIVE	
5.6.1	Exhibit positive feelings about participation in physical activity. *EXAMPLE(S)*: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.
5.6.2	Engage in the challenge of new activities. *EXAMPLE(S)*: Develop skills to participate in new games, sports, or rhythmic activities.
5.6.3	Engage in and enjoy independent and interactive physical activity. *EXAMPLE(S)*: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.

Standard 6: Value of Physical Education
Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PERFORMANCE INDICATORS	
5.6.4	Use physical activity as a means of self-expression. *EXAMPLE(S)*: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.
MIDDLE SCHOOL	
MS.6.1	Engage in physical activities as an opportunity to socialize with friends and family (e.g., in an impromptu game of touch football with neighborhood friends).
MS.6.2	Participate in challenging activities requiring the utilization of newly acquired skills. *EXAMPLE(S)*: Join a family member or friends in tennis, orienteering, or canoeing.
MS.6.3	Identify and practice a physical activity/exercise or movement that is difficult to perform in order to increase skill/fitness level. *EXAMPLE(S)*: Utilize the freestyle stroke in swimming while concentrating on flutter kicking and rhythmic breathing; use the pass-set-hit sequence in volleyball.
MS.6.4	Exhibit winning and losing gracefully within the physical activity context. *EXAMPLE(S)*: Describe ways to use body and movement activities to communicate ideas and feelings, such as spiking a volleyball with force and intensity; winning and losing gracefully in a safe and positive manner.
HIGH SCHOOL	
HS.6.1	Identify positive mental and emotional aspects of participation in a variety of physical activities. *EXAMPLE(S)*: Mental alertness, relaxation, social interaction.
HS.6.2	Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity. *EXAMPLE(S)*: Express emotion and release energy and/or stress by participating in a challenging game of tennis.
HS.6.3	Reflect on reasons for choosing to participate in lifetime physical activity. *EXAMPLE(S)*: Write a reflection of ways to promote the health benefits of physical activity to peers.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
K.1.1	Perform basic (fundamental) locomotor skills by demonstrating walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities. *EXAMPLE(S)*: Run when you hear the color of your eyes; jump over a line on the floor; leap over a stick.
K.1.2	Perform basic nonlocomotor skills by demonstrating balance on stable and unstable objects and/or demonstrate weight transfer/tumbling skills.
K.1.3	Perform basic manipulative skills by demonstrating hand-eye and foot-eye coordination skills. *EXAMPLE(S)*: Throw a ball over head; hit a balloon with one or both hands; strike a balloon with a racquet; bounce a ball; kick a stationary ball.
K.1.4	Perform basic movements in a rhythmic manner to a specific rhythm. *EXAMPLE(S)*: Walk to a specific rhythm as the teacher gives/calls directions; perform a simple dance step to a specific tempo; walk to a drum beat; jump over a stationary object on the floor while counting in a rhythm.
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
K.2.1	Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills. *EXAMPLE(S)*: Forward roll cue: squat, tuck and roll; kick a ball cue**:** toe down; gallop cue**:** leader leg.
K.2.2	Demonstrate variations in moving with spatial, directional, and temporal awareness. *EXAMPLE(S)*: Move in various directions (forward, backward, sideways), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities. *EXAMPLE(S)*: Walk on a curved rope on the floor; stretch high; go low for a crab walk; run fast in a tag game.
K.2.3	Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork skills, and catching a ball. *EXAMPLE(S)*: Arms extended for walking on a balance board; soccer ball dribble with soft taps of feet; reach out with hands to catch a ball.

Standard 3: Physical Activity Students participate regularly in physical activity.	
K.3.1	Show skills and knowledge acquired in physical education class during after school physical activities by demonstrating participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues. *EXAMPLE(S)*: Teacher initiates conversation with students for informal assessment of after school physical activity participation.
K.3.2	Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time. *EXAMPLE(S)*: Choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess.
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
K.4.1	Demonstrate improved cardio-respiratory endurance by engaging in vigorous activity, progressing from short periods to longer periods of time. *EXAMPLE(S)*: Chasing and fleeing physical fitness activity/game; skill development activity; walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations.
K.4.2	Demonstrate improved muscular strength and endurance by engaging in specific exercises throughout the school year. *EXAMPLE(S)*: Shoulder touches, modified push-ups, v-sit, modified crunch.
K.4.3	Demonstrate improved flexibility in three different joints by engaging in specific stretches to improve lower back flexion. *EXAMPLE(S)*: Seated and standing straddle stretches, seal stretch.
K.4.4	Identify the basic effects of physical activity on heart and lung function by observing and feeling fast heart and breathing rates when engaged in skill development and physical fitness activities. *EXAMPLE(S)*: Feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin; after 10 or more minutes feel and observe fast heart and breathing rates.

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
K.5.1	Identify and demonstrate an understanding of rules and safety practices for games and other physical activities by exhibiting successful participation in activities/games with boundary lines and following rules for safe active play. *EXAMPLE(S)*: Cones and lines indicate parameters; awareness of personal space.
K.5.2	Exhibit a willingness to follow basic directions for an active class. *EXAMPLE(S)*: Respond to teacher's signals for start and stop, verbal cues, directions, and visual demonstrations.
K.5.3	Show a positive attitude toward self and others during physical activity by demonstrating respect. *EXAMPLE(S)*: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, socioeconomic status); practice a skill with the person or group to which one is assigned.
Standard 6: Value of Physical Education Students value physical activity for health enjoyment challenge self-expression and/or social interaction	
K.6.1	Express enjoyment and self-confidence when participating in movement experiences by demonstrating active participation in a child-centered lesson for learning new skills. *EXAMPLE(S)*: Teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students; use of balloons for striking with a racquet or paddle; use of lightweight balls for bouncing.
K.6.2	Discuss personal opinions about participation in physical activity by expressing verbal feedback of an activity to the teacher. *EXAMPLE(S)*: Teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
1.1.1	Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements. *EXAMPLE(S)*: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk/run on an outdoor fitness trail; walk or skip to the words in a poem).
1.1.2	Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements. *EXAMPLE(S)*: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a balance board; walk forward on a balance board and step over objects; walk on a pattern of stepping stones; jump on a pattern of poly spots).
1.1.3	Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements. *EXAMPLE(S)*: Demonstrate hand-eye and foot-eye coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch a self-tossed beach ball; kick a ball with power; bounce/dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).
1.1.4	Perform fundamental rhythmic skills alone, with a partner, or in a group. *EXAMPLE(S)*: Perform a simple dance (e.g., walk; march; slide; with a partner, elbow swing in a circle; line dance); demonstrate jumping rope, progressing to a consistent rhythm (e.g., jump a stationary rope on the floor and progress to a self-turned rope); or demonstrate consistent bouncing (dribbling) of a ball.
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
1.2.1	Demonstrate fundamental movement vocabulary and cue words for learning skills. *EXAMPLE(S)*: Recognize movements and cues (e.g., throwing cue: step forward on one foot, throw with the opposite hand).
1.2.2	Identify and demonstrate the basic principles of age-appropriate locomotor, nonlocomotor, and manipulative skills. *EXAMPLE(S)*: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

1.2.3	Identify and demonstrate principles for learning basic movement skills by practicing the basic principles for balance, footwork, and catching a ball. *EXAMPLE(S)*: Arms extended for walking on a balance board; soccer ball dribble with soft taps of feet; reach out with hands to catch a ball.
1.2.4	Identify major body parts, muscles, and bones used to move and support the body. *EXAMPLE(S)*: Verbally and visually identify body parts, muscles, and bones (e.g., head, arm, chest, lungs, heart, biceps, triceps, skull, ribs).
Standard 3: Physical Activity Students participate regularly in physical activity.	
1.3.1	Engage in health-related physical fitness activities/games during physical education class, recess, and/or leisure time with one's family and friends. *EXAMPLE(S)*: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.
1.3.2	Record participation in physical activities by type of activity and time. *EXAMPLE(S)*: Write and draw periodically in a student activity portfolio about the health benefits of fitness activities/games and/or sports played for enjoyment.
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
1.4.1	Demonstrate how increasing the intensity of an activity will increase the heart rate. *EXAMPLE(S)*: Describe and monitor the difference in the heart rate during a 5-minute warm-up walk, run, or stretch as compared to 20 minutes of motor skill development and physical fitness stations.
1.4.2	Describe the basic effect of regular exercise on muscles. *EXAMPLE(S)*: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).
1.4.3	Perform exercises for muscle groups that are strengthened by specific exercises. *EXAMPLE(S)*: Identify and perform the exercises that strengthen the abdominal muscles and those that strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).

1.4.4	Participate in activities that increase cardio-respiratory endurance. *EXAMPLE(S)*: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).
1.4.5	Demonstrate stretches that will improve flexibility. *EXAMPLE(S)*: Demonstrate standing straddle toe touch, splits, lunge, and seal stretches.
Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
1.5.1	Identify and demonstrate safety practices and personal responsibility during physical education class, recess, and after school physical activities. *EXAMPLE(S)*: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving and that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).
1.5.2	Demonstrate and apply an understanding of rules and directions for an active class. *EXAMPLE(S)*: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st—a warning, 2nd—a time out from the practice or game).
1.5.3	Demonstrate cooperative play with children of varying abilities. *EXAMPLE(S)*: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., students cooperatively play together in an indoor soccer lead-up game).
1.5.4	Demonstrate respect and compassion for children with individual differences. *EXAMPLE(S)*: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

Standard 6: Value of Physical Education Student value physical activity for health enjoyment challenge self-expression and/or social interaction	
1.6.1	Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges. *EXAMPLE(S)*: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10-foot distance for overhand throw success; reach or exceed a personal goal; walk/run laps in 10 minutes for cardio-respiratory improvement and success).
1.6.2	Respond to and apply basic skill elements given by the teacher for learning and developing motor skills. *EXAMPLE(S)*: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).
1.6.3	Demonstrate self-expression in a physical activity setting. *EXAMPLE(S)*: Show creativity in a partner “Follow the Leader” game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).
1.6.4	Express enthusiasm for participating in physical activity. *EXAMPLE(S)*: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2.1.1	Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate locomotor movement in basic combinations of skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles; hop and jump a pattern on a floor ladder; walk and skip in a dance).
2.1.2	Perform stability skills proficiently and in combinations with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate static (i.e., standing or fixed in one place) balance and dynamic (i.e., continuously moving) balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline; travel over tires and carry an object extended over head; skip on a balance board; perform a one leg pose on a stepping stone); demonstrate weight transfer tumbling skills (e.g., perform a tumbling routine with four skills).
2.1.3	Perform manipulative skills proficiently with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate hand-eye and foot-eye coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5–6-foot-high net with the overhand technique; develop new footwork and skills for jumping rope (e.g., one foot, turn the rope backwards).
2.1.4	Perform fundamental rhythmic skills alone, with a partner, or in a group with proficiency. *EXAMPLE(S)*: Perform a dance with challenging steps (e.g., dosey-do or sashay with a partner in circle; line dance); demonstrate a consistent rhythm while jumping rope (e.g., achieve 15 or more consecutive jumps while jumping to music).
2.1.5	Perform locomotor and manipulative combined skills with developmentally appropriate challenges. *EXAMPLE(S)*: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take them to a collection box; dribble and pass the ball to a teammate in an indoor soccer lead up game; while walking, toss and catch a beanbag on a racquet or paddle).

Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
2.2.1	Identify and demonstrate efficient movement with objects that present balance, change of direction, and spatial awareness challenges. *EXAMPLE(S)*: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).
2.2.2	Identify and begin to demonstrate techniques for efficient and safe movement. *EXAMPLE(S)*: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping down from a height; jumping on balls of the feet and keeping arms and hands at sides when jumping rope.
2.2.3	Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills. *EXAMPLE(S)*: Verbally identify and practice the basic elements for gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1- to 3-foot height (e.g., balanced landing with soft knees/slight bend and arms extended out).
2.2.4	Understand and demonstrate strategies for active games. *EXAMPLE(S)*: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer lead-up game played with four high density foam balls; fast running, dodging, and agility skills in a tag game).
2.2.5	Develop selected academic concepts to integrate in fitness workouts and/or games. *EXAMPLE(S)*: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem: 5 + 8; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

Standard 3: Physical Activity Students participate regularly in physical activity.	
2.3.1	Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time. *EXAMPLE(S)*: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).
2.3.2	Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle. *EXAMPLE(S)*: Record participation time from a gymnastics, swimming, or martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly weekly chart is provided for periodic activity recording).
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
2.4.1	Participate in an active physical education class to maintain the intensity and duration for improved physical fitness. *EXAMPLE(S)*: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardio-respiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activity stations: hand-eye coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).
2.4.2	Describe what can happen to the body of a person who does not exercise and who consumes too much food. *EXAMPLE(S)*: Verbally describe how body composition is affected by a sedentary lifestyle and excessive food consumption (e.g., class discussion on too much screen time, video games, and over-eating and how these affect a healthy level of body fat and muscle).
2.4.3	Develop and describe the components of health-related physical fitness. *EXAMPLE(S)*: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung function, flexibility, body fat).

2.4.4	Perform and recognize the difference between high, medium, and low intensity activities for developing cardio-respiratory endurance. *EXAMPLE(S)*: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardio-respiratory endurance (e.g., students feel their heartbeats and observe their breathing rate after trying each of these levels of activity).
2.4.5	Participate in an active physical education class to maintain age-appropriate intensity and duration for improved physical fitness. *EXAMPLE(S)*: Engage in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.
Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
2.5.1	Identify and demonstrate safety practices and personal responsibility for an active class and games. *EXAMPLE(S)*: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving and that involve objects being thrown (e.g., maintain personal space , maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.
2.5.2	Demonstrate and apply rules and directions for an active class. *EXAMPLE(S)*: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1st –a warning, 2nd—a time out from class activity for disregarding rules and directions).
2.5.3	Demonstrate cooperative play with a partner and small or large groups regardless of personal differences. *EXAMPLE(S)*: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).
2.5.4	Demonstrate respect and compassion for students with individual differences. *EXAMPLE(S)*: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., use verbal and nonverbal communication)

Standard 6: Value of Physical Education Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
2.6.1	Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges. *EXAMPLE(S)*: Identify goals to achieve, self-determined and/or teacher-determined, and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed a personal goal; walk/run laps in 10 minutes for cardio-respiratory improvement and success).
2.6.2	Respond to and apply basic skill elements given by the teacher for learning and developing motor skills.
2.6.3	Express enthusiasm as a result of participation in physical activity. *EXAMPLE(S)*: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self-evaluates specific motor skill or physical fitness improvement (e.g., the teacher designs an age-appropriate checklist for student self-evaluation).

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
3.1.1	Demonstrate mature (proficient) fundamental locomotor and manipulative movement skills with variations. *EXAMPLE(S)*: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, sidearm).
3.1.2	Demonstrate different fundamental movement skills to form increasingly complex skills. *EXAMPLE(S)*: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.
3.1.3	Utilize manipulative equipment combined with movement skills to perform specific sport skills. *EXAMPLE(S)*: Use an appropriate size bat and demonstrate striking a ball that is tossed by a partner; use a short handled paddle or racquet to strike a moving object (e.g., ball, shuttlecock/birdie); manipulate tinikling sticks in a rhythmic manner in a dance.
3.1.4	Demonstrate movement skills and patterns following specific rhythms. *EXAMPLE(S)*: Perform a ball routine consisting of a bounce, pass, and catch with a partner in rhythm to the music.
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
3.2.1	Describe various balance forms utilizing base of support concepts. *EXAMPLE(S)*: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler's bridge, tripod, bear walk, football stance).
3.2.2	Describe movement principles and apply mature (proficient) movement patterns in various manipulative challenges. *EXAMPLE(S)*: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.

3.2.3	Describe and demonstrate the use of force to move objects various distances. *EXAMPLE(S)*: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.
Standard 3: Physical Activity Students participate regularly in physical activity.	
3.3.1	Select and participate in moderate to vigorous physical activity in physical education class and during after school time. *EXAMPLE(S)*: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sports skills.
3.3.2	Identify healthy behaviors that represent a physically active lifestyle. *EXAMPLE(S)*: Discuss quality nutrition and rest for one's body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9–10 hours of sleep per night).
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
3.4.1	Participate in self-assessments and formal fitness assessments. *EXAMPLE(S)*: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self improvement).
3.4.2	Identify strengths and areas needing improvement in personal fitness. *EXAMPLE(S)*: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., record weekly periodic activity on a child-friendly chart).
3.4.3	Establish personal goals based upon results of fitness assessments. *EXAMPLE(S)*: Establish a goal to do daily flexibility exercises (range of motion of a joint) with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or on the weekends with goals for frequency and duration.

3.4.4	Define and develop the five components of health-related physical fitness. *EXAMPLE(S)*: Describe cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).
3.4.5	Describe five examples of health-related physical fitness. *EXAMPLE(S)*: Relate ideas on building strength (e.g., make heart stronger by running daily).
3.4.6	Participate in activities that enhance health-related physical fitness on a regular basis. *EXAMPLE(S)*: Participate in daily aerobic workouts or active games/sports, in physical education class and/or at home, to develop cardio-respiratory endurance.
Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
3.5.1	Recognize and avoid unsafe practices and situations. *EXAMPLE(S)*: Adhere to recommended safety rules and use of safety equipment while skating in physical education class, at home and/or in the community (e.g., wear wrist guards and elbow pads, skate under control).
3.5.2	Work cooperatively with others to obtain common goals in a game situation. *EXAMPLE(S)*: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.
3.5.3	Demonstrate respect and compassion for the individual differences of others while participating in physical activities. *EXAMPLE(S)*: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.
3.5.4	Encourage classmates who demonstrate difficulty with skill performance. *EXAMPLE(S)*: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.

Standard 6: Value of Physical Education Student value physical activity for health enjoyment challenge self-expression and/or social interaction	
3.6.1	Demonstrate feelings through a pattern of locomotor and nonlocomotor movements. *EXAMPLE(S)*: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).
3.6.2	Express enjoyment when applying new skills while participating in partner and group physical activities. *EXAMPLE(S)*: Choose to do an activity at recess with a friend rather than alone; move with a partner over, under, and through an obstacle course while helping each other as needed.
3.6.3	Participate in cooperative problem-solving physical activity challenges. *EXAMPLE(S)*: Participate in a cooperative education initiative with a small group of students in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
4.1.1	Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills. *EXAMPLE(S)*: Demonstrate a mature hop (e.g., non-support leg flexed 90°, non-support thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of non-support leg, arms move together in rhythmical lifting as support foot leaves ground).
4.1.2	Practice combinations of movement skills for specific sports. *EXAMPLE(S)*: Perform a catch, dribble, and pass with a ball to a moving partner.
4.1.3	Demonstrate complex patterns of movement. *EXAMPLE(S)*: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).
4.1.4	Demonstrate movement skills and patterns following specific rhythms. *EXAMPLE(S)*: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
4.2.1	Describe critical elements of correct movement patterns for fundamental movement skills. *EXAMPLE(S)*: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).
4.2.2	Apply the concept of practice to improve movement skills. *EXAMPLE(S)*: Work toward accurately passing a ball to a target using a chest pass.
4.2.3	Observe the performance of others to provide feedback to help improve motor skills. *EXAMPLE(S)*: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

4.2.4	Recognize and describe critical elements of complex movement patterns. *EXAMPLE(S)*: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.
Standard 3: Physical Activity Students participate regularly in physical activity.	
4.3.1	Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities. *EXAMPLE(S)*: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sports performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., television, video games, screen time versus ice skating, swimming, hiking).
4.3.2	Demonstrate regular participation in health-related physical fitness activities outside of class. *EXAMPLE(S)*: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.
4.3.3	Identify and participate in lifetime physical activities. *EXAMPLE(S)*: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in the community.
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
4.4.1	Participate in self-assessments for physical fitness and meet the criterion for specific age groups. *EXAMPLE(S)*: Strive to achieve the healthy fitness zone standard for a criterion-referenced assessment of health-related physical fitness; use the results of a heart rate monitor or computer generated reports to reinforce fitness understanding.
4.4.2	Establish personal goals based upon results of fitness assessments. *EXAMPLE(S)*: To improve push-up test results, establish a goal to do upper body strength exercises (e.g., partner tug-of-war, push-up hockey, push-up-style Tic-Tac-Toe).
4.4.3	Describe exercises/activities that will improve each component of health-related physical fitness. *EXAMPLE(S)*: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, quadriceps).

4.4.4	Participate in an activity program that is designed to improve health-related physical fitness. *EXAMPLE(S)*: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week; join family and friends to walk/jog at a neighborhood park at least three times per week.
4.4.5	Demonstrate examples of the five components (strength, flexibility, speed, power, and endurance) of health-related physical fitness. *EXAMPLE(S)*: Run for 5 minutes; hold chin above bar for 1 minute; 1 minute of sit-ups.
Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
4.5.1	Exhibit independence and the ability to succeed in groups in physical activity settings. *EXAMPLE(S)*: Participate in cooperative and challenge activities (student-designed game); participate cooperatively with friends in a self-officiated game.
4.5.2	Follow rules and safe practices in all class activities without being reminded. *EXAMPLE(S)*: Stop activity immediately upon signal from a student referee.
4.5.3	Describe the similarities and differences between games of different countries. *EXAMPLE(S)*: Compare and contrast baseball in the United States with cricket in England.
4.5.4	Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities. *EXAMPLE(S)*: While participating blindfolded, students work with a partner to maneuver through an obstacle course.
Standard 6: Value of Physical Education Student value physical activity for health enjoyment challenge self-expression and/or social interaction	
4.6.1	Participate in physical activities that are enjoyable. *EXAMPLE(S)*: Participate on the school's demonstration/after school team for jumping rope; record physical activity participation during recess and after school in student activity portfolio.
4.6.2	Interact positively with classmates and friends in physical activities. *EXAMPLE(S)*: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.

4.6.3	Participate in new and challenging physical activities. *EXAMPLE(S)*: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class; learn a new physical activity/ sport.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
5.1.1	Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. *EXAMPLE(S)*: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).
5.1.2	Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities. *EXAMPLE(S)*: Engage in lead-up activities (mini-game applying several skills) requiring manipulative skills (e.g., small-sided soccer game with no goalies; three versus three floor hockey or basketball).
5.1.3	Demonstrate more complex patterns of movement in activities/games. *EXAMPLE(S)*: Develop and refine a gymnastics sequence or creative dance sequence demonstrating smooth transitions.
5.1.4	Demonstrate the ability to perform more complex rhythmic skills alone and with a partner. *EXAMPLE(S)*: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball dribbling routine, line dance).
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
5.2.1	Identify movement concepts used to refine movement skills. *EXAMPLE(S)*: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.
5.2.2	Describe and demonstrate critical elements of mature (proficient) movement patterns. *EXAMPLE(S)*: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.
5.2.3	Critique the performance of a partner by providing feedback to help improve skill level. *EXAMPLE(S)*: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.

Standard 3: Physical Activity Students participate regularly in physical activity.	
5.3.1	Participate in health-enhancing physical activity. *EXAMPLE(S):* Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.
5.3.2	Recognize the positive effects of participation in leisure time physical activity. *EXAMPLE(S)*: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
5.4.1	Establish personal goals to achieve an age-appropriate fitness level in all components of health-related physical fitness. *EXAMPLE(S):* Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.
5.4.2	Demonstrate a healthy level of cardio-respiratory endurance. *EXAMPLE(S)*: Participate in an active game for 20 minutes or more while wearing a pedometer and identify the number of steps needed to maintain a target heart rate and achieve a healthy level of fitness for age/grade..
5.4.3	Demonstrate age-appropriate levels of muscular strength and muscular endurance for major muscle groups. *EXAMPLE(S)*: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.
5.4.4	Demonstrate a healthy level of flexibility. *EXAMPLE(S)*: Create a warm-up routine to target areas of the body that will benefit from improved flexibility; practice slow martial arts movements.
5.4.5	Demonstrate a healthy level of body composition. *EXAMPLE(S)*: Measure body fat and calculate body mass index (BMI) to determine if it is within a healthy fitness zone of criterion-referenced fitness assessment.

Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
5.5.1	Demonstrate the qualities of a competent and enthusiastic physical activity participant. *EXAMPLE(S)*: Accept loss with a respectful attitude; win gracefully in game situations.
5.5.2	Perform activities safely and follow rules. *EXAMPLE(S)*: Describe appropriate conduct, including social behaviors (e.g., wear safety equipment, share by moving the ball around to others, take turns when there is limited equipment).
5.5.3	Demonstrate positive attitude toward self and others during physical activity. *EXAMPLE(S)*: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.
5.5.4	Resolve conflict in socially acceptable ways. *EXAMPLE(S)*: Discuss a rule infraction with a classmate who does not feel he or she was fouled in the game.
5.5.5	Accept partners and teammates regardless of personal differences. *EXAMPLE(S)*: Demonstrate acceptance of other's limitations with positive verbal and nonverbal behavior.
Standard 6: Value of Physical Education Student value physical actifity for health enjoyment challenge self-expression and/or social interaction	
5.6.1	Exhibit positive feelings about participation in physical activity. *EXAMPLE(S)*: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.
5.6.2	Engage in the challenge of new activities. *EXAMPLE(S)*: Develop skills to participate in new games, sports, or rhythmic activities.
5.6.3	Engage in and enjoy independent and interactive physical activity. *EXAMPLE(S)*: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.
5.6.4	Use physical activity as a means of self-expression. *EXAMPLE(S)*: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
MS.1.1	Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills. *EXAMPLE(S)*: Dribble a basketball around objects using both left and right hands with greater accuracy and control.
MS.1.2	Demonstrate basic competency in more specialized movement skills related to specific physical activities. *EXAMPLE(S)*: Design and perform a 60-second dance sequence using combinations of locomotor and nonlocomotor skills with changes of direction, force, and level.
MS.1.3	Demonstrate a movement sequence in a physical activity/game. Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. *EXAMPLE(S)*: When playing a game of pickleball, move back from the net, allow the ball to bounce, and return it over the net with an underhand movement.
MS.1.4	Model or teach mature (proficient) motor skills and movement patterns to another student. *EXAMPLE(S)*: Guide a peer through the steps of batting.
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
MS.2.1	Identify basic concepts that apply to the movement and sport skills being practiced. *EXAMPLE(S)*: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.
MS.2.2	Explain how practicing movement skills improve performance. *EXAMPLE(S)*: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.
MS.2.3	Demonstrate basic strategies for offense and defense in simple lead-up games and various activities. *EXAMPLE(S)*: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game.

MS.2.4	Recognize the open person concept in team sport activities. *EXAMPLE(S)*: Practice the skill of open-positioning during a game of disc golf and/or deliver a pass to an open teammate moving downfield through defenders to score a goal.
Standard 3: Physical Activity Students participate regularly in physical activity.	
MS.3.1	Identify and participate in activities that, when done consistently, can contribute to an active lifestyle. *EXAMPLE(S)*: Activities that can increase cardio-respiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and participate in a chosen activity at least 5 days per week.
MS.3.2	Participate in activities outside of school that are health-enhancing and can be continued throughout a lifetime. *EXAMPLE(S)*: Log active participation in golfing, cycling, or walking with a parent during the weekend in a student activity portfolio (e.g., played nine holes of golf while walking the course, cycled five miles, walked 20 blocks).
MS.3.3	Describe the elements of a healthy lifestyle. *EXAMPLE(S)*: Use the FIT (i.e., frequency, intensity, and time) principle to describe activities that would lead to an active lifestyle.
Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
MS.4.1	Increase the intensity and duration of an activity while performing locomotor skills. *EXAMPLE(S)*: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate.
MS.4.2	Develop personal goals for each of the health-related physical fitness components. *EXAMPLE(S)*: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull-ups, push-ups) or for cardio-respiratory endurance (e.g., 10,000 steps daily using a pedometer).
MS.4.3	Measure personal fitness levels in each of the health-related physical fitness components. *EXAMPLE(S)*: Participate in a fitness test; record and review the results.

MS.4.4	Utilize self-assessment of physical fitness to identify strengths and weaknesses and use this information to develop a personal fitness program. *EXAMPLE(S)*: Develop a personal physical fitness program that addresses all components of health-related fitness (e.g., use the FIT [i.e., frequency, intensity, and time] principal and use a portfolio to document improvement).
Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
MS.5.1	Participate in cooperative activities in a leadership or followership role. *EXAMPLE(S)*: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.
MS.5.2	Acknowledge and apply rules to game situations to ensure personal and group safety. *EXAMPLE(S)*: Refrain from using a tackling maneuver when playing flag football.
MS.5.3	Participate in dances and games from various world cultures. *EXAMPLE(S)*: Participate in a German polka, Tinikling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).
MS.5.4	Participate in cooperative games that require a contribution from all team members.
MS.5.5	Resolve conflicts and accept decisions or judgments in socially acceptable ways. *EXAMPLE(S)*: Seek out, participate with, and show respect for persons of various skill levels.
MS.5.6	Recognize and distinguish rules of etiquette in games and activities (e.g., taking turns, acknowledging opponent prior to service in table tennis).
Standard 6: Value of Physical Education Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
MS.6.1	Engage in physical activities as an opportunity to socialize with friends and family (e.g., in an impromptu game of touch football with neighborhood friends).
MS.6.2	Participate in challenging activities requiring the utilization of newly acquired skills. *EXAMPLE(S)*: Join a family member or friends in tennis, orienteering, or canoeing.

MS.6.3	Identify and practice a physical activity/exercise or movement that is difficult to perform in order to increase skill/fitness level. *EXAMPLE(S)*: Utilize the freestyle stroke in swimming while concentrating on flutter kicking and rhythmic breathing; use the pass-set-hit sequence in volleyball.
MS.6.4	Exhibit winning and losing gracefully within the physical activity context. *EXAMPLE(S)*: Describe ways to use body and movement activities to communicate ideas and feelings, such as spiking a volleyball with force and intensity; winning and losing gracefully in a safe and positive manner.

Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	
HS.1.1	Demonstrate and perform activity-specific skills in individual, dual, and team physical activities. *EXAMPLE(S)*: Bump a volleyball; hit a tennis ball.
HS.1.2	Model or teach mature (proficient) motor skills and movement pattern to another student. *EXAMPLE(S)*: Guide a peer through the steps of batting.
HS.1.3	Perform rhythmic movement patterns with increasing degrees of difficulty (e.g., outside leagues, community centers).
Standard 2: Movement Concepts Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
HS.2.1	Apply previously learned strategies and tactics to the performance of selected physical activities. *EXAMPLE(S)*: Use the same motion for hitting the overhand serve in volleyball to your tennis serve.
HS.2.2	Analyze and evaluate information about motor skills and patterns that lead to improved physical performance. *EXAMPLE(S)*: Analyze and judge the effects of force, motion, and stability (balance) on successful physical performance (e.g., videotape a golf swing and identify the critical elements of the skill).
Standard 3: Physical Activity Students participate regularly in physical activity.	
HS.3.1	Identify available community resources that promote an active lifestyle (e.g., outside leagues, community centers).
HS.3.2	Demonstrate and participate in physical activities that contribute to the improvement of specific health-related physical fitness components (e.g., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
HS.3.3	Participate regularly in lifetime physical activities, with consideration of frequency, intensity, and duration, that contribute to improved physical fitness and wellness (e.g., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition).

Standard 4: Health Enhancing Physical Fitness Students achieve and maintain a health-enhancing level of physical fitness.	
HS.4.1	Create and implement a personal workout program to achieve and maintain an optimal level of health-related physical fitness. *EXAMPLE(S)*: Set a bench press lifting goal based on pretest results and gradually increase weight and repetition.
HS.4.2	Identify and evaluate personal physiological responses to exercise. *EXAMPLE(S)*: Use a heart rate monitor to measure the body's response to exercise.
HS.4.3	Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance. *EXAMPLE(S)*: Investigate the prevalence of performance-enhancing drugs (artificial means to improve physical abilities) on athletes and summarize the harmful impact to the individual and society; create a PowerPoint presentation of the harmful effects of performance-enhancing drugs to present to class.
Standard 5: Responsible Personal and Social Behavior Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.	
HS.5.1	Demonstrate safe and appropriate use and care of equipment and facilities. *EXAMPLE(S)*: Anticipate potentially dangerous situations related to physical activity (e.g., attach safety clip to shirt while operating the treadmill; check a softball bat prior to stepping up to the plate).
HS.5.2	Relate the benefits of physical activity to social and emotional well-being. *EXAMPLE(S)*: Participate with friends and/or family in physical activities to relax, relieve stress.
HS.5.3	Describe the potential physiological risks associated with physical activity in various environments. *EXAMPLE(S)*: Monitor temperature and humidity; drink water while in hot weather.
HS.5.4	Apply game rules accurately and fairly during activity. *EXAMPLE(S)*: Self-officiate a game of Frisbee with respect and compassion for children with individual differences.
HS.5.5	Develop strategies for inclusion of all students in physical activity. *EXAMPLE(S)*: Use a ball with a sound device for a blind student.
HS.5.6	Demonstrate and apply appropriate rules of etiquette in games and activities. *EXAMPLE(S)*: Escort a lady off the dance floor; no talking while a golfer is teeing off.

Standard 6: Value of Physical Education Students value physical activity for health enjoyment challenge self-expression and/or social interaction	
HS.6.1	Identify positive mental and emotional aspects of participation in a variety of physical activities (e.g., mental alertness, relaxation, social interaction).
HS.6.2	Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity. *EXAMPLE(S)*: Express emotion and release energy and/or stress by participating in a challenging game of tennis.
HS.6.3	Reflect on reasons for choosing to participate in lifetime physical activity. *EXAMPLE(S)*: Write a reflection of ways to promote the health benefits of physical activity to peers.

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR SCIENCE

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders on Guam. In addition, they provide more clarity to support all students in developing skills, deepening their understanding of concepts and processes, and utilizing their problem solving, reasoning and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.

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INTRODUCTION TO THE SCIENCE STANDARDS

Science education provides a way of looking at the world with a sense of wonder and confidence. It opens the mind to new ideas and possibilities and provides the intellectual tools for understanding our world. In today's technological world, scientific literacy has become a necessity. Everyone needs to use scientific information to make choices that arise every day; everyone needs to be able to understand important issues that involve science and technology; and everyone deserves to share in the excitement that comes from understanding and learning about the natural world in which we live. Scientific literacy is also of increasing importance in the workplace. More and more jobs demand advanced skills, requiring that people be able to learn, reason, think creatively, make decisions, and solve problems. Understanding science and the processes of science contributes in an essential way to develop these skills. Countries all over the world are investing heavily to create scientifically and technically literate work forces.

The Guam Department of Education (DOE) Science Standards apply to "all" students, regardless of age, gender, cultural background, disability, or interest and motivation in science. They outline what students need to know, understand, and be able to do to be scientifically literate at each different grade level. The standards point toward a future that is challenging but attainable. The standards were developed by teachers in the Guam Department of Education. Through their expertise and experiences in the classroom, along with local and national resources available (e.g., DOE Science Curriculum, National Science Education Standards by the National Research Council, exemplary state standards samples), a document that outlines the expectations for our children in all grade levels was formulated.

The standards call for more than "science as a process" through which students learn such skills as observing, inferring, and experimenting. Inquiry is central to science learning. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They identify their assumptions, use critical and logical thinking, and consider alternative explanations. In this way, students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. Teachers use inquiry, as well as many other strategies, to help students learn science.

The Guam Department of Education offers a Science Program for all students in grades kindergarten through 12. It is designed for students to:

- Develop an understanding of the major concepts in the natural sciences.
- Develop the main science processing and critical skills (e.g., observing, measuring, inferring, predicting, hypothesizing, experimenting and problem solving).
- Apply scientific knowledge and technology to selected personal, community, and worldwide issues.
- Become aware of science-technological careers and hobbies.

The science academic standards outline what students should know, understand, and be able to do in science over the course of K–12 education. They are divided into five strands:

Standard 1. Science As Inquiry: Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.

Science as inquiry is basic to science. Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry. This includes asking questions, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments.

Students will:

- Use imagination, inventiveness, logic, and experimental evidence required by scientific inquiry.
- Know how the world works, how to go about finding out how it works, and how our understanding of the world can change over time.
- Know how human thought and action have been transformed by scientific and technological revolutions.
- Display high standards of ethics in science, including openness, objectivity, honesty, and accuracy.
- Use the scientific method to solve problems.

Standard 2. Life Science: Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.

Life science includes the study of the diversity and unity of living organisms, the living environment, and principles of ecology. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. Students investigate, through laboratory and fieldwork, the concepts of environmental systems, populations, natural resources, and environmental hazards. They develop understandings about concepts of evolution, heredity, cell structure and functions, and life cycles.

Students will:

- Describe similarities and differences of life forms and the changes over time that involve variation, adaptation, and natural selection.
- Know that instructions for developing living organisms are passed from parents to offspring through DNA.
- Know that changes in ecosystems can be caused by natural and human activities, which may affect all members of the system.
- Understand how organisms are linked to one another and their surroundings by the exchange of energy and matter.
- Describe the responsibilities human beings have as the stewards of the environment.

Standard 3. Physical Science: Students develop understanding of the structure and properties of objects and materials.

In the physical science standard, students develop understandings of the structure and properties of objects and materials. This standard includes the development of understandings related to the position and motion of objects. Changes in matter and energy are included. Additional concepts included in this standard are heat, electricity, magnetism, chemical reactions, and the structure of the atom.

Students will:

- Know that energy is the ability to do work and that energy manifests itself in a variety of forms with a variety of characteristics.
- Know that the transfer and transformation of energy is a critical part of all living, physical, and human systems.
- Understand that the properties of materials enhance human abilities to use materials for a variety of purposes.
- Understand that matter can undergo a variety of changes (e.g., physical, chemical, natural, controlled) while the amount and number of atoms remain constant.
- Describe how different kinds of motion of objects on Earth and in the universe explain everyday events and can be used to predict future events.

Standard 4. Earth and Space Science: Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.

All natural objects, events, and processes are connected to each other. The Earth and space standard includes basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on the Earth and the solar system. Students study the major processes and events that have shaped planet Earth over time. A focus is given to the study of the oceans.

- Know that climate, seasons, weather, and characteristics of the ocean are caused by the Earth's revolution around the Sun, tilt of its axis, rotation on its axis, and the Moon's orbit around the Earth.

- Describe how the surface of the Earth is changed by forces within the Earth and by human activities.
- Know that the non-living environment of water and land shapes ecosystems.
- Know that living organisms are conditioned by rainfall, temperature, topography, mineral concentrations, and solar radiation.
- Describe various ideas about the origin, nature, and development of the universe throughout history.
- Know how the universe and the objects in it appear to operate according to a number of established principles that have been realized over time.

Standard 5. Science and Technology: Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.

The science and technology standard establishes connections between the natural and designed worlds and provides students with opportunities to develop decision making abilities related to the use of technology. This standard emphasizes abilities associated with the process of design and fundamental understandings about the enterprise of science and its various linkages with technology. In learning science, students need to understand that science reflects its history and is an ongoing, changing enterprise. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence. This standard includes the nature and history of science and how knowledge in science has impacted human society over time.

Students will:

- Understand the interdependence between science and technology.
- Describe how technology systems limited by trade off, side effects, and other constraints are designed and developed.
- Know that the decision to develop, use, or limit the use of a particular technology depends on the expected benefits, costs, anticipated risks, and cultural values.

Organization and Grade/ Course Focus

The science standards are written with performance indicators for each grade level from Kindergarten through Grade 8 At the high school level, students are expected to take a physical science course and a life science course to satisfy the graduation requirements. Both chemistry and anatomy/physiology are included in this document as electives recommended by the DOE. For Kindergarten through grade 8, the grade level appears first, followed by the standard number, and then the performance indicator number. Example: K.2.1 (Kindergarten, Standard 2, Performance Indicator 1). For High School courses, the listings show the course number first, followed by the standard number, and then the performance indicator. Example: PS.1.1 (Physical Science. Standard 1. Indicator 1).

The original DOE science standards document described eleven science standards and up to 40 performance indicators per grade, rendering the document difficult to use. The teachers recommended that some of the related standards be combined and performance indicators broadened. There are currently eight National Science Education Standards (NSES). Exemplary state science standard documents have ranges of standard numbers from five to nine. The science teacher team reorganized the DOE standards into five major categories that combined core components within the national standards. The chart below illustrates the relationship of the national and draft DOE standards.

National Standards (8)	Proposed GDOE Standards (5)
Unifying Concepts and Processes Science As Inquiry	Integrated in All (includes models, systems, etc.) Science As Inquiry
Life Science	Life Science
Physical Science	Physical Science
Earth and Space Science	Earth and Space Science
Science and Technology Science in Personal and Social Perspectives History and Nature of Science	Science and Technology

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Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Raise questions about the natural world.
K.1.2	Make and discuss observations using the five senses. *EXAMPLE(S)*: Recognize that objects can have different characteristics using the senses. Although apples and tennis balls are similar in size and shape, they smell and feel different.
GRADE ONE	
1.1.1	Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.
1.1.2	Suggest what may happen in an experiment. *EXAMPLE(S)*: Observe common objects, such as a piece of chalk, a nail, a pencil, and a Styrofoam cup, and predict which will sink/float in a container of water.
GRADE TWO	
2.1.1	Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.
2.1.2	Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.
2.1.3	Develop predictions based on observations.
GRADE THREE	
3.1.1	Generate a question that can be answered by science and develop a hypothesis based on observations.
3.1.2	Answer questions by safely collecting and analyzing data.
3.1.3	Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.
GRADE FOUR	
4.1.1	Observe that results of repeated scientific investigations are seldom exactly the same. When differences occur, propose an explanation for them using recorded information from the investigations.
4.1.2	Form and support a hypothesis after collecting information by gathering specimens or observing an experiment.
4.1.3	Differentiate between evidence gathered through observations and inferences, and use the evidence to develop a line of reasoning.
GRADE FIVE	
5.1.1	Using evidence gathered from investigations, make and defend conclusions.
5.1.2	Identify variables in scientific investigations and recognize the importance of controlling variables in scientific explorations. *EXAMPLE(S):* Describe how altering the conditions of an investigation can result in faulty comparisons of results.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
PERFORMANCE INDICATORS	
5.1.3	Use models to represent and investigate features of objects, events, or processes in the real world.
5.1.4	Explain how scientific work is varied and engages men, women, and children of all ages and backgrounds.
GRADE SIX	
6.1.1	Give examples of different ways scientists investigate natural phenomena and identify the processes scientists use, such as collection of relevant evidence, logical reasoning, and the application of imagination in devising hypotheses and explanations, in order to make sense of the evidence using physical science concepts.
6.1.2	Formulate a testable hypothesis that can be answered through a controlled experiment.
6.1.3	Use appropriate tools, equipment, and techniques safely to collect, display, and analyze data. *EXAMPLE(S):* Read analog and digital instruments to measure length, volume, mass, elapsed time, rates, and temperature; choose appropriate units for reporting data in physical science investigations.
6.1.4	Demonstrate persistence and perseverance while conducting investigations in physical science. *EXAMPLE(S):* Analyze and interpret a given set of findings in physical science, demonstrating that there may be more than one good way to do so.
GRADE SEVEN	
7.1.1	Design and safely conduct a scientific investigation to answer a question or test a hypothesis related to life science concepts that includes controls, replication, and setting proper standards.
7.1.2	Analyze and interpret a given set of findings through life science investigations and explain the need to revise conclusions and explanations based on new scientific evidence.
7.1.3	Demonstrate persistence and perseverance while conducting investigations related to life science.
7.1.4	Identify reliable print and electronic media sources and explain the importance of using reliable sources of information for scientific explanations and evidence. *EXAMPLE(S)*: See and criticize the faulty reasoning that mingles fact and fiction related to beliefs in life science.
GRADE EIGHT	
8.1.1	Identify the links between evidence and conclusions in investigations related to earth science.
8.1.2	Design and safely execute valid experiments in earth science and identify the significant components of the design and results of those experiments.
8.1.3	Organize earth and space science information in tables and graphs and identify relationships these representations reveal. Use tables and graphs as examples for explanations when writing essays or writing about lab work, fieldwork, etc.
8.1.4	Inspect, disassemble, and reassemble simple mechanical devices used in earth science investigations and describe the functions of the various parts in order to better understand how these instruments can provide scientific information.
PHYSICAL SCIENCE	

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
PERFORMANCE INDICATORS	
PS.1.1	Describe how a testable hypothesis may need to be revised to guide scientific explorations
PS.1.2	Design and safely execute valid experiments in physical science, including appropriate use of tools, controls, replication, and setting proper standards.
PS.1.3	Defend and support both their own and published conclusions and explanations based on evidence from data and scientific knowledge. *EXAMPLE(S)*: Identify and criticize arguments about the physical sciences based on faulty, incomplete, or misleading use of data.
PS.1.4	Be curious, honest, open, and skeptical and value these attributes in others while engaged in physical science activities.
PS.1.5	Demonstrate by actions in the school community caring and respect for the environment and the physical world.
PS.1.6	Describe the importance of ethics and integrity in scientific investigation.
PS.1.7	Explain how scientific explanations must meet established criteria to be considered valid.
PS.1.8	Determine connections between hypothesis, scientific evidence, and conclusions.
BIOLOGY	
BI.1.1	Describe how a testable hypothesis may need to be revised to guide scientific explorations in the biological sciences.
BI.1.2	Design and safely execute valid experiments in life science, including appropriate use of tools, controls, replication, and setting proper standards.
BI.1.3	Defend and support conclusions and explanations based on evidence from data and scientific knowledge. *EXAMPLE(S):* Identify and criticize arguments regarding biology based on faulty, incomplete, or misleading use of data.
BI.1.4	Communicate the components and results of life science explorations using appropriate techniques.
BI.1.5	Be curious, honest, open, and skeptical and value these attributes in others while engaged in life science activities.
BI.1.6	Demonstrate by actions in the school community caring and respect for the environment and living organisms.
BI.1.7	Describe the importance of ethics and integrity in scientific investigation.
BI.1.8	Explain how scientific explanations must meet established criteria to be considered valid.
BI.1.9	Determine connections between hypothesis, scientific evidence, and conclusions.
CHEMISTRY	
CH.1.1	Design and execute valid experiments in chemistry, including controls, replication, and setting proper standards.
CH.1.2	Insist that assumptions under any line of reasoning in chemistry investigations be clarified so that accuracy of the assertion can be judged.
CH.1.3	Suggest alternative explanations for a data set and criticize arguments that fail to present alternative explanations or that present data, explanations, or conclusions as the only possibilities.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
PERFORMANCE INDICATORS	
CH 1.4	Identify and criticize arguments regarding chemistry concepts based on faulty, incomplete, or misleading use of data.
CH.1.5	Communicate investigations regarding chemistry activities results orally and in journals, charts, graphs, or drawings.
CH. 1.6	Be curious, honest, open, and skeptical and value these attributes in others.
CH. 1.7	Use computers to produce tables and graphs, make spreadsheet calculations, and prepare reports of investigations related to chemistry.
CH.1.8	Use critical thinking skills in chemistry class to make informed choices on personal, family, community, state, regional, and global issues.
ANATOMY and PHYSIOLOGY	
AP 1.1	Design and execute valid experiments using anatomy and physiology concepts, including controls, replication, and setting proper standards.
AP .1.2	Suggest alternative explanations for a data set and criticize arguments that fail to present alternative explanations or that present data, explanations, or conclusions as the only possibilities.
AP.1.3	Communicate results of investigations orally and in logs, journals, charts, graphs, or drawings.
AP 1.4	Be curious, honest, open, and skeptical and value these attributes in others while engaged in class discussions and activities about anatomy.
AP.1.5	Demonstrate by actions in the community caring and respect for the environment, human beings, and all living things.
AP 1.6	In anatomy and physiology, use computers for producing tables and graphs, making spreadsheet calculations, and preparing reports of investigations.
AP 1.7	In the context of anatomy and physiology, use critical thinking skills to make informed choices on personal, family, community, state, regional, and global issues.
AP.1.8	Be curious, honest, open, and skeptical and value these attributes in others while engaged in class discussions and activities about anatomy.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do.
K.2.2	Describe how babies, or young, are similar to their parents.
GRADE ONE	
1.2.1	Recognize that stories that give human attributes to plants and animals are not real.
1.2.2	Observe and describe that there can be differences, such as size or markings, between the individuals within one kind of plant or animal group.
1.2.3	Observe and explain that animals eat plants or other animals for food.
1.2.4	Recognize the needs of living things, such as a source of energy, water, and air. *EXAMPLE(S):* List what animals or plants need to survive.
GRADE TWO	
2.2.1	Observe and identify external features of plants and animals and describe how these features help them live in different environments.
2.2.2	Observe and describe how animals may use plants, or even other animals, for shelter and nesting.
2.2.3	Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light. *EXAMPLE(S)*: Set up a classroom terrarium.
2.2.4	Recognize and explain that living things are found almost everywhere in the world and that there are different living things in different environments.
2.2.5	Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and reused, sometimes in different forms. *EXAMPLE(S)*: birds' nests
2.2.6	Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.
2.2.7	Recognize and discuss that people are more like one another than they are like other animals.
2.2.8	Give examples of different roles people have in families and communities.
GRADE THREE	
3.2.1	Demonstrate that living things can be sorted into groups in many ways using various features. *EXAMPLE(S)*: Group plants and animals of Guam according to various features, such as how they look, where they live, and how they act.
3.2.2	Observe that and describe how offspring are very much, but not exactly, like their parents and like one another.
3.2.3	Describe that almost all kinds of animals' food can be traced back to plants.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
3.2.4	Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today. *EXAMPLE(S)*: Describe how some of our local birds were endangered when the brown tree snake was accidentally introduced onto Guam.
GRADE FOUR	
4.2.1	Observe and describe how a source of energy is needed for all organisms to stay alive and grow.
4.2.2	Investigate, observe, and describe how insects and various other organisms depend on dead plant and animal material for food.
4.2.3	Observe and describe how organisms depend on each other to survive, such as providing food for one another or assisting with seed dispersal.
4.2.4	Observe and describe how a source of energy is needed for all organisms to stay alive and grow.
4.2.5	Observe and explain why most plants produce more seeds than the number that actually grow into new plants.
4.2.6	Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones. *EXAMPLE(S):* Draw and explain the life cycles of plants, animals, and human beings.
GRADE FIVE	
5.2.1	Explain that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next.
5.2.2	Describe how some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.
5.2.3	Explain that although some organisms are made of a collection of similar cells, some organisms' cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organisms.
5.2.4	Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all and how changes in those environments can sometimes be beneficial or harmful.
5.2.5	Explain that most microorganisms do not cause disease and how many serve beneficial purposes.
5.2.6	Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.
5.2.7	Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.
5.2.8	Explain that, like other animals, human beings have body systems.
GRADE SIX	
6.2.1	Describe how the physical world impacts living things found within habitats.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
GRADE SEVEN	
7.2.1	Explain that all living things are composed of microscopic cells whose mass is composed mainly of water, which gives cells many of their properties.
7.2.2	Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.
7.2.3	Distinguish between plant and animal cells, such as the presence of chlorophyll and cell walls in plant cells and their absence in animal cells.
7.2.4	Explain that cells continually divide to make more cells for growth and repair and that various organs and tissues function to serve the needs of cells for food, air, and waste removal.
7.2.5	Give examples and describe organisms that cannot be neatly classified as either plants or animals, such as fungi and bacteria.
7.2.6	Explain that similarities among organisms are found in external and internal anatomical features; understand that these similarities are used to classify organisms, since they may be used to infer the degree of relatedness among organisms.
7.2.7	Describe how plants use the energy from light to make sugars from carbon dioxide and water to produce food that can be used immediately or stored for later use; describe how organisms that eat plants break down the plant structures to produce the materials and energy that they need to survive and, in turn, how they are consumed by other organisms.
7.2.8	Describe the human body systems for obtaining and providing energy, defense, and reproduction, and coordinating body functions.
7.2.9	Describe both sexual and asexual reproduction in selected organisms. *EXAMPLE(S):* Explain how, in sexual reproduction, a single specialized cell from a female merges with a single specialized cell from a male and this fertilized egg carries genetic information from each parent and multiplies to form the complete organism.
7.2.10	Differentiate between inherited traits, such as hair color or flower color, and acquired skills, such as manners.
7.2.11	Recognize and describe how new varieties of cultivated plants, such as bougainvillea, mangoes, and watermelons, and domestic animals, such as dogs and chicken, have resulted from selective breeding for particular traits.
GRADE EIGHT	
8.2.1	Describe how weather impacts living things found in ecosystems.
PHYSICAL SCIENCE	
PS.2.1	Identify that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
PS.2.2	Recognize that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
PS.2.3	Recognize that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.
BIOLOGY	
BI.2.1	Describe cycles within ecosystems, such as the water cycle or the nitrogen cycle.
BI.2.2	Explain the chemical reactions that occur in photosynthesis and cellular respiration that result in the cycling of energy.
BI.2.3	Identify and describe specialized cellular parts for the transport of materials, energy capture and release, protein building, waste disposal, information feedback, and movement. In addition to these basic cellular functions, understand that cells in multicellular organisms perform specialized functions.
BI.2.4	Describe the flow of matter, nutrients, and energy within ecosystems.
BI.2.5	Explain dynamic equilibrium in organisms, populations, and ecosystems; explain the effect of equilibrium shifts.
BI.2.6	Describe that through biogenesis all organisms begin their life cycle as a single cell and that in multicellular organisms, successive generations of embryonic cells form by cell division.
BI.2.7	Explain that cells are specialized into different tissues and organs.
BI.2.8	Differentiate between the processes of mitosis and meiosis.
BI.2.9	Describe how homeostatic balance occurs in cells and organisms.
BI.2.10	Explain how higher levels of organization result from complex interactions of smaller units that require a constant input of energy and matter. *EXAMPLE(S):* cells, tissues, organs
BI.2.11	Describe the components and functions of a variety of macromolecules active in biological systems.
BI.2.12	Explain the organization of life on Earth using the modern classification system.
BI.2.13	Explain the theory of evolution and describe evidence that supports this theory.
BI.2.14	Explain the theory of natural selection.
BI.2.15	Describe the structural properties of DNA and the role of DNA in heredity and protein synthesis.
BI.2.16	Explain how Mendel's laws of heredity can be used to determine the traits of possible offspring.
BI.2.17	Explain chromosomal mutations, their possible causes, and their effects on organisms.
BI.2.18	Explain how the actions of genes, patterns of inheritance, and the reproduction of cells and organisms account for the continuity of life. Give examples of how inherited characteristics can be observed at the molecular level and expressed in structure, chemistry, or behavior.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
BI.2.19	Explain that similarities between organisms or species can be estimated from their DNA sequences, which often closely match their classification based on anatomical similarities; also, know that amino acid sequences provide clues to their similarities.
BI.2.20	Trace the relationship between environmental changes and changes in the gene pool, such as genetic drift and isolation of subpopulations.
BI.2.21	Realize and explain that, at times, environmental conditions are such that plants and marine organisms grow faster than decomposers can recycle them back to the environment; understand that layers of energy-rich organic material thus laid down have been gradually turned into great coal beds and oil pools by the pressure of the overlying earth; and understand that by burning these fossil fuels, people are passing most of the stored energy back into the environment as heat and releasing large amounts of carbon dioxide.
BI.2.22	Understand and describe how organisms are influenced by a particular combination of living and nonliving components of the environment.
BI.2.23	Explain, with examples, that ecology studies the varieties and interactions of living things across space, while evolution studies the varieties and interactions of living things across time.
BI.2.24	Locate on a map, identify by characteristics, and explain the role of the major Earth biomes and discuss how the abiotic and biotic factors interact within these ecosystems; also, explain how abiotic and biotic processes are different within each of these ecosystems.
BI.2.25	Illustrate the flow of energy through various trophic levels of food chains and food webs within an ecosystem; describe how each link in a food web stores some energy in newly made structures and how much energy (~90%) is “lost” to the environment; and understand that a continual input of energy from sunlight is needed to keep the process going.
BI.2.26	Explain that the amount of life any environment can support is limited by the available energy, water, oxygen, and minerals, and by the ability of ecosystems to recycle the residue of dead organic materials; recognize, therefore, that human activities and technology can change the flow and reduce the fertility of the land.
BI.2.27	Understand and explain the significance of the introduction of species, such as the brown tree snake and other invasive species into Guam’s ecosystem, and describe the consequent harm to native species and the environment in general.
BI.2.28	Describe how ecosystems can be reasonably stable over hundreds or thousands of years; also, understand that if a disaster, such as flood or fire, occurs the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one.
BI.2.29	Understand and explain that, like many complex systems, ecosystems tend to have cyclic fluctuations around a state of rough equilibrium; however, also understand that ecosystems can always change with climate changes or when one or more new species appear.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
BI.2.30	Recognize and describe how human beings are part of Earth's ecosystems and that human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems.
BI.2.31	Understand and describe how organisms are influenced by a particular combination of living and nonliving components of the environment.
BI.2.32	Recognize and describe how the physical or chemical environment may influence the rate, extent, and nature of the way organisms develop within ecosystems.
BI.2.33	Recognize and describe how a great diversity of species increases the chance that the system will survive, even with the loss of some species resulting from large changes.
CHEMISTRY	
CH.2.1	Know and explain how the bonding characteristics of carbon result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
CH.2.2	Understand and explain how large molecules (i.e., polymers), such as proteins, nucleic acids, and starches, are formed by repetitive combinations of simple subunits.
CH.2.3	Understand and explain the system for naming the simplest linear hydrocarbons and isomers that contain single, double, and triple bonds, and simple molecules that contain a benzene ring.
CH.2.4	Identify and explain the uses of functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids in organic compounds.
ANATOMY and PHYSIOLOGY	
AP.2.1	Compare and contrast the different ways in which substances cross the plasma membrane, including diffusion and osmosis, facilitated diffusion, active transport, endocytosis, and exocytosis.
AP.2.2	Describe the importance of proteins in cell function and structure; also, give specific examples of proteins and their functions and describe how proteins are synthesized.
AP.2.3	Describe the general structure of an epithelium, including the basement membrane; describe the types and locations of epithelia; describe endocrine and exocrine glands and their development from glandular epithelium; and compare and contrast epithelial and synovial membranes.
AP.2.4	Compare and contrast the structure, function, and location of cells that make up the various types of muscle, nerve, and connective tissues.
AP.2.5	Discuss the important physiological functions of the skin; describe the structure of the skin, including the hypodermis, dermis, and the layers of the epidermis; and discuss the accessory structures of the skin, including hairs, nails, and glands.
AP.2.6	Explain the anatomical position and the terms that describe relative positions, body planes, and body regions; also, describe the body cavities, their membranes, and the organs within each cavity; the major organ systems; and their role in the functioning of the body.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
PERFORMANCE INDICATORS	
AP.2.7	Distinguish bones according to shape and describe the major functions of bone; also, describe the structure of a typical long bone and indicate how each part functions in the physiology and growth of the bone.
AP.2.8	Compare and contrast the microscopic organization of compact (cortical) bone and spongy (trabecular) bone; also, describe the types of cell found in bone and their role in bone growth and control of bone mass.
AP.2.9	Distinguish the axial from the appendicular skeleton and name the major bones of each; also, locate and identify the bones and the major features of the bones that make up the skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle, and lower limb.
AP.2.10	Describe the major types of joints in terms of their mobility and the tissues that hold them together; describe the structures that make up a synovial joint; and describe synovial fluid and its properties.
AP.2.11	Compare and contrast the microscopic structure, organization, function, and molecular basis of contraction in skeletal, smooth, and cardiac muscle.
AP.2.12	Name the components of a skeletal muscle fiber and describe their functions; describe how the thin and thick filaments are organized in the sarcomere; and explain the molecular processes and biochemical mechanisms that provide energy for muscle contraction and relaxation.
AP.2.13	Describe a motor unit and its importance in controlling the force and velocity of muscle contraction; also, describe the neuromuscular junction and the neurotransmitter released at the neuromuscular junction.
AP.2.14	Identify the major muscles on a diagram of the body's musculature and describe the movements associated with each of them.
AP.2.15	Distinguish between isotonic and isometric contractions of skeletal muscle, cite examples of each, and discuss how muscle contraction is amplified by the use of lever systems.
AP.2.16	Explain what is meant by muscular hypertrophy and atrophy and the causes of these conditions.
AP.2.17	Discuss the three basic types of activity in the nervous system: (1) sensory; (2) integration, interpretation, information storage, decision making; and (3) motor function. Distinguish the structures of the various functional types of neurons, diagram the structure of a motor neuron, and explain the function of each component.
AP.2.18	Describe the different types of neuroglial cells; the function of oligodendrocytes and Schwann cells; the structure and function of the myelin sheath; and the role that Schwann cells play in regeneration of a severed nerve axon.
AP.2.19	Discuss mathematically the origin of the resting potential, referring to the intra- and extracellular concentrations of sodium and potassium ions, the permeability of the plasma membrane to these ions, and the intracellular concentration of negatively charged proteins.
AP.2.20	Explain the changes in membranes during the action potential and the relationship to the number of open channels for sodium and potassium ions.
AP.2.21	Explain the role of excitatory and inhibitory neurotransmitters in a synapse, explain why is it important to remove a neurotransmitter after it has been released, and describe two mechanisms for doing this.

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PERFORMANCE INDICATORS	
AP.2.22	Recognize that the nervous system is divided into the peripheral nervous system and the central nervous system.
AP.2.23	Describe the cavities in which the brain and spinal cord are found, describe the meninges that cover the brain and spinal cord, and describe the ventricles in the brain and how they are interconnected.
AP.2.24	Describe the secretion, flow pathways, and absorption of cerebrospinal fluid, its locations, and its functions.
AP.2.25	Discuss the functions of the spinal cord; describe the five segments (regions) of the spinal cord; and explain its organization in terms of gray matter, white matter, and dorsal and ventral roots.
AP.2.26	Describe a dermatome and its clinical importance.
AP.2.27	Describe the various types of spinal reflex and discuss their importance with regards to posture and avoidance of painful stimuli.
AP.2.28	Discuss the components and broad function of the brain stem and the diencephalon; also, describe and give the functions of the various structures that make up the cerebrum, including the cerebral cortex and its anatomical divisions, the cerebral components of the basal ganglia, and the corpus callosum.
AP.2.29	Describe the functions and locations of the motor, sensory, and association areas of the cerebral cortex.
AP.2.30	Explain hemispheric dominance.
AP.2.31	Describe the structure and functions of the cerebellum and its nuclei regarding postural control, smooth coordination of movements, and motor learning.
AP.2.32	Describe the major characteristics of the autonomic nervous system and contrast its efferent pathways with those of somatic nervous system; also, compare and contrast the actions, origins, and pathways of nerve fibers in the parasympathetic and sympathetic divisions of the autonomic nervous system, including their associated ganglia and neurotransmitters.
AP.2.33	Explain how the cells of the adrenal medulla supplement the actions of the autonomic nervous system.
AP.2.34	Distinguish between somatic senses and special senses and classify sensory receptors according to the types of stimuli that activate them.
AP.2.35	Explain how information on stimulus intensity and stimulus quality is signaled to the brain.
AP.2.36	Explain what is meant by sensory receptor adaptation and give examples related to everyday experience.
AP.2.37	Describe the structure, function, and location of olfactory and taste receptor cells.
AP.2.38	Name the parts of the eye: compare the function of the parts involved in light detection with the parts defining the optical properties of the eye; describe the cells found in the neural retina and the functional dependence of the rods and cones on the pigmented epithelium (i.e., non-neural retina); compare the structure of rods and cones; describe the fovea and its function; and discuss the relationship of rods and cones to visual acuity, night vision, dark-adaptation, color vision, and color blindness.
AP.2.39	Describe the three regions of the ear; Distinguish the structure and function of the vestibular apparatus from the auditory apparatus; and describe how sound is transmitted from the external auditory meatus to the cochlea.

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PERFORMANCE INDICATORS	
AP.2.40	Explain how the hair cells in the vestibular apparatus and cochlea respond to head tilt, linear acceleration, rotation, and sound.
AP.2.41	Discuss the difference between an endocrine gland and an exocrine gland; explain the nature of a hormone and the importance of the endocrine system in relation to digestion and metabolism, homeostasis, survival, growth, development, and reproduction; and contrast the endocrine glands that are purely endocrine with endocrine tissue found in organs that also have other functions.
AP.2.42	Identify the various chemical classes to which hormones belong and explain that some hormones act via second messengers while others affect gene expression.
AP.2.43	Discuss neural, hormonal, and other chemical compounds that control hormone secretion and, using examples, describe negative feedback in the control of hormone secretion.
AP.2.44	Describe the structure and hormones of the hypothalamus-pituitary complex and the function of these hormones in controlling the thyroid, gonads, and adrenal cortex; also, describe the structure of these glands and the functions of the hormones secreted by them. For the glands that are not under the control of the hypothalamus (-pituitary complex, the parathyroid, the pancreas, the pineal gland, and the adrenal medulla), describe their structure, the hormones secreted, their function, and their stimuli for secretion.
AP.2.45	Discuss how the hypothalamus-pituitary complex, the sympathetic nervous system, the adrenal medulla, and the adrenal cortex are all involved in the body's response to stress.
AP.2.46	Describe the functions of the blood and distinguish whole blood from plasma and serum; also, classify and explain the functions of the formed elements found in blood and describe where they are produced.
AP.2.47	Describe how erythropoietin regulates red blood cell production in response to anoxia.
AP.2.48	Explain the ABO blood types and discuss their importance during a blood transfusion.
AP.2.49	Describe hemostasis and the basic processes in blood clotting.
AP.2.50	Discuss the functions of the circulatory system; describe, with the aid of a diagram, the basic arrangement of the cardiovascular system and the blood flow through it, including the pulmonary and systemic circuits; and describe how oxygen and carbon dioxide are transported in the blood.
AP.2.51	Describe the layers found in the walls of blood vessels; discuss the relative prominence of these layers in the different types of blood vessels, including an analysis of vasoconstriction and vasodilatation and their importance in controlling blood flow through tissues; and describe both the venous pump and varicose veins.
AP.2.52	Draw and label the structure of a capillary bed and explain how materials move in and out of capillaries; also, discuss edema.

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PERFORMANCE INDICATORS	
AP.2.53	Describe the heart, including the pericardium, the layers in its wall, the four chambers, the valves, and the great vessels entering and leaving the heart; describe the major arteries branching off from the aorta and the regions they supply; describe the major veins draining into the superior and inferior vena cavae; explain, with diagrams, how the heart valves ensure one-way blood flow during systole and diastole; and discuss heart sounds and the point in the cardiac cycle when they are heard.
AP.2.54	Discuss the importance of the baroreceptor reflex in the regulation of blood pressure; also, explain what is meant by hypertension and identify some of the dangers associated with hypertension.
AP.2.55	Describe how the action potential of a cardiac muscle cell differs from that of a neuron; describe the importance of calcium ion influx during the plateau phase of the action potential; and discuss the function of pacemaker cells and the how the wave of depolarization is transmitted to the ventricles.
AP.2.56	Explain origins of the waves of the electrocardiogram and their medical significance in diagnosis of a heart problem.
AP.2.57	Explain the similarities and differences between the adjustment of the cardiovascular system to exercise and hemorrhage, contrast changes in the distribution of blood flow and cardiac output, and explain the importance of the sympathetic branch of the autonomic nervous system in these responses.
AP.2.58	Discuss the major anatomical structures and functions of the lymphatic system, including the lymphatic vessels; the structure and major groupings of lymph nodes; and the structures and functions of the spleen, thymus, and bone marrow.
AP.2.59	Discuss the different types of pathogens and outline the strategies the body uses to protect itself from them; distinguish non-specific, innate, or natural immunity from specific or acquired immunity; and recognize their overlap and describe their cellular and non-cellular components.
AP.2.60	Describe the mechanisms of the acute inflammatory response, its causes, and the role of chemical signaling molecules.
AP.2.61	Describe the development and maturation of B- and T-lymphocytes; also, discuss why the development of self-tolerance is important.
AP.2.62	Define and discuss antigens, antibodies, and complement.
AP.2.63	Recognize that breathing supplies oxygen that is critical for oxidative phosphorylation; also, describe the anatomy of the respiratory system and the route taken by the inspiratory flow of air from the nose into the alveoli.
AP.2.64	Contrast inspiration and expiration (quiet and forced), explain the role of various muscles and of lung elasticity in this process, compare the percentages of oxygen and carbon dioxide in the external air to the percentages in the alveolar and the pulmonary capillaries, and explain the meaning of partial pressure.
AP.2.65	Explain the use of the spirometer and describe the data it generates in a spirogram.

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PERFORMANCE INDICATORS	
AP.2.66	Describe the neuronal networks controlling respiration; contrast and compare the chemoreceptors involved in control of respiration and the stimuli to which they respond; and explain how these receptors affect ventilation under conditions of low arterial oxygen partial pressure, high arterial carbon dioxide, and low arterial pH.
AP.2.67	Describe the organs and organ relationships of the gastrointestinal tract and the cells and layers found in its walls, including the salivary glands, liver, and pancreas.
AP.2.68	Describe the functions of all the structural components and enzymes of the gastrointestinal tract and accessory organs in relation to the processing, digesting, and absorbing of the three major food classes; state the chemical forms in which the three major food classes are absorbed; and explain the roles of the lacteals and the hepatic portal vein in transporting the products of digestion.
AP.2.69	Describe the regulation of the enzyme and bicarbonate content of the pancreatic juice.
AP.2.70	Describe the microscopic anatomy of the liver and its relationship to the functions of the liver.
AP.2.71	Discuss the functions of the kidneys; also, describe the anatomy of the renal system, including the gross anatomy, blood supply, and location of the kidneys, and the layers in the walls of the ureters and urinary bladder.
AP.2.72	Explain the neural basis of micturition, including the function of the sphincters associated with the male and female urethra.
AP.2.73	Describe the internal structure of the kidney; describe the parts of a nephron and how they are involved in the three steps in the production of urine; compare the composition of plasma and ultrafiltrate; and discuss the percentages of filtered water, sodium, and glucose normally reabsorbed by the kidney tubules.
AP.2.74	Explain the importance of the juxtaglomerular cells in the secretion of renin, which plays a key role in controlling blood pressure by controlling blood levels of angiotensin and aldosterone.
AP.2.75	Contrast the volume and electrolyte content of the intracellular and extracellular fluid compartments; also, explain the importance of sodium, potassium, and calcium in the body's physiology.
AP.2.76	Discuss how the volume of body fluid is determined by the balance between ingested and metabolic water on the one hand and water lost through urine, respiration, feces, and sweating on the other hand; describe the factors that generate the sensation of thirst; describe how the kidneys respond to excess water intake and to dehydration; and explain the role of antidiuretic hormone and of other hormones that control sodium and water absorption in the kidney.
AP.2.77	Describe how food and metabolic processes add acid to body fluids; also, recognize how chemical buffers, the lungs, and the kidneys interact in protecting the body against lethal changes of pH.
AP.2.78	Explain the difference between metabolic and respiratory acidosis and alkalosis.
AP.2.79	Discuss the anatomy and physiology of the male and female reproductive systems, compare and contrast oogenesis and spermatogenesis, and distinguish between diploid germ cells and haploid/monoploid sex cells.

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PERFORMANCE INDICATORS	
AP.2.80	Describe the hormones of the gonads, their cell origins, and their functions; also, explain the functions of the gonadotropins FSH and LH in males and females.
AP.2.81	Explain what is happening during the follicular, ovulatory, and luteal phases of the menstrual cycle; also, describe how estradiol and progesterone released by the ovaries are responsible for the phases that the uterus goes through during the menstrual cycle.
AP.2.82	Describe how spermatozoa move through the female reproductive tract; also, describe the process of fertilization.
AP.2.83	Explain the differences among a dikaryon zygote, a zygote, a morula, and a blastocyst; recognize that the blastocyst secretes human gonadotropin, which prolongs the life of the corpus luteum and, therefore, maintains levels of progesterone; and describe the process of implantation, development of the placenta, the substances that move across it, and the role of the placenta in maintaining the high levels of progesterone essential for a successful pregnancy.
AP.2.84	Describe changes in the breasts that occur for lactation to take place, the hormonal events that initiate milk secretion, the maintenance of milk secretion by the breasts, and the milk ejection reflex.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Describe objects in terms of the materials that make up the objects. *EXAMPLE(S)*: Describe the materials found in a pencil.
K.3.2	Describe the changes in matter caused by changes in temperature.
K.3.3	Recognize and demonstrate that things that are close to the ground fall unless something holds them up.
GRADE ONE	
1.3.1	Define matter and give examples.
1.3.2	Define some basic properties of matter, such as color, mass, and size, as well as the states of matter. *EXAMPLE(S)*: Matter can change from one form to another; for example, water can change from liquid to solid.
1.3.3	Explore and describe how things move in different ways. *EXAMPLE(S)*: merry-go-rounds go round and round, swings go back and forth
1.3.4	Demonstrate repellent and attractive forces. *EXAMPLE(S)*: Explore magnets and their poles.
1.3.5	Identify basic types of energy. *EXAMPLE(S)*: heat energy from a burning candle
GRADE TWO	
2.3.1	Investigate to determine what things can be done to materials to change some of their properties. *EXAMPLE(S)*: freezing, mixing, cutting, heating, wetting
2.3.2	Investigate and observe that the way to change how something is moving is to give it a push or a pull.
2.3.3	Demonstrate and observe that magnets can be used to make some things move without being touched.
2.3.4	Demonstrate how simple machines work.
2.3.5	Discuss how people use electricity to cook their food and cool their houses.
2.3.6	Investigate, compare, and describe weather changes over a period of time. *EXAMPLE(S)*: Chart the rainfall during the rainy season compared to the dry season.
GRADE THREE	
3.3.1	Use size, capacity, and mass to describe objects. • Matter: anything that has mass and takes up space • Mass: a measure of how much matter is in an object
3.3.2	Illustrate how objects change during an investigation.
3.3.3	Investigate and describe how moving air and water can be used to run machines, like windmills and waterwheels.
GRADE FOUR	
4.3.1	Demonstrate that the mass of a whole object is always the same as the sum of the masses of its parts.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
4.3. 2	Investigate, observe, and explain that heat is produced when one object rubs against another, such as one's hands rubbing together.
4.3. 3	Describe motion in reference to space and time. *EXAMPLE(S)*: Measure and graph motions of objects (e.g., ball, toy car) with reference to time.
4.3. 4	Investigate, observe, and explain that things that give off light often also give off heat. • Heat: a form of energy characterized by random motion at the molecular level
4.3.5	Observe and describe the things that give off heat, such as people, animals, and the Sun.
4.3.6	Explain that energy in fossil fuels comes from plants that grew long ago. • Fossil fuel: a fuel, such as natural gas or coal, that was formed a long time ago from decayed plants and animals
4.3.7	Describe how using one form of energy produces another form of energy. *EXAMPLE(S)*: gasoline fuels motors to produce motion, heat boils water to produce steam, solar light is captured to produce electricity
GRADE FIVE	
5.3.1	Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.
5.3.2	Explain how changes in speed or direction of motion of an object are caused by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object, the less effect a given force will have on it.
5.3.3	Demonstrate the use of energy to get work done.
5.3.4	Compare and contrast renewable and non-renewable sources of energy.
5.3.5	Explain that energy can be transformed. *EXAMPLE(S)*: mechanical, chemical, electrical, nuclear
5.3.6	Explain that objects move at different rates, with some moving very slowly and some moving too quickly to be observed.
5.3.7	Investigate and explain that when warm objects are put with cool objects, the warm objects lose heat and the cool objects gain heat until they are all at the same temperature.
5.3.8	Investigate materials as heat conductors. • Conductor: a material capable of transmitting energy, such as heat or electricity
GRADE SIX	
6.3.1	Describe matter, its properties, and some of the properties of matter in motion.
6.3.2	Investigate the properties of materials and relate those to products, structures, and substances useful in their lives.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
6.3.3	Investigate that an unbalanced force acting on an object changes its speed or path of motion or both; also, know that if the force always acts toward the same center as the object moves, the object's path may curve into an orbit around the center.
6.3.4	Explain that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.
6.3.5	Demonstrate that vibrations in materials set up wavelike disturbances, such as sound and earthquake waves, that spread away from the source.
6.3.6	Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound and, although energy cannot be created or destroyed, it can change form.
6.3.7	Describe how heat can be transferred.
6.3.8	Describe that light waves, sound waves, and other waves move at different speeds in different materials.
6.3.9	Describe the apparent color of objects as a result of reflection and absorption of different colors of light.
6.3.10	Describe how electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy, such as light and heat.
6.3.11	Recognize and explain that different ways of obtaining, transforming, and distributing energy have different environmental consequences.
GRADE SEVEN	
NONE	
GRADE EIGHT	
NONE	
PHYSICAL SCIENCE	
PS 3.1	Recognize that elements of matter have distinct properties and a distinct atomic structure; also, know that all forms of matter are composed of one or more of the elements.
PS.3.2	Describe the structure of the atom and how compounds are formed by combining two or more different elements resulting in properties that are different from their constituent elements.
PS.3.3	Recognize that atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
PS.3.4	Describe the molecular motion present in each state of matter.
PS.3.5	Demonstrate how to use the periodic table to identify elements in simple compounds.
PS 3.6	Explain that the position of an object can be defined in relation to some choice of a standard reference point and a set of reference directions.
PS.3.7	Explain the difference between average and instantaneous speed and define average speed.
PS.3.8	Solve problems involving distance, time, and average speed using the equation $d = rt$.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
PS.3.9	Identify that the velocity of an object must be described by specifying both the direction and the speed of the object; also, describe that changes in velocity may be due to changes in speed, direction, or both.
PS.3.10	Interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.
PS.3.11	Identify that a force has both direction and magnitude and that when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
PS 3.12	Determine that when the forces on an object are balanced, the velocity of the object does not change.
PS.3.13	Determine that if the forces on an object are unbalanced, the object will change its velocity, that is, it will speed up, slow down, or change direction.
PS.3.14	Identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
PS.3.15	Recall that the greater the mass of an object, the more force is needed to achieve the same acceleration or rate of change in motion.
PS.3.16	Recall that chemical reactions are processes in which atoms are rearranged into different combinations of molecules and that atoms and molecules interact to form products with different chemical properties.
PS.3.17	Explain how the law of conservation of matter applies to chemical reactions.
PS.3.18	Given a molecular formula, such as NaCl, determine whether that solution is acidic, basic, or neutral and identify its position on the pH scale.
PS.3.19	Recognize that the organization of the periodic table is based on the properties of the elements and reflects the structure of atoms; also, identify regions corresponding to metals, nonmetals, and inert gases on the periodic table.
PS.3.20	Determine that each element has a specific number of protons in the nucleus (the atomic number), and each isotope of the element has a different but specific number of neutrons in the nucleus.
PS.3.21	Recognize that substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
PS.3.22	Recognize that all objects experience a buoyant force when immersed in a fluid.
PS.3.23	Recognize that density is mass per unit volume and calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
PS.3.24	Determine that the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced and predict whether an object will float or sink.
BIOLOGY	
NONE	
CHEMISTRY	
CH.3.1	Understand and explain that atoms have a positive nucleus surrounded by negative electrons of much smaller mass, some of which may be lost, gained, or shared when interacting with other atoms.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
CH.3.2	Explain how a neutral atom's atomic number and mass number can be used to determine the number of protons, neutrons, and electrons that make up an atom.
CH.3.3	Understand and give examples to show that isotopes of the same element have the same numbers of protons and electrons but differ in the numbers of neutrons.
CH.3.4	Know and explain that physical properties can be used to differentiate among pure substances, solutions, and heterogeneous mixtures.
CH.3.5	Distinguish among chemical and physical changes in matter by identifying characteristics of these changes.
CH.3.6	Understand and explain how an atom can acquire an unbalanced electrical charge by gaining or losing electrons.
CH.3.7	Identify the substances gaining and losing electrons in simple oxidation-reduction reactions.
CH.3.8	Know and explain that the nucleus of a radioactive isotope is unstable and may spontaneously decay, emitting particles and electromagnetic radiation.
CH.3.9	Show how the predictability of the nuclei decay rate allows radioactivity to be used for estimating the age of materials that contain radioactive substances.
CH.3.10	Understand that the periodic table is a listing of elements arranged by increasing atomic number, and use it to predict whether a selected atom would gain, lose, or share electrons as it interacts with other selected atoms.
CH.3.11	Understand and give examples to show that an enormous variety of biological, chemical, and physical phenomena can be explained by changes in the arrangement and motion of atoms and molecules.
CH.3.12	Realize and explain that because mass is conserved in chemical reactions, balanced chemical equations must be used to show that atoms are conserved.
CH.3.13	Explain that the rate of reactions among atoms and molecules depends on how often they encounter one another, which is in turn affected by the concentrations, pressures, and temperatures of the reacting materials.
CH.3.14	Understand and explain that catalysts are highly effective in encouraging the interaction of other atoms and molecules.
CH.3.15	Know and describe the classes and properties of compounds (acids, bases, salts) that form ions in water solutions through dissociation.
CH.3.16	Know how to use the pH scale to characterize acid and base solutions and to calculate pH from the hydrogen-ion concentration; also, know and explain how buffers stabilize pH in acid-base reactions.
CH.3.17	Understand and explain that whenever the amount of energy in one place or form diminishes, the amount in other places or forms increases by the same amount.
CH.3.18	Explain that heat energy in a material consists of the disordered motions of its atoms or molecules.
CH.3.19	Know and explain that transformations of energy usually transform some energy into the form of heat, which dissipates by radiation or conduction into cooler surroundings.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
CH.3.20	Recognize and describe the heat transfer associated with a chemical reaction or a phase change as either exothermic or endothermic and understand the significance of the distinction.
CH.3.21	Understand and explain that the energy released whenever heavy nuclei split or light nuclei combine is roughly a million times greater than the energy absorbed or released in a chemical reaction.
CH.3.22	Realize and explain that the energy in a system is the sum of both potential energy and kinetic energy.
ANATOMY and PHYSIOLOGY	
AP.3.1	Describe the impact of changes in the physical world on the human body. *EXAMPLE(S)*: Temperature changes in the environment can lead to droughts, which impact human health.

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Discuss the importance of water. *EXAMPLE(S)*: Tell that organisms need water to live and to remain healthy.
K.4.2	Observe and describe objects seen in the sky during the day and during the night.
K.4.3	Observe and record natural cycles and give examples using activities from one's own life. *EXAMPLE(S)*: day/night, wake/sleep, sunrise/sunset, rainy/dry season, weather changes
GRADE ONE	
1.4.1	Tell or illustrate how volcanoes and earthquakes change the shape of the Earth.
1.4.2	Investigate by observing and also measuring that the Sun warms the land, air, and water.
1.4.3	Recognize some of the different types of clouds.
1.4.4	Demonstrate an understanding that the Earth is a sphere and revolves around the Sun.
1.4.5	Recognize a model of the solar system, comprising the Sun and eight planets revolving around it, each in its own orbit.
1.4.6	Identify telescopes as technology that makes it possible to observe the motions of the Sun, planets, moons, and stars.
1.4.7	Demonstrate that gravity is the force that one object exerts on another.
GRADE TWO	
2.4.1	Recognize that Earth pulls objects without touching them.
2.4.2	Realize that an environment is affected by the activities of the Earth's inhabitants.
2.4.3	Recognize that the Sun provides the Earth with light and heat.
2.4.4	Investigate, observe, and describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.
2.4.5	Demonstrate an understanding that the Sun rises in the east and sets in the west.
GRADE THREE	
3.4.1	Give examples of how change is a repeated process occurring on Earth.
3.4.2	Identify some ways that human activities affect weather.
3.4.3	Describe ways that human beings protect themselves from adverse weather conditions. *EXAMPLE(S)*: How do people on Guam prepare for a typhoon?
3.4.4	Use pictures and words to describe natural phenomena.
3.4.5	Observe and illustrate the different features of our island. *EXAMPLE(S)*: a model of our island's topography showing the high and low points

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
PERFORMANCE INDICATORS	
3.4.6	Observe and describe the Moon phases. *EXAMPLE(S)*: Use models to demonstrate the movement of the Moon around the Earth and the Earth around the Sun.
3.4.7	Observe and describe the motion of the Sun and Moon over a time span of 1 day.
3.4.8	Describe the Earth's relationship to the Moon, stars, and other planets. *EXAMPLE(S)*: Build a model of the solar system.
GRADE FOUR	
4.4.1	Describe how the location of a place affects its weather and atmospheric conditions. *EXAMPLE(S)*: How does Guam's location affect its weather and atmospheric conditions?
4.4.2	Describe how an environment can be changed by typhoons, earthquakes, volcanoes, waves, currents, and floods. *EXAMPLE(S)*: Illustrate how Guam's environment has been shaped and changed by earthquakes, volcanoes, typhoons, waves, currents, and floods.
4.4.3	Describe how islands and reefs are formed and what forces could change them.
4.4.4	Investigate and explain that air is a substance that surrounds us that takes up space and whose movements we feel as wind.
4.4.5	Predict how changes on the Earth's surface will affect local and world ecosystems.
4.4.6	List and define geological concepts in the formation of rocks. *EXAMPLE(S)*: igneous, conglomerates, sedimentary
4.4.7	Describe, compare, and contrast objects in the universe. *EXAMPLE(S)*: solar systems, galaxies, stars
4.4.8	Describe the seasonal changes that occur as a result of the Earth's orbit around the Sun. *EXAMPLE(S):* Compare and contrast Guam's two seasons: wet and dry.
GRADE FIVE	
5.4.1	Using existing theories, explain how the Earth has been shaped and changed over time. *EXAMPLE(S)*: Construct a model of an island from sand and describe how the model can be changed, reshaped, or destroyed by moving wind, water, or other forces.
5.4.2	Explain the relationship between oceans, weather, and climate and how changes in these affect the Earth.
5.4.3	Demonstrate and explain the use of stratification of rocks as a record of change.
5.4.4	Observe and describe that stars come in different sizes, brightness, and colors.
5.4.5	Build a model of the solar system showing the eight planets and their relative position and size in relation to the Sun.
5.4.6	Demonstrate that Earth's gravity pulls any object toward it without touching it.
GRADE SIX	

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
PERFORMANCE INDICATORS	
NONE	
GRADE SEVEN	
NONE	
GRADE EIGHT	
8.4.1	Understand and describe spheres of the Earth. *EXAMPLE(S)*: Describe that the surface of the Earth is mostly rock, that three-fourths of its surface is covered by a relatively thin layer of water, and that the entire planet is surrounded by a relatively thin blanket of air.
8.4.2	Identify minerals by observing different properties, such as hardness, color, texture, and luster, and give examples of how minerals are used.
8.4.3	Diagram the rock cycle and explain the interdependence of the various stages of the rock cycle (e.g., how rocks change and are formed as they move through the rock cycle, weathering and erosion); also, describe how the characteristics of rocks are indicative of how they were formed (e.g., intrusive [large crystals, magma], clastic [pieces of rock], foliated [banded rock by heat and pressure]).
8.4.4	Explain how the study of many layers of sedimentary rock can confirm the long history of the changing surface of the Earth and the changing life forms, some of whose remains are found in successive layers, although the youngest layers are not always found on top because of folding, breaking, and uplifting of layers.
8.4.5	Explain how temperature differences within the Earth cause structural differences and changes within the Earth and on its surface. *EXAMPLE(S):* layers of the Earth, plate tectonics, convection currents
8.4.6	Explain how Earth's resources, such as land, water, and ores, are limited in supply and distribution and how these resources can be depleted or polluted, making them unavailable or unsuitable for life.
8.4.7	Explain the effect that sunlight hitting the Earth has upon the transfer of energy upon the spheres of the Earth. *EXAMPLE(S):* motion of water, water cycle, global warming, weather and climate
8.4.8	Use models or drawings to explain Earth's tilt and movements (rotation and revolution) around the Sun; also, explain how the Earth's position and movement can influence the different seasons, tides, weather patterns, temperature of regions on Earth, and phases of the Moon and eclipses (both solar and lunar).
8.4.9	Use models and diagrams to explain how distance affects gravitational pull between objects in space and how this distance affects the time it takes for light to travel to Earth.
8.4.10	Using the Hertzsprung Russel (HR) Diagram, explain the color, temperature, and brightness of stars; also, explain how these characteristics are indicative of a star's stage in its life cycle.
8.4.11	Compare and contrast the different understandings of how the solar system and the universe began.
8.4.12	Describe the effect that tectronics have had on the evolution of life on Earth and the resulting geographical distribution of plants and animals**.**

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
PERFORMANCE INDICATORS	
PHYSICAL SCIENCE	
PS.4.1	Describe key structures and composition of the universe learned from studying stars and galaxies and their evolution. *EXAMPLE(S):* planets, stars, solar systems, galaxies
PS.4.2	Demonstrate how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
PS.4.3	Determine the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.
PS.4.4	Recognize forces, such as gravity, in forming and maintaining the shapes of planets, stars, and the solar system.
BIOLOGY	
BI.4.1	Demonstrate an understanding of the effects that tectonics have had on the evolution of life on Earth, the geographical distribution of plants and animals, and changes in climate.
BI.4.2	Describe the uses of ocean wave patterns, tides, seasons, and lunar phases by Pacific Islanders for such activities as farming and navigation.
CHEMISTRY	
CH.4.1	Recognize and explain that naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
CH.4.2	Identify the three most common forms of radioactive decay (alpha, beta, and gamma) and explain how the nucleus changes in each type of decay.
CH.4.3	Know and explain that alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
CH.4.4	Calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.
CH.4.5	Know and explain that protons and neutrons have substructures and consist of particles called quarks.
ANATOMY and PHYSIOLOGY	
AP.4.1	Describe adaptations made to the environments of airplanes and spacecraft that allow for humans to survive in high altitudes, extreme temperatures, low gravity, and changes in air pressure.

Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Identify tools found around the home and recognize that tools make it easier to do certain jobs. *EXAMPLE(S)*: Construct simple tools, such as paper clocks.
GRADE ONE	
1.5.1	Tell why people create and use tools and associate common tools found in the home with their purposes. *Example*: Thermometers can tell the temperature outside.
1.5.2	Collect, record, and organize data using simple tools, equipment, and techniques safely. *EXAMPLE(S)*: Use a simple balance to determine which objects are heavier than others.
GRADE TWO	
2.5.1	Use tools to investigate, observe, measure, design, and build things. *EXAMPLE(S)*: Using everyday household items, make a tool to help in a garden.
2.5.2	Recognize and describe ways that some materials, such as paper, cans, and plastic jugs, can be used over again.
2.5.3	Describe changes that have occurred in society as a result of new technologies.
GRADE THREE	
3.5.1	Describe some ways in which technological developments in fields such as transportation or communication have influenced society. *EXAMPLE(S)*: Discuss how inventions, such as cars, computers, and electric motors, have affected the way we live.
3.5.2	Describe how discarded products contribute to the problem of waste disposal and how recycling can help solve this problem.
3.5.3	Recognize that the decision to use a particular technology depends on the expected benefits, anticipated risks, and cultural values. *EXAMPLE(S)*: Compare and contrast the proa (outrigger canoe) to the fishing boats of today.
GRADE FOUR	
4.5.1	Describe how the use of technology has changed the way people live on Guam and around the world.
4.5.2	Explain why some products and materials are easier to recycle than others.
GRADE FIVE	
5.5.1	Give examples of how technology extends the ability of people to make positive and/or negative changes in the world.
5.5.2	Describe how a solution to one problem may create other problems. *EXAMPLE(S)*: Use of commercial fertilizers can be harmful to water lenses on islands.

Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
PERFORMANCE INDICATORS	
GRADE SIX	
6.5.1	Use the necessary and appropriate tools to design and safely carry out experiments in physical science.
6.5.2	Explain the advantages and disadvantages of technology involving the physical world, showing that it does not always provide successful solutions for problems or fulfill every human need. *EXAMPLE(S)*: communication, wind power
6.5.3	Explain how the needs of communities have influenced the development and use of technologies.
6.5.4	Create simple tools that help us understand physical science concepts. *EXAMPLE(S)*: seismograph, telescope, anemometers
GRADE SEVEN	
7.5.1	Use the necessary tools to design and safely carry out life science experiments.
7.5.2	Explain the advantages and disadvantages of technology, showing that it does not always provide successful solutions for problems or fulfill every human need.
7.5.3	Create simple technologies to learn about life science concepts. *EXAMPLE(S)*: magnifiers, simple microscopes
7.5.4	Describe significant relationships between society, science, and technology and how each one impacts the others.
GRADE EIGHT	
8.5.1	Safely use the necessary tools to design and carry out experiments in earth science.
8.5.2	Explain the advantages and disadvantages of technology involving space and earth science, showing that it does not always provide successful solutions for problems or fulfill every human need. *EXAMPLE(S)*: communication, wind power
8.5.3	Describe the contributions of technology to developing understanding about the Earth and space and create simple technologies that help us learn about space and earth science. *EXAMPLE(S)*: seismograph, telescope, anemometers
8.5.4	Describe how scale and mathematical models can be used to support and explain scientific data.
PHYSICAL SCIENCE	
PS.5.1	Use computers to produce tables and graphs for physical science information, make spreadsheet calculations, and prepare reports of investigations.

Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
PERFORMANCE INDICATORS	
PS.5.2	Gather information to make informed judgments about technological development and change in areas related to physical science and communicate opinions in an appropriate manner.
PS.5.3	Compare the risks and benefits of potential solutions to technological issues.
PS.5.4	Explain how scientific advancements and emerging technologies in physical science have influenced society.
BIOLOGY	
BI.5.1	Use computers to produce tables and graphs for physical science information, make spreadsheet calculations, and prepare reports of investigations in biology.
BI.5.2	Gather information to make informed judgments about technological development and change in areas related to life science and communicate opinions in an appropriate manner.
BI.5.3	Compare the risks and benefits of potential solutions to technological issues in the life sciences with specific potential solutions.
BI.5.4	Explain how scientific advancements and emerging technologies in biological sciences have influenced society.
CHEMISTRY	
CH.5.1	Use computers to produce tables and graphs for physical science information, make spreadsheet calculations, and prepare reports of investigations in chemistry.
CH.5.2	Gather information to make informed judgments about technological development and change in areas related to chemistry and communicate opinions in an appropriate manner.
CH.5.3	Compare the risks and benefits of potential solutions to technological issues related to chemistry.
CH.5.4	Explain how scientific advancements and emerging technologies in chemistry have influenced society.
ANATOMY and PHYSIOLOGY	
AP.5.1	Use computers to produce tables and graphs for information, make spreadsheet calculations, and prepare reports of investigations related to anatomy and physiology
AP.5.2	Gather information to make informed judgments about technological development and change in areas related to anatomy and physiology and communicate opinions in an appropriate manner.
AP.5.3	Compare the risks and benefits of potential solutions to technological issues related to anatomy and physiology.
AP.5.4	Explain how scientific advancements and emerging technologies in areas related to anatomy and physiology have influenced society.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
K.1.1	Raise questions about the natural world.
K.1.2	Make and discuss observations using the five senses. *EXAMPLE(S):* Recognize that objects can have different characteristics using the senses. Although apples and tennis balls are similar in size and shape, they smell and feel different.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
K.2.1	Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do.
K.2.2	Describe how babies, or young, are similar to their parents.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
K.3.1	Describe objects in terms of the materials that make up the objects. *EXAMPLE(S)*: Describe the materials found in a pencil.
K.3.2	Describe the changes in matter caused by changes in temperature.
K.3.3	Recognize and demonstrate that things that are close to the ground fall unless something holds them up.
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped planet Earth over time.	
K.4.1	Discuss the importance of water. *EXAMPLE(S)*: Tell that organisms need water to live and to remain healthy.
K.4.2	Observe and describe objects seen in the sky during the day and during the night.
K.4.3	Observe and record natural cycles and give examples using activities from one's own life. *EXAMPLE(S)*: day/night, wake/sleep, sunrise/sunset, rainy/dry season, weather changes
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
K.5.1	Identify tools found around the home and recognize that tools make it easier to do certain jobs. *EXAMPLE(S)*: Construct simple tools, such as paper clocks.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
1.1.1	Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.
1.1.2	Suggest what may happen in an experiment. *EXAMPLE(S)*: Observe common objects, such as a piece of chalk, a nail, a pencil, and a Styrofoam cup, and predict which will sink/float in container of water.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
1.2.1	Recognize that stories that give human attributes to plants and animals are not real.
1.2.2	Observe and describe that there can be differences, such as size or markings, between the individuals within one kind of plant or animal group.
1.2.3	Observe and explain that animals eat plants or other animals for food.
1.2.4	Recognize the needs of living things, such as a source of energy, water, and air. *EXAMPLE(S)*: List what animals or plants need to survive.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
1.3.1	Define matter and give examples.
1.3.2	Define some basic properties of matter, such as color, mass, and size, as well as the states of matter. *EXAMPLE(S)*: Matter can change from one form to another; for example, water can change from liquid to solid.
1.3.3	Explore and describe how things move in different ways. *EXAMPLE(S)*: merry-go-rounds go round and round, swings goes back and forth
1.3.4	Demonstrate repellent and attractive forces. *EXAMPLE(S)*: Explore magnets and their poles.
1.3.5	Identify basic types of energy. *EXAMPLE(S)*: heat energy from a burning candle

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
1.4.1	Tell or illustrate how volcanoes and earthquakes change the shape of the Earth.
1.4.2	Investigate by observing and also measuring that the Sun warms the land, air, and water.
1.4.3	Recognize some of the different types of clouds.
1.4.4	Demonstrate an understanding that the Earth is a sphere and revolves around the Sun.
1.4.5	Recognize a model of the solar system, comprising the Sun and eight planets revolving around it, each in its own orbit.
1.4.6	Identify telescopes as technology that makes it possible to observe the motions of the Sun, planets, moons, and stars.
1.4.7	Demonstrate that gravity is the force that one object exerts on another.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
1.5.1	Tell why people create and use tools and associate common tools found in the home with their purposes. *Example*: Thermometers can tell the temperature outside.
1.5.2	Collect, record, and organize data using simple tools, equipment, and techniques safely. *EXAMPLE(S)*: Use a simple balance to determine which objects are heavier than others.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
2.1.1	Participate in different types of guided scientific investigations, such as observing objects and events, to collect data.
2.1.2	Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.
2.1.3	Develop predictions based on observations.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
2.2.1	Observe and identify external features of plants and animals and describe how these features help them live in different environments.
2.2.2	Observe and describe how animals may use plants, or even other animals, for shelter and nesting.
2.2.3	Observe and explain that plants and animals both need to take in water, animals need to take in food, and plants need light. *EXAMPLE(S)*: Set up a classroom terrarium.
2.2.4	Recognize and explain that living things are found almost everywhere in the world and that there are different living things in different environments.
2.2.5	Recognize and explain that materials in nature, such as grass, twigs, sticks, and leaves, can be recycled and reused, sometimes in different forms. *EXAMPLE(S)*: birds' nests
2.2.6	Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.
2.2.7	Recognize and discuss that people are more like one another than they are like other animals.
2.2.8	Give examples of different roles people have in families and communities.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
2.3.1	Investigate to determine what things can be done to materials to change some of their properties. *EXAMPLE(S)*: freezing, mixing, cutting, heating, wetting
2.3.2	Investigate and observe that the way to change how something is moving is to give it a push or a pull.
2.3.3	Demonstrate and observe that magnets can be used to make some things move without being touched.
2.3.4	Demonstrate how simple machines work.
2.3.5	Discuss how people use electricity to cook their food and cool their houses.
2.3.6	Investigate, compare, and describe weather changes over a period of time. *EXAMPLE(S)*: Chart the rainfall during the rainy season compared to the dry season.
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
2.4.1	Recognize that Earth pulls objects without touching them.
2.4.2	Realize that an environment is affected by the activities of the Earth's inhabitants.
2.4.3	Recognize that the Sun provides the Earth with light and heat.
2.4.4	Investigate, observe, and describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller
2.4.5	Demonstrate an understanding that the Sun rises in the east and sets in the west.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
2.5.1	Use tools to investigate, observe, measure, design, and build things. *EXAMPLE(S)*: Using everyday household items, make a tool to help in a garden.
2.5.2	Recognize and describe ways that some materials, such as paper, cans, and plastic jugs, can be used over again.
2.5.3	Describe changes that have occurred in society as a result of new technologies.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
3.1.1	Generate a question that can be answered by science and develop a hypothesis based on observations.
3.1.2	Answer questions by safely collecting and analyzing data.
3.1.3	Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
3.2.1	Demonstrate that living things can be sorted into groups in many ways using various features. *EXAMPLE(S)*: Group plants and animals of Guam according to various features, such as how they look, where they live, and how they act.
3.2.2	Observe that and describe how offspring are very much, but not exactly, like their parents and like one another.
3.2.3	Describe that almost all kinds of animals' food can be traced back to plants.
3.2.4	Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today. *EXAMPLE(S)*: Describe how some of our local birds were endangered when the brown tree snake was accidentally introduced onto Guam.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
3.3.1	Use size, capacity, and mass to describe objects. • Matter: anything that has mass and takes up space • Mass: a measure of how much matter is in an object
3.3.2	Illustrate how objects change during an investigation.
3.3.3	Investigate and describe how moving air and water can be used to run machines, like windmills and waterwheels.
3.3.4	Describe how magnets and static electricity can affect the movement of objects.
3.3.5	Describe the characteristics of different kinds of energy.

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
3.4.1	Give examples of how change is a repeated process occurring on Earth.
3.4.2	Identify some ways that human activities affect weather.
3.4.3	Describe ways that human beings protect themselves from adverse weather conditions. *EXAMPLE(S)*: How do people on Guam prepare for a typhoon?
3.4.4	Use pictures and words to describe natural phenomena.
3.4.5	Observe and illustrate the different features of our island. *EXAMPLE(S)*: a model of our island's topography showing the high and low points
3.4.6	Observe and describe the Moon phases. *EXAMPLE(S)*: Use models to demonstrate the movement of the Moon around the Earth and the Earth around the Sun.
3.4.7	Observe and describe the motion of the Sun and Moon over a time span of 1 day.
3.4.8	Describe the Earth's relationship to the Moon, stars, and other planets. *EXAMPLE(S)*: Build a model of the solar system.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
3.5.1	Describe some ways in which technological developments in fields such as transportation or communication have influenced society. *EXAMPLE(S)*: Discuss how inventions, such as cars, computers, and electric motors, have affected the way we live.
3.5.2	Describe how discarded products contribute to the problem of waste disposal and how recycling can help solve this problem.
3.5.3	Recognize that the decision to use a particular technology depends on the expected benefits, anticipated risks, and cultural values. *EXAMPLE(S)*: Compare and contrast the proa (outrigger canoe) to the fishing boats of today.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
4.1.1	Observe that results of repeated scientific investigations are seldom exactly the same. When differences occur, propose an explanation for them using recorded information from the investigations.
4.1.2	Form and support a hypothesis after collecting information by gathering specimens or observing an experiment.
4.1.3	Differentiate between evidence gathered through observations and inferences, and use the evidence to develop a line of reasoning.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
4.2.1	Observe and describe how a source of energy is needed for all organisms to stay alive and grow.
4.2.2	
4.2.3	Observe and describe how organisms depend on each other to survive, such as providing food for one another or assisting with seed dispersal.
4.2.4	Observe and describe how a source of energy is needed for all organisms to stay alive and grow.
4.2.5	Observe and explain why most plants produce more seeds than the number that actually grow into new plants.
4.2.6	Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones. *EXAMPLE(S)*: Draw and explain the life cycles of plants, animals, and human beings.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
4.3.1	Demonstrate that the mass of a whole object is always the same as the sum of the masses of its parts. • Mass: a measure of how much matter is in an object
4.3. 2	Investigate, observe, and explain that heat is produced when one object rubs against another, such as one's hands rubbing together.
4.3. 3	Describe motion in reference to space and time. *EXAMPLE(S)*: Measure and graph motions of objects (e.g., ball, toy car) with reference to time.
4.3. 4	Investigate, observe, and explain that things that give off light often also give off heat. • Heat: a form of energy characterized by random motion at the molecular level.
4.3.5	Observe and describe the things that give off heat, such as people, animals, and the Sun.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
4.3.6	Explain that energy in fossil fuels comes from plants that grew long ago. • Fossil fuel: a fuel, such as natural gas or coal, that was formed a long time ago from decayed plants and animals`
4.3.7	Describe how using one form of energy produces another form of energy. *EXAMPLE(S)*: gasoline fuels motors to produce motion, heat boils water to produce steam, solar light is captured to produce electricity
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
4.4.1	Describe how the location of a place affects its weather and atmospheric conditions. *EXAMPLE(S)*: How does Guam's location affect its weather and atmospheric conditions?
4.4.2	Describe how an environment can be changed by typhoons, earthquakes, volcanoes, waves, currents, and floods. *EXAMPLE(S)*: Illustrate how Guam's environment has been shaped and changed by earthquakes, volcanoes, typhoons, waves, currents, and floods.
4.4.3	Describe how islands and reefs are formed and what forces could change them.
4.4.4	Investigate and explain that air is a substance that surrounds us that takes up space and whose movements we feel as wind.
4.4.5	Predict how changes on the Earth's surface will affect local and world ecosystems.
4.4.6	List and define geological concepts in the formation of rocks. *EXAMPLE(S)*: igneous, conglomerates, sedimentary
4.4.7	Describe, compare, and contrast objects in the universe. *EXAMPLE(S)*: solar systems, galaxies, stars
4.4.8	Describe the seasonal changes that occur as a result of the Earth's orbit around the Sun. *EXAMPLE(S)*: Compare and contrast Guam's two seasons: wet and dry.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
4.5.1	Describe how the use of technology has changed the way people live on Guam and around the world.
4.5.2	Explain why some products and materials are easier to recycle than others.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
5.1.1	Using evidence gathered from investigations, make and defend conclusions.
5.1.2	Identify variables in scientific investigations and recognize the importance of controlling variables in scientific explorations. *EXAMPLE(S)*: Describe how altering the conditions of an investigation can result in faulty comparisons of results.
5.1.3	Use models to represent and study objects, events, or processes in the real world.
5.1.4	Explain how scientific work is varied and engages men, women, and children of all ages and backgrounds.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
5.2.1	Explain that for offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next.
5.2.2	Describe how some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.
5.2.3	Explain that although some organisms are made of a collection of similar cells, some organisms' cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organisms.
5.2.4	Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all and how changes in those environments can sometimes be beneficial or harmful.
5.2.5	Explain that most microorganisms do not cause disease and how many serve beneficial purposes.
5.2.6	Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.
5.2.7	Explain that living things, such as plants and animals, differ in their characteristics and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.
5.2.8	Explain that, like other animals, human beings have body systems.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PERFORMANCE INDICATORS	
5.3.1	Investigate that when liquid water disappears, it has turned into a gas that is mixed into the air and can reappear as a liquid if cooled or as a solid if cooled below its freezing point.
5.3.2	Explain how changes in speed or direction of motion of an object are caused by forces; also, understand that the greater the force, the greater the change in motion, and the more massive an object, the less effect a given force will have on it.
5.3.3	Demonstrate the use of energy to get work done.
5.3.4	Compare and contrast renewable and non-renewable sources of energy.

5.3.5	Explain that energy can be transformed. *EXAMPLE(S)*: mechanical, chemical, electrical, nuclear
5.3.6	Explain that objects move at different rates, with some moving very slowly and some moving too quickly to be observed.
5.3.7	Investigate and explain that when warm objects are put with cool objects, the warm objects lose heat and the cool objects gain heat until they are all at the same temperature.
5.3.8	Investigate materials as heat conductors. • Conductor: a material capable of transmitting energy, such as heat or electricity
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
5.4.1	Using existing theories, explain how the Earth has been shaped and changed over time. *EXAMPLE(S)*: Construct a model of an island from sand and describe how the model can be changed, reshaped, or destroyed by moving wind, water, or other forces.
5.4.2	Explain the relationship between oceans, weather, and climate and how changes in these affect the Earth.
5.4.3	Demonstrate and explain the use of stratification of rocks as a record of change.
5.4.4	Observe and describe that stars come in different sizes, brightness, and colors.
5.4.5	Build a model of the solar system showing the eight planets and their relative position and size in relation to the Sun.
5.4.6	Demonstrate that Earth's gravity pulls any object toward it without touching it.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
5.5.1	Give examples of how technology extends the ability of people to make positive and/or negative changes in the world.
5.5.2	Describe how a solution to one problem may create other problems. *EXAMPLE(S)*: Use of commercial fertilizers can harm water lenses on islands.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
6.1.1	Give examples of different ways scientists investigate natural phenomena and identify the processes scientists use, such as collection of relevant evidence, logical reasoning, and the application of imagination in devising hypotheses and explanations, in order to make sense of the evidence using physical science concepts.
6.1.2	Formulate a testable hypothesis that can be answered through a controlled experiment.
6.1.3	Use appropriate tools, equipment, and techniques safely to collect, display, and analyze data. *EXAMPLE(S)*: Read analog and digital instruments to measure length, volume, mass, elapsed time, rates, and temperature; choose appropriate units for reporting data in physical science investigations.
6.1.4	Demonstrate persistence and perseverance while conducting investigations in physical science. *EXAMPLE(S)*: Analyze and interpret a given set of findings in physical science, demonstrating that there may be more than one good way to do so.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
6.2.1	Describe how the physical world impacts living things found within habitats.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
6.3.1	Describe matter, its properties, and some of the properties of matter in motion.
6.3.2	Investigate the properties of materials and relate those to products, structures, and substances useful in their lives.
6.3.3	Investigate that an unbalanced force acting on an object changes its speed or path of motion or both; also, know that if the force always acts toward the same center as the object moves, the object's path may curve into an orbit around the center.
6.3.4	Explain that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.
6.3.5	Demonstrate that vibrations in materials set up wavelike disturbances, such as sound and earthquake waves, that spread away from the source.
6.3.6	Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound and, although energy cannot be created or destroyed, it can change form.
6.3.7	Describe how heat can be transferred.
6.3.8	Describe that light waves, sound waves, and other waves move at different speeds in different materials.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
6.3.9	Describe the apparent color of objects as a result of reflection and absorption of different colors of light.
6.3.10	Describe how electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy, such as light and heat.
6.3.11	Recognize and explain that different ways of obtaining, transforming, and distributing energy have different environmental consequences.
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
NONE	
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
6.5.1	Use the necessary and appropriate tools to design and safely carry out experiments in physical science.
6.5.2	Explain the advantages and disadvantages of technology involving the physical world, showing that it does not always provide successful solutions for problems or fulfill every human need. *EXAMPLE(S)*: communication, wind power
6.5.3	Explain how the needs of communities have influenced the development and use of technologies.
6.5.4	Create simple tools that help us understand physical science concepts. *EXAMPLE(S)*: seismograph, telescope, anemometers

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
7.1.1	Design and safely conduct a scientific investigation to answer a question or test a hypothesis related to life science concepts that includes controls, replication, and setting proper standards.
7.1.2	Analyze and interpret a given set of findings through life science investigations and explain the need to revise conclusions and explanations based on new scientific evidence.
7.1.3	Demonstrate persistence and perseverance while conducting investigations related to life science.
7.1.4	Identify reliable print and electronic media sources and explain the importance of using reliable sources of information for scientific explanations and evidence. *EXAMPLE(S)*: See and criticize the faulty reasoning that mingles fact and fiction related to beliefs in life science.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
7.2.1	Explain that all living things are composed of microscopic cells whose mass is composed mainly of water, which gives cells many of their properties.
7.2.2	Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.
7.2.3	Distinguish between plant and animal cells, such as the presence of chlorophyll and cell walls in plant cells and their absence in animal cells.
7.2.4	Explain that cells continually divide to make more cells for growth and repair and that various organs and tissues function to serve the needs of cells for food, air, and waste removal.
7.2.5	Give examples and describe organisms that cannot be neatly classified as either plants or animals, such as fungi and bacteria.
7.2.6	Explain that similarities among organisms are found in external and internal anatomical features; understand that these similarities are used to classify organisms, since they may be used to infer the degree of relatedness among organisms.
7.2.7	Describe how plants use the energy from light to make sugars from carbon dioxide and water to produce food that can be used immediately or stored for later use; describe how organisms that eat plants break down the plant structures to produce the materials and energy that they need to survive and, in turn, how they are consumed by other organisms.
7.2.8	Describe the human body systems for obtaining and providing energy, defense, and reproduction, and coordinating body functions.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
7.2.9	Describe both sexual and asexual reproduction in selected organisms. *EXAMPLE(S)*: Explain how, in sexual reproduction, a single specialized cell from a female merges with a single specialized cell from a male and this fertilized egg carries genetic information from each parent and multiplies to form the complete organism.
7.2.10	Differentiate between inherited traits, such as hair color or flower color, and acquired skills, such as manners.
7.2.11	Recognize and describe how new varieties of cultivated plants, such as bougainvillea, mangoes, and watermelons, and domestic animals, such as dogs and chicken, have resulted from selective breeding for particular traits.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
NONE	
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
NONE	
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
7.5.1	Use the necessary tools to design and safely carry out life science experiments.
7.5.2	Explain the advantages and disadvantages of technology, showing that it does not always provide successful solutions for problems or fulfill every human need.
7.5.3	Create simple technologies to learn about life science concepts.. *EXAMPLE(S)*: magnifiers, simple microscopes
7.5.4	Describe significant relationships between society, science, and technology and how each one impacts the others.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
PERFORMANCE INDICATORS	
8.1.1	Identify the links between evidence and conclusions in investigations related to earth science.
8.1.2	Design and safely execute valid experiments in earth science and identify the significant components of the design and results of those experiments.
8.1.3	Organize earth and space science information in tables and graphs and identify relationships these representations reveal. Use tables and graphs as examples for explanations when writing essays or writing about lab work, fieldwork, etc.
8.1.4	Inspect, disassemble, and reassemble simple mechanical devices used in earth science investigations and describe the functions of the various parts in order to better understand how these instruments can provide scientific information.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
8.2.1	Describe how weather impacts living things found in ecosystems.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
NONE	
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped planet Earth over time.	
8.4.1	Understand and describe spheres of the Earth. *EXAMPLE(S)*: Describe that the surface of the Earth is mostly rock, that three-fourths of its surface is covered by a relatively thin layer of water, and that the entire planet is surrounded by a relatively thin blanket of air.
8.4.2	Identify minerals by observing different properties, such as hardness, color, texture, and luster, and give examples of how minerals are used.
8.4.3	Diagram the rock cycle and explain the interdependence of the various stages of the rock cycle (e.g., how rocks change and are formed as they move through the rock cycle, weathering and erosion); also, describe how the characteristics of rocks are indicative of how they were formed (e.g., intrusive [large crystals, magma], clastic [pieces of rock], foliated [banded rock by heat and pressure]).
8.4.4	Explain how the study of many layers of sedimentary rock can confirm the long history of the changing surface of the Earth and the changing life forms, some of whose remains are found in successive layers, although the youngest layers are not always found on top because of folding, breaking, and uplifting of layers.

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
8.4.5	Explain how temperature differences within the Earth cause structural differences and changes within the Earth and on its surface. *EXAMPLE(S):* layers of the Earth, plate tectonics, convection currents
8.4.6	Explain how Earth's resources, such as land, water, and ores, are limited in supply and distribution and how these resources can be depleted or polluted, making them unavailable or unsuitable for life.
8.4.7	Explain the effect that sunlight hitting the Earth has upon the transfer of energy upon the spheres of the Earth. *EXAMPLE(S):* motion of water, water cycle, global warming, weather and climate
8.4.8	Use models or drawings to explain Earth's tilt and movements (rotation and revolution) around the Sun; also, explain how the Earth's position and movement can influence the different seasons, tides, weather patterns, temperature of regions on Earth, and phases of the Moon and eclipses (both solar and lunar).
8.4.9	Use models and diagrams to explain how distance affects gravitational pull between objects in space and how this distance affects the time it takes for light to travel to Earth.
8.4.10	Using the Hertzsprung Russel (HR) Diagram, explain the color, temperature, and brightness of stars; also, explain how these characteristics are indicative of a star's stage in its life cycle.
8.4.11	Compare and contrast the different understandings of how the solar system and the universe began.
8.4.12	Describe the effect that tectronics have had on the evolution of life on Earth and the resulting geographical distribution of plants and animals**.**
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
8.5.1	Safely use the necessary tools to design and carry out experiments in earth science.
8.5.2	Explain the advantages and disadvantages of technology involving space and earth science, showing that it does not always provide successful solutions for problems or fulfill every human need. *EXAMPLE(S)*: communication, wind power
8.5.3	Describe the contributions of technology to developing understanding about the Earth and space and create simple technologies that help us learn about space and earth science. *EXAMPLE(S)*: seismograph, telescope, anemometers.
8.5.4	Describe how scale and mathematical models can be used to support and explain scientific data.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
PS.1.1	Describe how a testable hypothesis may need to be revised to guide scientific explorations
PS.1.2	Design and safely execute valid experiments in physical science, including appropriate use of tools, controls, replication, and setting proper standards.
PS.1.3	Defend and support both their own and published conclusions and explanations based on evidence from data and scientific knowledge. *EXAMPLE(S)*: Identify and criticize arguments about the physical sciences based on faulty, incomplete, or misleading use of data.
PS.1.4	Be curious, honest, open, and skeptical and value these attributes in others while engaged in physical science activities.
PS.1.5	Demonstrate by actions in the school community caring and respect for the environment and the physical world.
PS.1.6	Describe the importance of ethics and integrity in scientific investigation.
PS.1.7	Explain how scientific explanations must meet established criteria to be considered valid.
PS.1.8	Determine connections between hypothesis, scientific evidence, and conclusions.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
NONE	
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PS 3.1	Recognize that elements of matter have distinct properties and a distinct atomic structure; also, know that all forms of matter are composed of one or more of the elements.
PS.3.2	Describe the structure of the atom and how compounds are formed by combining two or more different elements resulting in properties that are different from their constituent elements.
PS.3.3	Recognize that atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
PS.3.4	Describe that the states of matter (solid, liquid, gas) depend on molecular motion.
PS.3.5	Demonstrate how to use the periodic table to identify elements in simple compounds.
PS 3.6	Explain that the position of an object is defined in relation to some choice of a standard reference point and a set of reference directions.
PS.3.7	Identify that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
PS.3.8	Solve problems involving distance, time, and average speed using the equation $d = rt$.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
PS.3.9	Identify that the velocity of an object must be described by specifying both the direction and the speed of the object; also, describe that changes in velocity may be due to changes in speed, direction, or both.
PS.3.10	Interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.
PS.3.11	Identify that a force has both direction and magnitude and that when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
PS 3.12	Determine that when the forces on an object are balanced, the velocity of the object does not change.
PS.3.13	Determine that if the forces on an object are unbalanced, the object will change its velocity, that is, it will speed up, slow down, or change direction.
PS.3.14	Identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
PS.3.15	Recall that the greater the mass of an object, the more force is needed to achieve the same acceleration or rate of change in motion.
PS.3.16	Recall that chemical reactions are processes in which atoms are rearranged into different combinations of molecules and that atoms and molecules interact to form products with different chemical properties.
PS.3.17	Explain how the law of conservation of matter applies to chemical reactions.
PS.3.18	Given a molecular formula, such as NaCl, determine whether that solution is acidic, basic, or neutral and identify its position on the pH scale.
PS.3.19	Recognize that the organization of the periodic table is based on the properties of the elements and reflects the structure of atoms; also, identify regions corresponding to metals, nonmetals, and inert gases on the periodic table.
PS.3.20	Determine that each element has a specific number of protons in the nucleus (the atomic number), and each isotope of the element has a different but specific number of neutrons in the nucleus.
PS.3.21	Recognize that substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
PS.3.22	Recognize that all objects experience a buoyant force when immersed in a fluid.
PS.3.23	Recognize that density is mass per unit volume and calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
PS.3.24	Determine that the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced and predict whether an object will float or sink.

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
PS.4.1	Describe key structures and composition of the universe learned from studying stars and galaxies and their evolution. *EXAMPLE(S):* planets, stars, solar systems, galaxies
PS.4.2	Demonstrate how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
PS.4.3	Determine the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.
PS.4.4	Recognize forces, such as gravity, in forming and maintaining the shapes of planets, stars, and the solar system.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
PS.5.1	Use computers to produce tables and graphs for physical science information, make spreadsheet calculations, and prepare reports of investigations and findings.
PS.5.2	Gather information to make informed judgments about technological development and change in areas related to physical science and communicate opinions in an appropriate manner.
PS.5.3	Compare the risks and benefits of potential technological solutions to issues in science.
PS.5.4	Explain how scientific advancements and emerging technologies in physical science have influenced society.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
BI.1.1	Describe how a testable hypothesis may need to be revised to guide scientific explorations in the biological sciences.
BI.1.2	Design and safely execute valid experiments in life science, including appropriate use of tools, controls, replication, and setting proper standards.
BI.1.3	Defend and support conclusions and explanations based on evidence from data and scientific knowledge. *EXAMPLE(S)*: Identify and criticize arguments about the physical sciences based on faulty, incomplete, or misleading use of data.
BI.1.4	Communicate the components and results of life science explorations using appropriate techniques.
BI.1.5	Be curious, honest, open, and skeptical and value these attributes in others while engaged in life science activities.
BI. 1.6	Demonstrate by actions in the school community caring and respect for the environment and living organisms.
BI.1.7	Describe the importance of ethics and integrity in scientific investigation.
BI.1.8	Explain how scientific explanations must meet established criteria to be considered valid.
BI.1.9	Determine connections between hypothesis, scientific evidence, and conclusions.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
BI.2.1	Describe cycles within ecosystems, such as the water cycle or the nitrogen cycle.
BI.2.2	Explain the chemical reactions that occur in photosynthesis and cellular respiration that result in the cycling of energy.
BI.2.3	Identify and describe specialized cellular parts for the transport of materials, energy capture and release, protein building, waste disposal, information feedback, and movement. In addition to these basic cellular functions, understand that cells in multicellular organisms perform specialized functions.
BI.2.4	Describe the flow of matter, nutrients, and energy within ecosystems.
BI.2.5	Explain dynamic equilibrium in organisms, populations, and ecosystems; explain the effect of equilibrium shifts.
BI.2.6	Describe that through biogenesis all organisms begin their life cycle as a single cell and that in multicellular organisms, successive generations of embryonic cells form by cell division.
BI.2.7	Explain that cells are specialized into different tissues and organs.
BI.2.8	Differentiate between the processes of mitosis and meiosis.
BI.2.9	Describe how homeostatic balance occurs in cells and organisms.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
BI.2.10	Explain how higher levels of organization result from complex interactions of smaller units that require a constant input of energy and matter. *EXAMPLE(S):* cells, tissues, organs
BI.2.11	Describe the components and functions of a variety of macromolecules active in biological systems.
BI.2.12	Explain the organization of life on Earth using the modern classification system.
BI.2.13	Explain the theory of evolution and describe evidence that supports this theory.
BI.2.14	Explain the theory of natural selection.
BI.2.15	Describe the structural properties of DNA and the role of DNA in heredity and protein synthesis.
BI.2.16	Explain how Mendel's laws of heredity can be used to determine the traits of possible offspring.
BI.2.17	Explain chromosomal mutations, their possible causes, and their effects on organisms.
BI.2.18	Explain how the actions of genes, patterns of inheritance, and the reproduction of cells and organisms account for the continuity of life. Give examples of how inherited characteristics can be observed at the molecular level and expressed in structure, chemistry, or behavior.
BI.2.19	Explain that similarities between organisms or species can be estimated from their DNA sequences, which often closely match their classification based on anatomical similarities; also, know that amino acid sequences provide clues to their similarities.
BI.2.20	Trace the relationship between environmental changes and changes in the gene pool, such as genetic drift and isolation of subpopulations.
BI.2.21	Realize and explain that, at times, environmental conditions are such that plants and marine organisms grow faster than decomposers can recycle them back to the environment; understand that layers of energy-rich organic material thus laid down have been gradually turned into great coal beds and oil pools by the pressure of the overlying earth; and understand that by burning these fossil fuels, people are passing most of the stored energy back into the environment as heat and releasing large amounts of carbon dioxide.
BI.2.22	Understand and describe how organisms are influenced by a particular combination of living and nonliving components of the environment.
BI.2.23	Explain, with examples, that ecology studies the varieties and interactions of living things across space, while evolution studies the varieties and interactions of living things across time.
BI.2.24	Locate on a map, identify by characteristics, and explain the role of the major Earth biomes and discuss how the abiotic and biotic factors interact within these ecosystems; also, explain how abiotic and biotic processes are different within each of these ecosystems.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
BI.2.25	Illustrate the flow of energy through various trophic levels of food chains and food webs within an ecosystem; describe how each link in a food web stores some energy in newly made structures and how much energy (~90%) is "lost" to the environment; and understand that a continual input of energy from sunlight is needed to keep the process going.
BI.2.26	Explain that the amount of life any environment can support is limited by the available energy, water, oxygen, and minerals, and by the ability of ecosystems to recycle the residue of dead organic materials; recognize, therefore, that human activities and technology can change the flow and reduce the fertility of the land.
BI.2.27	Understand and explain the significance of the introduction of species, such as the brown tree snake and other invasive species into Guam's ecosystem, and describe the consequent harm to native species and the environment in general.
BI.2.28	Describe how ecosystems can be reasonably stable over hundreds or thousands of years; also, understand that if a disaster, such as flood or fire, occurs the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one.
BI.2.29	Understand and explain that, like many complex systems, ecosystems tend to have cyclic fluctuations around a state of rough equilibrium; however, also understand that ecosystems can always change with climate changes or when one or more new species appear.
BI.2.30	Recognize and describe how human beings are part of Earth's ecosystems and that human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems.
BI.2.31	Understand and describe how organisms are influenced by a particular combination of living and nonliving components of the environment.
BI.2.32	Recognize and describe how the physical or chemical environment may influence the rate, extent, and nature of the way organisms develop within ecosystems.
BI.2.33	Recognize and describe how a great diversity of species increases the chance that the system will survive, even with the loss of some species resulting from large changes.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
NONE	
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
BI.4.1	Demonstrate an understanding of the effects that tectonics have had on the evolution of life on Earth, the geographical distribution of plants and animals, and changes in climate.
BI.4.2	Describe the uses of ocean wave patterns, tides, seasons, and lunar phases by Pacific Islanders for such activities as farming and navigation.

Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
BI.5.1	Use computers to produce tables and graphs for physical science information, make spreadsheet calculations, and prepare reports of investigations in biology.
BI.5.2	Gather information to make informed judgments about technological development and change in areas related to life science and communicate opinions in an appropriate manner.
BI.5.3	Compare the risks and benefits of potential solutions to technological issues in the life sciences with specific potential solutions.
BI.5.4	Explain how scientific advancements and emerging technologies in biological sciences have influenced society.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
CH.1.1	Design and execute valid experiments in chemistry, including controls, replication, and setting proper standards.
CH.1.2	Insist that assumptions under any line of reasoning in chemistry investigations be clarified so that accuracy of the assertion can be judged.
CH.1.3	Suggest alternative explanations for a data set and criticize arguments that fail to present alternative explanations or that present data, explanations, or conclusions as the only possibilities
CH 1.4	Identify and criticize arguments regarding chemistry concepts based on faulty, incomplete, or misleading use of data.
CH.1.5	Communicate investigations regarding chemistry activities results orally and in journals, charts, graphs, or drawings.
CH. 1.6	Be curious, honest, open, and skeptical and value these attributes in others.
CH. 1.7	Use computers to produce tables and graphs, make spreadsheet calculations, and prepare reports of investigations related to chemistry.
CH.1.8	Use critical thinking skills in chemistry class to make informed choices on personal, family, community, state, regional, and global issues.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
CH.2.1	Know and explain how the bonding characteristics of carbon result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
CH.2.2	Understand and explain how large molecules (i.e., polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
CH.2.3	Understand and explain the system for naming the simplest linear hydrocarbons and isomers that contain single, double, and triple bonds, and simple molecules that contain a benzene ring.
CH.2.4	Identify and explain the uses of functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids in organic compounds.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
CH.3.1	Understand and explain that atoms have a positive nucleus surrounded by negative electrons of much smaller mass, some of which may be lost, gained, or shared when interacting with other atoms.
CH.3.2	Explain how a neutral atom's atomic number and mass number can be used to determine the number of protons, neutrons, and electrons that make up an atom.
CH.3.3	Understand and give examples to show that isotopes of the same element have the same numbers of protons and electrons but differ in the numbers of neutrons.

Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
CH.3.4	Know and explain that physical properties can be used to differentiate among pure substances, solutions, and heterogeneous mixtures.
CH.3.5	Distinguish among chemical and physical changes in matter by identifying characteristics of these changes.
CH.3.6	Understand and explain how an atom can acquire an unbalanced electrical charge by gaining or losing electrons.
CH.3.7	Identify the substances gaining and losing electrons in simple oxidation-reduction reactions.
CH.3.8	Know and explain that the nucleus of a radioactive isotope is unstable and may spontaneously decay, emitting particles and electromagnetic radiation.
CH.3.9	Show how the predictability of the nuclei decay rate allows radioactivity to be used for estimating the age of materials that contain radioactive substances.
CH.3.10	Understand that the periodic table is a listing of elements arranged by increasing atomic number, and use it to predict whether a selected atom would gain, lose, or share electrons as it interacts with other selected atoms.
CH.3.11	Understand and give examples to show that an enormous variety of biological, chemical, and physical phenomena can be explained by changes in the arrangement and motion of atoms and molecules.
CH.3.12	Realize and explain that because mass is conserved in chemical reactions, balanced chemical equations must be used to show that atoms are conserved.
CH.3.13	Explain that the rate of reactions among atoms and molecules depends on how often they encounter one another, which is in turn affected by the concentrations, pressures, and temperatures of the reacting materials.
CH.3.14	Understand and explain that catalysts are highly effective in encouraging the interaction of other atoms and molecules.
CH.3.15	Know and describe the classes and properties of compounds (acids, bases, salts) that form ions in water solutions through dissociation.
CH.3.16	Know how to use the pH scale to characterize acid and base solutions and to calculate pH from the hydrogen-ion concentration; also, know and explain how buffers stabilize pH in acid-base reactions.
CH.3.17	Understand and explain that whenever the amount of energy in one place or form diminishes, the amount in other places or forms increases by the same amount.
CH.3.18	Explain that heat energy in a material consists of the disordered motions of its atoms or molecules.
CH.3.19	Know and explain that transformations of energy usually transform some energy into the form of heat, which dissipates by radiation or conduction into cooler surroundings.
CH.3.20	Recognize and describe the heat transfer associated with a chemical reaction or a phase change as either exothermic or endothermic and understand the significance of the distinction.
CH.3.21	Understand and explain that the energy released whenever heavy nuclei split or light nuclei combine is roughly a million times greater than the energy absorbed or released in a chemical reaction.
CH.3.22	Realize and explain that the energy in a system is the sum of both potential energy and kinetic energy.

Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
CH.4.1	Recognize and explain that naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
CH.4.2	Identify the three most common forms of radioactive decay (alpha, beta, and gamma) and explain how the nucleus changes in each type of decay.
CH.4.3	Know and explain that alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
CH.4.4	Calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.
CH.4.5	Know and explain that protons and neutrons have substructures and consist of particles called quarks.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
CH.5.1	Use computers to produce tables and graphs for physical science information, make spreadsheet calculations, and prepare reports of investigations in chemistry.
CH.5.2	Gather information to make informed judgments about technological development and change in areas related to chemistry and communicate opinions in an appropriate manner.
CH.5.3	Compare the risks and benefits of potential solutions to technological issues related to chemistry.
CH.5.4	Explain how scientific advancements and emerging technologies in chemistry have influenced society.

Standard 1: Science As Inquiry Students use scientific inquiry and develop the ability to think and act in ways associated with inquiry.	
AP 1.1	Design and execute valid experiments using anatomy and physiology concepts, including controls, replication, and setting proper standards.
AP .1.2	Suggest alternative explanations for a data set and criticize arguments that fail to present alternative explanations or that present data, explanations, or conclusions as the only possibilities.
AP.1.3	Communicate results of investigations orally and in logs, journals, charts, graphs, or drawings.
AP 1.4	Be curious, honest, open, and skeptical and value these attributes in others while engaged in class discussions and activities about anatomy.
AP.1.5	Demonstrate by actions in the community caring and respect for the environment, human beings, and all living things.
AP 1.6	In anatomy and physiology, use computers for producing tables and graphs, making spreadsheet calculations, and preparing reports of investigations.
AP 1.7	In the context of anatomy and physiology, use critical thinking skills to make informed choices on personal, family, community, state, regional, and global issues.
AP.1.8	Be curious, honest, open, and skeptical and value these attributes in others while engaged in class discussions and activities about anatomy.
Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.1	Compare and contrast the different ways in which substances cross the plasma membrane, including diffusion and osmosis, facilitated diffusion, active transport, endocytosis, and exocytosis.
AP.2.2	Describe the importance of proteins in cell function and structure; also, give specific examples of proteins and their functions and describe how proteins are synthesized.
AP.2.3	Describe the general structure of an epithelium, including the basement membrane; describe the types and locations of epithelia; describe endocrine and exocrine glands and their development from glandular epithelium; and compare and contrast epithelial and synovial membranes.
AP.2.4	Compare and contrast the structure, function, and location of cells that make up the various types of muscle, nerve, and connective tissues.
AP.2.5	Discuss the important physiological functions of the skin; describe the structure of the skin, including the hypodermis, dermis, and the layers of the epidermis; and discuss the accessory structures of the skin, including hairs, nails, and glands.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.6	Explain the anatomical position and the terms that describe relative positions, body planes, and body regions; also, describe the body cavities, their membranes, and the organs within each cavity; the major organ systems; and their role in the functioning of the body.
AP.2.7	Distinguish bones according to shape and describe the major functions of bone; also, describe the structure of a typical long bone and indicate how each part functions in the physiology and growth of the bone.
AP.2.8	Compare and contrast the microscopic organization of compact (cortical) bone and spongy (trabecular) bone; also, describe the types of cell found in bone and their role in bone growth and control of bone mass.
AP.2.9	Distinguish the axial from the appendicular skeleton and name the major bones of each; also, locate and identify the bones and the major features of the bones that make up the skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle, and lower limb.
AP.2.10	Describe the major types of joints in terms of their mobility and the tissues that hold them together; describe the structures that make up a synovial joint; and describe synovial fluid and its properties.
AP.2.11	Compare and contrast the microscopic structure, organization, function, and molecular basis of contraction in skeletal, smooth, and cardiac muscle.
AP.2.12	Name the components of a skeletal muscle fiber and describe their functions; describe how the thin and thick filaments are organized in the sarcomere; and explain the molecular processes and biochemical mechanisms that provide energy for muscle contraction and relaxation.
AP.2.13	Describe a motor unit and its importance in controlling the force and velocity of muscle contraction; also, describe the neuromuscular junction and the neurotransmitter released at the neuromuscular junction.
AP.2.14	Identify the major muscles on a diagram of the body's musculature and describe the movements associated with each of them.
AP.2.15	Distinguish between isotonic and isometric contractions of skeletal muscle, cite examples of each, and discuss how muscle contraction is amplified by the use of lever systems.
AP.2.16	Explain what is meant by muscular hypertrophy and atrophy and the causes of these conditions.
AP.2.17	Discuss the three basic types of activity in the nervous system: (1) sensory; (2) integration, interpretation, information storage, decision making; and (3) motor function. Distinguish the structures of the various functional types of neurons, diagram the structure of a motor neuron, and explain the function of each component.
AP.2.18	Describe the different types of neuroglial cells; the function of oligodendrocytes and Schwann cells; the structure and function of the myelin sheath; and the role that Schwann cells play in regeneration of a severed nerve axon.
AP.2.19	Discuss mathematically the origin of the resting potential, referring to the intra- and extracellular concentrations of sodium and potassium ions, the permeability of the plasma membrane to these ions, and the intracellular concentration of negatively charged proteins.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.20	Explain the changes in membranes during the action potential and the relationship to the number of open channels for sodium and potassium ions.
AP.2.21	Explain the role of excitatory and inhibitory neurotransmitters in a synapse, explain why is it important to remove a neurotransmitter after it has been released, and describe two mechanisms for doing this.
AP.2.22	Recognize that the nervous system is divided into the peripheral nervous system and the central nervous system.
AP.2.23	Describe the cavities in which the brain and spinal cord are found, describe the meninges that cover the brain and spinal cord, and describe the ventricles in the brain and how they are interconnected.
AP.2.24	Describe the secretion, flow pathways, and absorption of cerebrospinal fluid, its locations, and its functions.
AP.2.25	Discuss the functions of the spinal cord; describe the five segments (regions) of the spinal cord; and explain its organization in terms of gray matter, white matter, and dorsal and ventral roots.
AP.2.26	Describe a dermatome and its clinical importance.
AP.2.27	Describe the various types of spinal reflex and discuss their importance with regards to posture and avoidance of painful stimuli.
AP.2.28	Discuss the components and broad function of the brain stem and the diencephalon; also, describe and give the functions of the various structures that make up the cerebrum, including the cerebral cortex and its anatomical divisions, the cerebral components of the basal ganglia, and the corpus callosum.
AP.2.29	Describe the functions and locations of the motor, sensory, and association areas of the cerebral cortex.
AP.2.30	Explain hemispheric dominance.
AP.2.31	Describe the structure and functions of the cerebellum and its nuclei regarding postural control, smooth coordination of movements, and motor learning.
AP.2.32	Describe the major characteristics of the autonomic nervous system and contrast its efferent pathways with those of somatic nervous system; also, compare and contrast the actions, origins, and pathways of nerve fibers in the parasympathetic and sympathetic divisions of the autonomic nervous system, including their associated ganglia and neurotransmitters.
AP.2.33	Explain how the cells of the adrenal medulla supplement the actions of the autonomic nervous system.
AP.2.34	Distinguish between somatic senses and special senses and classify sensory receptors according to the types of stimuli that activate them.
AP.2.35	Explain how information on stimulus intensity and stimulus quality is signaled to the brain.
AP.2.36	Explain what is meant by sensory receptor adaptation and give examples related to everyday experience.
AP.2.37	Describe the structure, function, and location of olfactory and taste receptor cells.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.38	Name the parts of the eye: compare the function of the parts involved in light detection with the parts defining the optical properties of the eye; describe the cells found in the neural retina and the functional dependence of the rods and cones on the pigmented epithelium (i.e., non-neural retina); compare the structure of rods and cones; describe the fovea and its function; and discuss the relationship of rods and cones to visual acuity, night vision, dark-adaptation, color vision, and color blindness.
AP.2.39	Describe the three regions of the ear; distinguish the structure and function of the vestibular apparatus from the auditory apparatus; and describe how sound is transmitted from the external auditory meatus to the cochlea.
AP.2.40	Explain how the hair cells in the vestibular apparatus and cochlea respond to head tilt, linear acceleration, rotation, and sound.
AP.2.41	Discuss the difference between an endocrine gland and an exocrine gland; explain the nature of a hormone and the importance of the endocrine system in relation to digestion and metabolism, homeostasis, survival, growth, development, and reproduction; and contrast the endocrine glands that are purely endocrine with endocrine tissue found in organs that also have other functions.
AP.2.42	Identify the various chemical classes to which hormones belong and explain that some hormones act via second messengers while others affect gene expression.
AP.2.43	Discuss neural, hormonal, and other chemical compounds that control hormone secretion and, using examples, describe negative feedback in the control of hormone secretion.
AP.2.44	Describe the structure and hormones of the hypothalamus-pituitary complex and the function of these hormones in controlling the thyroid, gonads, and adrenal cortex; also, describe the structure of these glands and the functions of the hormones secreted by them. For the glands that are not under the control of the hypothalamus (-pituitary complex, the parathyroid, the pancreas, the pineal gland, and the adrenal medulla), describe their structure, the hormones secreted, their function, and their stimuli for secretion.
AP.2.45	Discuss how the hypothalamus-pituitary complex, the sympathetic nervous system, the adrenal medulla, and the adrenal cortex are all involved in the body's response to stress.
AP.2.46	Describe the functions of the blood and distinguish whole blood from plasma and serum; also, classify and explain the functions of the formed elements found in blood and describe where they are produced.
AP.2.47	Describe how erythropoietin regulates red blood cell production in response to anoxia.
AP.2.48	Explain the ABO blood types and discuss their importance during a blood transfusion.
AP.2.49	Describe hemostasis and the basic processes in blood clotting.
AP.2.50	Discuss the functions of the circulatory system; describe, with the aid of a diagram, the basic arrangement of the cardiovascular system and the blood flow through it, including the pulmonary and systemic circuits; and describe how oxygen and carbon dioxide are transported in the blood.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.51	Describe the layers found in the walls of blood vessels; discuss the relative prominence of these layers in the different types of blood vessels, including an analysis of vasoconstriction and vasodilatation and their importance in controlling blood flow through tissues; and describe both the venous pump and varicose veins.
AP.2.52	Draw and label the structure of a capillary bed and explain how materials move in and out of capillaries; also, discuss edema.
AP.2.53	Describe the heart, including the pericardium, the layers in its wall, the four chambers, the valves, and the great vessels entering and leaving the heart; describe the major arteries branching off from the aorta and the regions they supply; describe the major veins draining into the superior and inferior vena cavae; explain, with diagrams, how the heart valves ensure one-way blood flow during systole and diastole; and discuss heart sounds and the point in the cardiac cycle when they are heard.
AP.2.54	Discuss the importance of the baroreceptor reflex in the regulation of blood pressure; also, explain what is meant by hypertension and identify some of the dangers associated with hypertension.
AP.2.55	Describe how the action potential of a cardiac muscle cell differs from that of a neuron; describe the importance of calcium ion influx during the plateau phase of the action potential; and discuss the function of pacemaker cells and the how the wave of depolarization is transmitted to the ventricles.
AP.2.56	Explain origins of the waves of the electrocardiogram and their medical significance in diagnosis of a heart problem.
AP.2.57	Explain the similarities and differences between the adjustment of the cardiovascular system to exercise and hemorrhage, contrast changes in the distribution of blood flow and cardiac output, and explain the importance of the sympathetic branch of the autonomic nervous system in these responses.
AP.2.58	Discuss the major anatomical structures and functions of the lymphatic system, including the lymphatic vessels; the structure and major groupings of lymph nodes; and the structures and functions of the spleen, thymus, and bone marrow.
AP.2.59	Discuss the different types of pathogens and outline the strategies the body uses to protect itself from them; distinguish non-specific, innate, or natural immunity from specific or acquired immunity; and recognize their overlap and describe their cellular and non-cellular components.
AP.2.60	Describe the mechanisms of the acute inflammatory response, its causes, and the role of chemical signaling molecules.
AP.2.61	Describe the development and maturation of B- and T-lymphocytes; also, discuss why the development of self-tolerance is important.
AP.2.62	Define and discuss antigens, antibodies, and complement.
AP.2.63	Recognize that breathing supplies oxygen that is critical for oxidative phosphorylation; also, describe the anatomy of the respiratory system and the route taken by the inspiratory flow of air from the nose into the alveoli.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.64	Contrast inspiration and expiration (quiet and forced), explain the role of various muscles and of lung elasticity in this process, compare the percentages of oxygen and carbon dioxide in the external air to the percentages in the alveolar and the pulmonary capillaries, and explain the meaning of partial pressure.
AP.2.65	Explain the use of the spirometer and describe the data it generates in a spirogram.
AP.2.66	Describe the neuronal networks controlling respiration; contrast and compare the chemoreceptors involved in control of respiration and the stimuli to which they respond; and explain how these receptors affect ventilation under conditions of low arterial oxygen partial pressure, high arterial carbon dioxide, and low arterial pH.
AP.2.67	Describe the organs and organ relationships of the gastrointestinal tract and the cells and layers found in its walls, including the salivary glands, liver, and pancreas.
AP.2.68	Describe the functions of all the structural components and enzymes of the gastrointestinal tract and accessory organs in relation to the processing, digesting, and absorbing of the three major food classes; state the chemical forms in which the three major food classes are absorbed; and explain the roles of the lacteals and the hepatic portal vein in transporting the products of digestion.
AP.2.69	Describe the regulation of the enzyme and bicarbonate content of the pancreatic juice.
AP.2.70	Describe the microscopic anatomy of the liver and its relationship to the functions of the liver.
AP.2.71	Discuss the functions of the kidneys; also, describe the anatomy of the renal system, including the gross anatomy, blood supply, and location of the kidneys, and the layers in the walls of the ureters and urinary bladder.
AP.2.72	Explain the neural basis of micturition, including the function of the sphincters associated with the male and female urethra.
AP.2.73	Describe the internal structure of the kidney; describe the parts of a nephron and how they are involved in the three steps in the production of urine; compare the composition of plasma and ultrafiltrate; and discuss the percentages of filtered water, sodium, and glucose normally reabsorbed by the kidney tubules.
AP.2.74	Explain the importance of the juxtaglomerular cells in the secretion of renin, which plays a key role in controlling blood pressure by controlling blood levels of angiotensin and aldosterone.
AP.2.75	Contrast the volume and electrolyte content of the intracellular and extracellular fluid compartments; also, explain the importance of sodium, potassium, and calcium in the body's physiology.
AP.2.76	Discuss how the volume of body fluid is determined by the balance between ingested and metabolic water on the one hand and water lost through urine, respiration, feces, and sweating on the other hand; describe the factors that generate the sensation of thirst; describe how the kidneys respond to excess water intake and to dehydration; and explain the role of antidiuretic hormone and of other hormones that control sodium and water absorption in the kidney.
AP.2.77	Describe how food and metabolic processes add acid to body fluids; also, recognize how chemical buffers, the lungs, and the kidneys interact in protecting the body against lethal changes of pH.
AP.2.78	Explain the difference between metabolic and respiratory acidosis and alkalosis.

Standard 2: Life Science Students understand the diversity and unity of living organisms, the living environment, and principles of ecology.	
AP.2.79	Discuss the anatomy and physiology of the male and female reproductive systems, compare and contrast oogenesis and spermatogenesis, and distinguish between diploid germ cells and haploid/monoploid sex cells.
AP.2.80	Describe the hormones of the gonads, their cell origins, and their functions; also, explain the functions of the gonadotropins FSH and LH in males and females.
AP.2.81	Explain what is happening during the follicular, ovulatory, and luteal phases of the menstrual cycle; also, describe how estradiol and progesterone released by the ovaries are responsible for the phases that the uterus goes through during the menstrual cycle.
AP.2.82	Describe how spermatozoa move through the female reproductive tract; also, describe the process of fertilization.
AP.2.83	Explain the differences among a dikaryon zygote, a zygote, a morula, and a blastocyst; recognize that the blastocyst secretes human gonadotropin, which prolongs the life of the corpus luteum and, therefore, maintains levels of progesterone; and describe the process of implantation, development of the placenta, the substances that move across it, and the role of the placenta in maintaining the high levels of progesterone essential for a successful pregnancy.
AP.2.84	Describe changes that occur in the breasts for lactation to take place, the hormonal events that initiate milk secretion, the maintenance of milk secretion by the breasts, and the milk ejection reflex.
Standard 3: Physical Science Students develop understanding of the structure and properties of objects and materials.	
AP.3.1	Describe the impact of changes in the physical world on the human body. *EXAMPLE(S)*: Temperature changes in the environment can lead to droughts, which impact human health.
Standard 4: Earth and Space Science Students learn about the major processes and events that have shaped and continue to shape planet Earth over time.	
AP.4.1	Describe adaptations made to the environments of airplanes and spacecraft that allow for humans to survive in high altitudes, extreme temperatures, low gravity, and changes in air pressure.
Standard 5: Science and Technology Students develop understandings about connections between natural and designed worlds and are provided with opportunities to develop decision making abilities related to the use of technology.	
AP.5.1	Use computers to produce tables and graphs for information, make spreadsheet calculations, and prepare reports of investigations related to anatomy and physiology.
AP.5.2	Gather information to make informed judgments about technological development and change in areas related to anatomy and physiology and communicate opinions in an appropriate manner.
AP.5.3	Compare the risks and benefits of potential solutions to technological issues related to anatomy and physiology.
AP.5.4	Explain how scientific advancements and emerging technologies in areas related to anatomy and physiology have influenced society.

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR SOCIAL STUDIES

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders on Guam. In addition, they provide more clarity to support all students in developing skills; deepening their understanding of concepts and processes; and utilizing their problem solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress toward meeting standards in a coherent progression from kindergarten through grade 12.

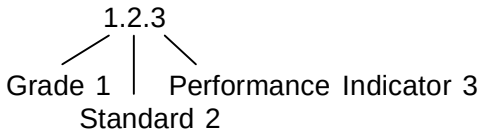
***Example*s** accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

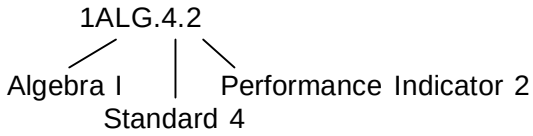
Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code, such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.





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Introduction to Standards for Social Studies

Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic competence. Social understanding is knowledge of social aspects of the human condition, how they have evolved over time, the variations that occur in differing physical environments and cultural settings, and the emerging trends that appear likely to shape the future. Civic competence is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

Stressing the mastery of integrated knowledge helps student move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject and skills areas, and to succeed in learning. An integrated curriculum helps student learn how to learn.

Core Curriculum

The core curriculum at all levels emphasizes the following:

1. Higher Level Thinking and Process Skills
2. Citizenship/Character Practices and Principles
3. Basic American Values
4. Economic Literacy
5. American Democratic Governance
6. Global Awareness and Geographical Skills
7. Cultural Diversity and Geographical Skills
8. Technology

Content Standards

For all grade levels, students will understand the following:

Standard 1. CULTURE: Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.

Learning about culture helps students to understand themselves as both individuals and members of various groups. They study complex cultural concepts such as adaptation and assimilation to understand how culture and cultural systems function. Students

learn many perspectives that come from different cultural vantage points within a democratic and multicultural society. This helps students understand and celebrate the rich cultural diversity within and among people in the Pacific, in the nation, and throughout the world.

Standard 2. HISTORY: Students learn how human beings view themselves in and over time.

Through the study of history, students understand their historical roots and locate themselves in time. This understanding involves knowing what things were like in the past and how things change and develop. Students learn chronological thinking and the connections between cause and effect and between continuity and change. History enables students to see how people in other times and places have grappled with fundamental questions of truth, justice, and personal responsibility; comprehend that ideas have real consequences; and realize that events are shaped by ideas and the actions of individuals. History shows the relationship among past, current, and future issues.

Standard 3. GEOGRAPHY: Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.

Geography helps students make informed and critical decisions about the relationship between human beings and their environment, including the concern for the use and abuse of the physical environment. Students relate their personal experiences to happenings in other environmental contexts and analyze human behavior in relation to its physical and cultural environment using data and abstract thought. Geographic concepts become central to students' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

Standard 4. GOVERNMENT and CIVICS: Students learn to achieve civic competence by studying the structures of power, authority, and governance.

Students develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, students become effective problem solvers and decision makers when addressing the persistent issues and social problems encountered in public life. Students explore their natural and developing sense of fairness and order as they experience relationship with others. They also examine experiences in relation to ideals and determine how to balance the needs of individuals and the group. Students also develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. Students should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions

for public policies, and working to support both individual dignity and the common good. They learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

Standard 5. ECONOMICS: Students learn about the concepts of production, distribution, and consumption of goods and resources.

How people organize for the production, distribution, and consumption of goods and services requires systematic study of an interdependent world economy and the role of technology in economic decision making. Students explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the island, the nation, and beyond. Students also develop economic perspectives and deeper understanding of key economic concepts and processes through a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.

Organization and Grade/Course Focus

The Social Studies Standards are written with performance indicators for each grade level from kindergarten through GRADE EIGHT. At the high school level, students are expected to take several courses in Social Studies to satisfy the graduation requirements. The listings from grades 1 through 8 show the grade level first, followed by the standard number, and then the performance indicator number. Example: K.2.1 (Kindergarten, Standard 2, Performance Indicator 1). For high school courses, the listings show the course number first, followed by the standard number, and then the performance indicator. Example: GH.1.1 (Guam History, Standard 1, Performance Indicator 1).

The following grade level and course descriptors indicate what students should know by the end of each grade or course.

In KINDERGARTEN, the focus is on the self, home, school, and within the community. The study of our island, local, and national heritage begins with the examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter. Students learn the purpose of rules and the role of authority figures in the home, school, and community. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

In GRADE 1, students learn about their relationship to their home, classroom, school, and community. Distinguishing among past, present, and future events develops the concepts of time and chronology. Students identify anthems and mottoes of the U.S. and

Guam. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. They describe the importance of family customs, language, and traditions and identify how technology has changed family life. Students sequence and categorize information. Students learn how families meet basic human needs of food, clothing, and shelter.

In GRADE TWO, students focus on a study of their local community by examining the impact of significant individuals and events in the history of the community, as well as on the island of Guam and the nation. They continue to acquire knowledge of important customs, symbols, and celebrations that represent their beliefs and principles. Students identify the significance of works of arts and crafts in the local community. They communicate what they have learned in written, oral, and visual forms.

In GRADE THREE, students learn about ethnic and/or cultural celebrations on Guam, the U.S., and other nations. They learn about the role of real and mythical heroes in shaping the culture of communities, the island, and the nation. Students learn how individuals have changed their communities, past and present. Students learn about the lives of heroic men and women, who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public opinion and decision making, and participated in resolving issues that are important to all people. Students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

In GRADE FOUR, students understand the contributions of people of various racial, ethnic, and religious groups on Guam. Students develop a greater understanding of Guam's rich history, from the ancient Chamorro culture and contact with the Spanish, American, and Japanese to the present. Geographic, economic, and civic concepts are presented within this historical context. Students develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in Guam history and understand the contributions made by people of diverse cultural and ethnic backgrounds. Students examine the influence of physical and cultural geography on Guam history. Ideas that form the foundation for the U.S. political institution will be included as part of the story of Guam.

In GRADE FIVE, students learn about the History of the U.S. from its early beginnings to Reconstruction after the Civil War. Historical content includes the Pre-Columbian Civilizations, European Exploration, the colonial and revolutionary periods, the establishment of the U.S., the issues that led to the Civil War, and Reconstruction. Students learn about a variety of regions within the U.S. that result from physical features and human activity and identify how people adapt to and modify the environment. Students identify the roots of representative government in the U.S., as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students examine fundamental rights guaranteed in the Bill of Rights. Students use critical thinking skills, including sequencing, categorizing, and summarizing information and drawing inferences and conclusions.

In GRADE SIX, students have an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in World History are identified as students analyze important events and issues in western civilization, as well as in civilizations in other parts of the world. Students examine the history and impact of major religious and philosophical traditions.

In GRADE SEVEN students study the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography are used as a framework for studying interactions between humans and their environments. Using geographic resources, students employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

In GRADE EIGHT, students continue with the study of U.S. History. During GRADE FIVE students studied U. S. History from its early beginnings to after the Civil War Reconstruction. Students now study from the Post-Civil War Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, westward expansion, major wars, the Great Depression, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

In HIGH SCHOOL: AMERICAN GOVERNMENT, the focus is on the principles and beliefs upon which the U.S. was founded and on the structure, functions, and powers of government at the national and local levels. This course is the culmination of the civics and governmental content and concepts studied from kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the U.S. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system; evaluate the importance of voluntary individual participation in a democratic society; and analyze the rights guaranteed by the U.S. Constitution.

HIGH SCHOOL: GUAM HISTORY is a comprehensive course that covers the geography, origin, and lifestyle of the ancient Chamorro; changes as a result of the Spanish, Japanese, and American influence; and the role of individuals and events that shape the social, economic, and political development of the island.

In HIGH SCHOOL: U.S. HISTORY, students examine the history of the U.S. from its earliest beginnings to the present. During GRADE FIVE, students learn about the history of the U.S. from its early beginning to Reconstruction after the Civil War. During GRADE EIGHT, students learn about the history of the U.S. from the Post-Civil War Era to the present. Students examine the impact

of constitutional issues on American society, evaluate the origins and dynamic relationship of the three branches of federal government, and analyze efforts to expand the democratic process. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical content.

In HIGH SCHOOL: WORLD GEOGRAPHY, students examine the world at local, national, and international levels from the spatial and ecological perspectives of geography. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem solving and decision making skills to ask and answer geographic questions.

In HIGH SCHOOL: WORLD HISTORY, students, as they did in GRADE SIX, examine the entire history of humankind. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic republican governments evolved, as well as the ideas from historic documents that influenced that process. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century.

Acknowledgements

This revision of the GDOE Social Studies Standards was completed in September 2009, with the help of GDOE teachers. Their participation and dedication to this revision project is commendable and their efforts will undoubtedly impact the GDOE Social Studies Curricular Program.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Identify and describe family or community members who promote the welfare and safety of children and adults.
K.1.2	Use the word *because* in the context of stories or personal experiences correctly.
GRADE ONE	
1.1.1	Describe the main characters and their qualities, after reading or listening to folktales, legends, and stories from Guam, the U.S., and around the world.
1.1.2	Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people.
1.1.3	Explain that people on Guam and in the U.S. have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.
GRADE TWO	
2.1.1	Describe traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.
2.1.2	Give examples of traditions or customs from other countries that can be found on Guam and in the U.S. today.
GRADE THREE	
3.1.1	Describe and explain the significance of traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.
3.1.2	Explain the origins of traditions or customs from other countries that can be found on Guam and in the U.S. today.
3.1.3	Describe similarities and differences among the cultures in the class and intergenerational groups in communities.
3.1.4	Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
GRADE FOUR	
4.1.1	Discuss the similarities and differences of Chamorro traditions and customs with other ethnic groups found on Guam.
4.1.2	Summarize different stories, legends, and myths and explain how they contribute to our understanding of the past.
4.1.3	Recognize the different cultural groups found on Guam and express appreciation for the cultural diversity of the island.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
PERFORMANCE INDICATORS	
4.1.4	List ways in which one culture can influence other cultures and bring about change.
4.1.5	Compare the ways of life in various Micronesian island groups before European exploration and describe the region in which they lived.
4.1.6	Sing the Guam Hymn in Chamorro and English and explain its meaning.
4.1.7	Describe the origins and significance of local celebrations. *EXAMPLE(S):* Independence Day, Feast of Santa Marian Kamalin, Liberation Day, Veteran's Day
GRADE FIVE	
5.1.1	Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.
GRADE SIX	
6.1.1	Predict how present day cultures may change or evolve.
GRADE SEVEN	
7.1.1	Explain the significance of individuals or groups from selected societies, past and present.
GRADE EIGHT	
8.1.1	Describe developments in art, music, literature, drama, and other cultural activities in the history of the U.S.
HIGH SCHOOL: GUAM HISTORY	
GH.1.1	Analyze patterns for preserving and transmitting culture, including the following: • Its function as it relates to customs, traditions, beliefs, language, values, and behavior • Cultural ethnocentrism • The reasons for and values of diversity and unity
HIGH SCHOOL: WORLD HISTORY	
WH.1.1	Demonstrate appreciation of the cultural values, languages, lifestyle, and heritage of different ethnic groups.
HIGH SCHOOL: U.S. HISTORY	
US.1.1	Analyze primary and secondary source documents, records, and data, including artifacts, diaries, letters, journals, photographs, newspapers, historical accounts, and art, to increase understanding of events and life in the U.S.
HIGH SCHOOL: AMERICAN GOVERNMENT	
AG.1.1	Discuss specific cultural responses to persistent human needs and contemporary issues.
AG.1.2	Evaluate a political policy or decision in the U.S. that was a result of changes in American culture.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
PERFORMANCE INDICATORS	
AG.1.3	Analyze changes in the American culture brought about by government policies. *EXAMPLE(S):* voting rights, the G.I. bill, racial integration
AG.1.4	Describe an example of a government policy that has affected a particular racial, ethnic, or religious group.
HIGH SCHOOL: WORLD GEOGRAPHY	
WG.1.1	Analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Identify sequential words—*first, next, last*—in stories used to describe personal experiences.
K.2.2	Use the following words and phrases related to chronology and time correctly: *now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last* or *next week, month, year*; and present, past, and future tenses of verbs.
K.2.3	Tell important events in students' own and their families' lives in chronological order.
K.2.4	Identify and describe the events celebrated during local or national holidays and why we celebrate them. *EXAMPLE(S):* Independence Day, Martin Luther King, Jr. Day, Veterans Day, Thanksgiving Day, Santa Marian Kamalin Day, Christmas Day, Liberation Day, Easter
GRADE ONE	
1.2.1	Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (*now, in the past, in the future*) and recognize the existence of changing historical periods (other times, other places).
1.2.2	Create and sequence events in students' own lives in chronological order.
1.2.3	Read important dates on a calendar and associate them with days of the week.
GRADE TWO	
2.2.1	Use a calendar to identify days, weeks, months, years, and seasons.
2.2.2	Use words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*).
2.2.3	Explain the information that historical time lines convey and then put in chronological order events in the student's life or in the history of countries studied. *EXAMPLE(S):* the year he or she was born, started school, or moved to a new neighborhood
2.2.4	Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements.
GRADE THREE	
3.2.1	Explain the meaning of time periods or dates in historical narratives and use them correctly in speaking and writing. *EXAMPLE(S):* decade, 19th century, 1600s, 1776
3.2.2	Observe visual sources, such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details, such as clothing, setting, or action.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
3.2.3	Create and interpret time lines.
3.2.4	After reading a biography of a famous person in one of the following categories, summarize the person's life and achievements. • Science and Technology *EXAMPLE(S):* Alexander Graham Bell, Robert Goddard, Samuel Morse, Bill Gates, Marie Curie • The Arts *EXAMPLE(S):* Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Norman Rockwell, Henry David Thoreau, Shel Silverstein • Business *EXAMPLE(S):* William Filene, Amos Lawrence, An Wang, Jeff Bezos, Sam Walton, Oprah Winfrey • Education, Journalism, and Health *EXAMPLE(S):* Clara Barton, Horace Mann, Jonas Saulk, Louis Pasteur, Agueda Johnston, Pedro Sanchez • Political Leadership *EXAMPLE(S):* George Washington, Abraham Lincoln, Susan B. Anthony, Benjamin Franklin, John F. Kennedy, Barrack Obama, Antonio B. WonPat, Carlos G. Camacho, Richard Taitano
GRADE FOUR	
4.2.1	Discuss the difference between historical fact and opinion. *EXAMPLE(S):* Historical Fact: Magellan landed on Guam on March 06, 1521. Opinion: Magellan's landing on Guam was a good event because it helped introduce Christianity to the native Chamorros.
4.2.2	Recognize national and local historical sites and describe their function and significance.
4.2.3	Place major events in the development of Guam in chronological order utilizing a time line.
4.2.4	Explain how ancient Chamorros lived and built their civilization. *EXAMPLE(S):* importance of the caste system, latte stones, flying proa, fishing
4.2.5	Discuss reasons for the Spanish settlement on Guam.
4.2.6	Identify the importance of significant explorers. *EXAMPLE(S):* Christopher Columbus, Ferdinand Magellan
4.2.7	Analyze the causes and effects of the Spanish-American War.
4.2.8	Describe the political, economic, and social impact of Spanish colonization on Guam.
4.2.9	Identify Spanish and Chamorro leaders prior to 1898. *EXAMPLE(S):* Pale San Vitores, Governor Quiroga, Chief Quipuha, Governor Muro
4.2.10	Explain how the American occupation before WWII impacted life on Guam.
4.2.11	Discuss the impact of the Japanese occupation on Guam.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
4.2.12	Describe the political, economic, and social impact of Americanization on Guam from post WWII to the present.
GRADE FIVE	
5.2.1	Sequence time lines of historical events studied.
5.2.2	Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative.
5.2.3	Identify primary and secondary source documents. *EXAMPLE(S):* primary source documents: U.S. Constitution, Bill of Rights, Declaration of Independence; secondary source documents: newspaper article about U.S. Constitution, essay written about the Bill of Rights, poem written about the Declaration of Independence
5.2.4	Describe the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca), including their political structures, religious practices, use of slaves, and reasons for their decline.
5.2.5	Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers. *EXAMPLE(S):* Vasco Nuñez de Balboa, John and Sebastian Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Juan Ponce de Leon, Amerigo Vespucci
5.2.6	Describe the goals and extent of the Dutch settlement in New York; the French settlements in Canada; and the Spanish settlements in Florida, the Southwest, and California.
5.2.7	Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. *EXAMPLE(S):* • Lord Baltimore in Maryland • William Penn in Pennsylvania • John Smith in Virginia • Roger Williams in Rhode Island • John Winthrop in Massachusetts
5.2.8	Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. *EXAMPLE(S):* Sugar Act (1764), Stamp Act (1765), Townsend Duties (1767), Tea Act (1773), and the Intolerable Acts (1774); the slogan “no taxation without representation;” the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)
5.2.9	Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. *EXAMPLE(S):* Lexington and Concord (1775), Bunker Hill (1775), Saratoga (1777), Valley Forge (1777–1778), Yorktown (1781)

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
5.2.10	Describe the life and achievements of important leaders during the Revolution and the early years of the U.S. *EXAMPLE(S):* John Adams, Benjamin Franklin, King George III, Alexander Hamilton, Thomas Jefferson, James Madison, George Washington
5.2.11	Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
5.2.12	Describe the expedition of Lewis and Clark from 1803 to 1806.
5.2.13	Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. *EXAMPLE(S):* • British restrictions on trade and impressments • Major battles and events of the war, including the role of the U.S. Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans
5.2.14	Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier. *EXAMPLE(S):* • Wagon train journeys on the Oregon and Santa Fe Trails. • Their settlements in the western territories.
5.2.15	Identify the key issues that contributed to the onset of the Civil War. *EXAMPLE(S):* • The debate over slavery and westward expansion • Diverging economic interests • States' rights
5.2.16	Summarize the critical developments leading to the Civil War. *EXAMPLE(S):* • Missouri Compromise (1820) • Compromise of 1850 • Publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851–1852) • Dred Scott Supreme Court case (1857) • Election of Abraham Lincoln (1860)
5.2.17	Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), the Gettysburg Address (1863), his views on slavery, and the political obstacles he encountered.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
5.2.18	Summarize the roles and policies of various Civil War leaders and describe the important Civil War battles and events. *Leaders* • Jefferson Davis • Ulysses S. Grant • Robert E. Lee *Battles* • Antietam • Vicksburg • Gettysburg
5.2.19	Provide examples of the various effects of the Civil War, including the following: • Physical and economic destruction • The increased role of the federal government • The greatest loss of life on a per capita basis of any U.S. war before or since
5.2.20	Identify the policies and consequences of Reconstruction, including the following: • The 13th, 14th, and 15th Amendments • The rise of Jim Crow laws • The Supreme Court case *Plessy v. Ferguson* (1896)
GRADE SIX	
6.2.1	Use the words or abbreviations for identifying time periods or dates in historical narratives correctly (*decade, age, era, century, millennium, AD/CE, BC/BCE, c.*, and *circa*).
6.2.2	Construct and interpret time lines of events and civilizations studied.
6.2.3	Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.
6.2.4	Identify multiple causes and effects when explaining historical events.
6.2.5	Describe ways of interpreting archaeological evidence from societies leaving no written records.
6.2.6	Identify the early development of humankind from the Paleolithic Era to the agricultural revolution based on hunter-gatherer societies' environments, characteristics including their use of tools and fire, and technological and social advancement that gave rise to stable communities.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
6.2.7	Describe ancient river valley civilizations from Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians with emphasis on each civilization's 1) time and place, 2) development of social, political, and economic patterns, including slavery, 3) development of religious traditions, 4) the origins, beliefs, traditions, customs, and spread of Judaism; and 5) the development of language and writing.
6.2.8	Describe a variety of ancient civilizations, including Egypt, Persia, India, and China, in terms of chronology, social structures, and contributions to later civilizations.
6.2.9	Discuss how ancient Greece influenced Western Civilization based on 1) mythology and religion, 2) the social structure and role of slavery, 3) the significance of citizenship and the development of democracy, 3) the significance of the Persian and Peloponnesian wars, 4) life in Athens during the Golden Age of Pericles, 5) contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle, and 6) the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
6.2.10	Discuss how ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) influenced Western civilization based on 1) mythology and religion, 2) the social structure and role of slavery, 3) significance of citizenship and the development of democratic features in the government, 4) military domination of the Mediterranean basin and Western Europe, 5) the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs, 6) Contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law.
6.2.11	Sequence and explain important events of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.), including the following: • The spread and influence of Christianity and the Catholic Church throughout Europe • The structure of feudal society and its economic, social, and political effects • The rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire • The invasions, settlements, and influence of migratory groups, as well as Angles, Saxons, Magyars, and Vikings
6.2.12	Identify how the European Age of Discovery and expansion into the Americas, Africa, and Asia impacted 1) the political and economic motivations of explorers and conquistadors, 2) the spread of religion, and 3) emigration, settlement patterns, cultural diffusion, and social classes in the colonized areas.
6.2.13	Explain how the major events and significant leaders of World War I impacted the economic and political causes of the war and its outcomes.
6.2.14	Explain how the major events and significant leaders of World War II impacted the 1) economic and political causes, 2) the Holocaust and other examples of genocide in the twentieth century and 3) the outcomes of the war.
6.2.15	Describe the significant events of the Cold War and the patterns of conflict and cooperation since 1945 on nuclear weaponry influenced the second half of the twentieth century.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
GRADE SEVEN	
7.2.1	Identify and use key concepts, such as chronology, change, conflict, and complexity.
7.2.2	Identify the historical background of selected contemporary societies to discuss relationships between past conflicts and current conditions.
7.2.3	Describe characteristics of selected contemporary societies that resulted from historical events or factors, such as invasion, conquests, colonization, immigration, and trade. *EXAMPLE(S):* Bosnia, Northern Ireland
GRADE EIGHT	
8.2.1	Interpret and construct charts and graphs that show quantitative information.
8.2.2	Distinguish between long-term and short-term cause and effect relationships.
8.2.3	Compare information found in primary and secondary source documents on the same topic.
8.2.4	Discuss important events in the development of the nation.
8.2.5	Evaluate and discuss issues relating to the development of the nation.
8.2.6	Explain the effects of Reconstruction on American life, including the following: • The impact of the 13th, 14th, and 15th Amendments to the U.S. Constitution • The legacies of such people as Abraham Lincoln, Robert E. Lee, and Frederick Douglas
8.2.7	Discuss how life changed after the Civil War, including the following: • The reasons for westward expansion, including its impact on Native Americans • The reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion • Racial segregation, the effects of “Jim Crow” laws, and other constraints faced by African Americans and other groups in the post-Reconstruction South • The impact of new inventions, the rise of big business, the growth of industry, and life on American farms • The impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, and women’s suffrage
8.2.8	Analyze the changing role of the U.S. from the late 19th century through World War I, including the following: • The reasons for and results of the Spanish American War and its impact on Guam • A description of Theodore Roosevelt’s impact on the foreign policy of the U.S. • The reasons for U.S. involvement in World War I, including the events on Guam and its international leadership role at the conclusion of the war

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
8.2.9	Identify the major causes and effects of American involvement in World War II, including the following: • The events that led to American involvement in the war, including the attack on Pearl Harbor and the occupation of Guam • The major events and turning points of the war in Europe and the Pacific • The impact of the war on the home front
8.2.10	Describe the economic, social, and political transformation of the U.S. and the world between the end of World War II and the present, including the following: • The rebuilding of Europe and Japan after World War II and the establishment of the United Nations • The role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges
8.2.11	Explain key domestic and international issues during the second half of the 20th and early 21st centuries, including the following: • The Civil Rights Movement and the changing role of women • The development of new technologies in communication, entertainment, and business and their impact on American life • Representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically • American foreign policy, immigration, the global environment, and other emerging issues
HIGH SCHOOL: GUAM HISTORY	
GH.2.1	Examine and interpret primary and secondary source documents.
GH.2.2	Use concepts, such as time, chronology, causality, change, conflict, and complexity, to explain connections and patterns of historical change and continuity.
GH.2.3	Identify and describe historical periods and patterns of change during the eras of Guam history, including the following: • Ancient Chamorro Society • Spanish Colonization • U.S. Naval Government • Japanese Occupation • Post World War II • Modern Guam
GH.2.4	Analyze and discuss how historical knowledge leads historians to be selective and subjective in their writings.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
GH.2.5	Explain how and why development in Europe contributed to the exploration and settlement of the Marianas.
HIGH SCHOOL: WORLD GEOGRAPHY	
WG.2.1	Apply and synthesize key concepts, such as chronology, change, conflict, and complexity.
WG.2.2	Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.
WG.2.3	Make inferences and draw conclusions about characteristics of selected contemporary societies that resulted from historical events or factors, such as invasion, conquests, colonization, immigration, and trade. *EXAMPLE(S):* Bosnia, Northern Ireland
WG.2.4	Evaluate the impact of significant individuals or groups from selected societies, past and present.
WG.2.5	Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
HIGH SCHOOL: WORLD HISTORY	
WH.2.1	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
WH.2.2	Identify multiple ways to express time relationships and dates. *EXAMPLE(S):* 1066 A.D. is the same as 1066 C.E., and both refer to a date in the 11th century, which is the same as the 1000s.
WH.2.3	Explain how a cause and effect relationship is different from a sequence or correlation.
WH.2.4	Distinguish between long-term and short-term cause and effect relationships.
WH.2.5	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
WH.2.6	Distinguish historical fact from opinion.
WH.2.7	Summarize the early development of humankind from the Paleolithic Era to the agricultural revolution by including the following: • The impact of geographic environment on hunter-gatherer societies • The characteristics of hunter-gatherer societies, including their use of tools and fire • The technological and social advancements that gave rise to stable communities • An explanation of how archaeological discoveries are changing present-day knowledge of early peoples

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
WH.2.8	Differentiate between ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, including the following: • Time and place • Development of social, political, and economic patterns, including slavery • Development of religious traditions • The origins, beliefs, traditions, customs, and spread of Judaism • The development of language and writing
WH.2.9	Analyze how ancient societies from Egypt, Persia, India, and China contributed to later civilizations with emphasis on: • Persia, including Zoroastrianism and the development of an imperial bureaucracy • India, with emphasis on the Aryan migrations and the caste system • The origins, beliefs, traditions, customs, and spread of Hinduism • The origins, beliefs, traditions, customs, and spread of Buddhism • China, with emphasis on the development of an empire and the construction of the Great Wall • The impact of Confucianism, Taoism, and Buddhism
WH.2.10	Assess the impact of ancient Greece on Western Civilization, including the following: • The influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies • Greek mythology and religion • The social structure and role of slavery, with an explanation of the significance of citizenship and the development of democracy, and a comparison of the city-states of Athens and Sparta • The significance of the Persian and Peloponnesian wars • Life in Athens during the Golden Age of Pericles • Contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle • The conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
WH.2.11	Assess the impact of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) on Western civilization, including the following: • The influence of geography on Roman economic, social, and political development • An explanation of the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic • Events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas • The impact of military conquests on the army, economy, and social structure of Rome • The roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs • The economic, social, and political impact of the Pax Romana • Contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law • The reasons for the decline and fall of the Western Roman Empire
WH.2.12	Explain and characterize the Byzantine Empire from about 300 to1000 A.D. (C.E.), including the following: • The establishment of Constantinople as the capital of the Eastern Roman Empire • Justinian and his contributions to the codification of Roman law, and the expansion of the Byzantine Empire and economy • Byzantine art and architecture and the preservation of Greek and Roman traditions • Disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church • The impact of Byzantine influence and trade on Russia and Eastern Europe
WH.2.13	Describe the Islamic civilization from about 600 to 1000 A.D. (C.E.), including the following: • The origin, beliefs, and spread of Islam • The historic turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours • The cultural and scientific contributions and achievements of Islamic civilization
WH.2.14	Evaluate how Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) was impacted by 1) the spread and influence of Christianity and the Catholic Church throughout Europe, 2) the structure of feudal society and its economic, social, and political effects, 3) the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire, and 4) the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
WH.2.15	Locate and describe the civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns, including the following: • The major trade routes • The Japanese civilization, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture • The African kingdoms of Zimbabwe, Ghana, Mali, and Songhai in terms of geography, society, economy, and religion
WH.2.16	Describe the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, including the following: • The geographic relationships, with emphasis on patterns of development in terms of climate and physical features • The cultural patterns and political and economic structures
WH.2.17	Identify and explain the social, economic, and political changes and cultural achievements in the late medieval period, including the following: • The emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each • The conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople • The patterns of crisis and recovery related to the Black Death (Bubonic plague) • The preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science
WH.2.18	Sequence and compare the developments leading to the Renaissance in Europe in terms of its impact on Western civilization, including the following: • The economic foundations of the Italian Renaissance • Events related to the rise of Italian city-states and their political development, as well as Machiavelli's theory of governing as described in *The Prince* • The artistic, literary, and philosophical creativity, as contrasted with the medieval period, as well as Leonardo da Vinci, Michelangelo, and Petrarch • The Italian and the Northern Renaissance, citing the contributions of writers

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
WH.2.19	Assess the Reformation in terms of its impact on Western civilization, including the following: • The theological and political differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I • The impact of religious conflicts and the Inquisition • The role of the printing press
WH.2.20	Discuss the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia, including the following: • The roles and economic motivations of explorers and conquistadors • The influence of religion • Emigration, settlement patterns, cultural diffusion, and social classes in the colonized areas • A description of the Columbian Exchange, including its impact on native populations • Mapping and an explanation of the triangular trade • The impact of precious metal exports from the Americas
WH.2.21	Explain scientific, political, economic, and religious changes during the 16th, 17th, and 18th centuries, including the following: • The Scientific Revolution and its effects • The political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the U.S. • The French Revolution • The expansion of the arts, philosophy, literature, and new technology
WH.2.22	Assess the Latin American revolutions of the 19th century, including the following: • The colonial system as it existed by 1800 • The impact of the Monroe Doctrine
WH.2.23	Assess the political and philosophical developments in Europe during the 19th century, including the following: • The impact of Napoleon and the Congress of Vienna and the changes in political boundaries in Europe after 1815 • The events related to the unification of Italy and the role of Italian nationalists • Events related to the unification of Germany

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
WH.2.24	Describe the effects of the Industrial Revolution during the 19th century, including the following: • The scientific, technological, and industrial developments and an explanation of how they brought about urbanization and social and environmental changes • The changes in the labor force and its effects on families, the status of women and children, the slave trade, and the labor union movement • The rise of industrial economies and their link to imperialism and nationalism • The impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples
WH.2.25	Analyze the worldwide impact of World War I, including the following: • Economic causes, political causes, major events, and major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II • The outcomes and global effect of the war and the Treaty of Versailles • The causes and consequences of the Russian Revolution
WH.2.26	Assess the worldwide impact of World War II, including the following: • The economic and political causes, major events, and major leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito • The Holocaust and other examples of genocide in the 20th century • The terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948)
WH.2.27	Discuss major events in the second half of the 20th century, including the following: • Key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe • The impact of nuclear weaponry on patterns of conflict and cooperation since 1945

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
WH.2.28	Describe the cultural, economic, and social conditions in developed and developing nations of the contemporary world, including the following: • Contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies • The impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom • Economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements • The increasing impact of terrorism
HIGH SCHOOL: U.S. HISTORY	
US.2.1	Evaluate the authenticity, authority, and credibility of sources.
US.2.2	Formulate historical questions and defend findings based on inquiry and interpretation.
US.2.3	Interpret the significance of excerpts from famous speeches and other documents.
US.2.4	Describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and Native Americans.
US.2.5	Evaluate the events and issues of the Revolutionary Period, including the following: • How the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence • How key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy • The political differences among the colonists concerning separation from Great Britain • Reasons for colonial victory in the Revolutionary War
US.2.6	Describe the American constitutional government at the local level, including the following: • The structure and powers of the local government • The relationship of local government to the state government • An explanation of the lawmaking process
US.2.7	Discuss the origin, interpretation, effects, and application of certain documents. *EXAMPLE(S):* Mayflower Compact, Declaration of Independence, U.S. Constitution, Bill of Rights, Gettysburg Address, Organic Act of Guam

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
US.2.8	Describe the major events from the last decade of the 18th century through the first half of the 19th century, including the following: • The principles and issues that prompted Thomas Jefferson to organize the first opposition political party • The economic, political, and geographic factors that led to territorial expansion and its impact on Native Americans • The reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation • The cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.
US.2.9	Analyze the Civil War and Reconstruction Era and their importance as major turning points in American history, including the following: • The multiple causes of the Civil War; the role of the institution of slavery as a principal cause of the conflict • The major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglas • The significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address • The political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the U.S. Constitution • The social impact of the war on African Americans, the common soldier, and the home front • Post-war contributions of key leaders of the Civil War
US.2.10	Analyze how the nation grew and changed from the end of Reconstruction through the early 20th century, including the following: • The relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the Union • The transformation of the American economy from a primarily agrarian to a modern industrial economy and identification of major inventions that improved life in the U.S. • The causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement
US.2.11	Evaluate the emerging role of the U.S. in world affairs, including the following: • The changing policies of the U.S. toward Latin America and Asia and the growing influence of the U.S. in foreign markets • The U.S. involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
US.2.12	Describe key domestic events of the 1920s and 1930s, including the following: • How radio, movies, newspapers, and magazines created popular culture and challenged traditional values • The causes and consequences of the stock market crash of 1929 • The causes of the Great Depression and its impact on the American people • How Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy
US.2.13	Examine the events of World War II, including the following: • The causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor • The major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan • The role of all-minority military units, including the Tuskegee Airmen and Nisei regiments • The Geneva Convention and the treatment of prisoners of war during World War II • The Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals
US.2.14	Describe the effects of World War II on the home front, including the following: • How the U.S. mobilized its economic, human, and military resources • The contributions of women and minorities to the war effort • The internment of Japanese Americans during the war • The role of media and communications in the war effort • The U.S. liberation of Guam
US.2.15	Explain U.S. foreign policy since World War II, including the following: • The outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan • The origins of the Cold War, the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe • The role of America's military and veterans in defending freedom during the Cold War • The collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy

Standard 2: History Students learn how human beings view themselves in and over time.	
PERFORMANCE INDICATORS	
US.2.16	Describe the Civil Rights Movement of the 1950s and 1960s, including the following: • The importance of the *Brown v. Board of Education* decision • The importance of the National Association for the Advancement of Colored People (NAACP) • The 1963 March on Washington • The Civil Rights Act of 1964 • The Voting Rights Act of 1965
US.2.17	Analyze economic, social, cultural, and political developments in recent decades and today, including the following: • The role the U.S. Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law • The changing patterns of immigration, the reasons why new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy • How the media influences contemporary American culture and how scientific and technological advances affect the workplace, health care, and education • The impact of the "Reagan Revolution" on federalism, the role of government, and state and national elections since 1988 • The role of government actions that impact the economy • The role of the U.S. in a world confronted by international terrorism
HIGH SCHOOL: AMERICAN GOVERNMENT	
AG.2.1	Analyze primary and secondary source documents.

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Identify and recognize the difference between maps and globes. *EXAMPLE(S):* Maps are flat pictures of the Earth and globes are round like the Earth.
K.3.2	Use words and phrases that indicate locations, directions, chronology, and time. *EXAMPLE(S): up, down, near, far, left, right, now, long ago, before, after*
K.3.3	Identify and recognize places at home, at school, and community locations.
K.3.4	Recognize the map of Guam.
GRADE ONE	
1.3.1	Identify and locate cardinal direction, the north pole, the south pole, and the equator.
1.3.2	Define and give examples of continents, land forms, and oceans.
1.3.3	Construct a simple map of a familiar area using basic symbols in a map legend.
GRADE TWO	
2.3.1	Locate Guam and the U.S. on a world map.
2.3.2	Read globes and maps and follow narrative accounts using them.
2.3.3	Construct and develop simple maps with titles, map legends, and compass roses.
2.3.4	Read and interpret a map of Guam, its surrounding islands, and the U.S.
2.3.5	Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes.
2.3.6	Draw maps to show familiar places and write simple directions. *EXAMPLE(S):* from school to home, from classroom to office
2.3.7	Explain and identify ways people depend on the physical environment and natural resources.
GRADE THREE	
3.3.1	Read and construct maps, tables, graphs, and charts.
3.3.2	Develop map skills by positioning and labeling the seven continents and five oceans.
3.3.3	Use the equator and prime meridian to identify the hemispheres.
3.3.4	Use cardinal and intermediate directions to locate places on maps and globes.
3.3.5	Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.
3.3.6	Draw a map indicating various locations in the school.
3.3.7	Draw maps of places and regions that contain map elements. *EXAMPLE(S):* title, compass rose, legend, scale, grid system
GRADE FOUR	

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
PERFORMANCE INDICATORS	
4.3.1	Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets.
4.3.2	Identify and explain the uses and conservation of the environment and resources.
4.3.3	Define the meaning of terms commonly used to locate and describe natural regions. *EXAMPLE(S):* mountain ranges, valleys, bays, oceans, waterfalls, rivers, caves, nature-made and man-made boundaries
4.3.4	Describe and compare the climate of Guam with other regions.
4.3.5	Describe the physical, economic, and cultural geography of Guam.
4.3.6	Locate and describe the major places and villages of Guam.
4.3.7	Identify clusters of settlements on Guam and explain their distribution.
4.3.8	Recognize the consequences of human modification of the environment on Guam.
4.3.9	Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.
GRADE FIVE	
5.3.1	Use maps, globes, photographs, pictures, or tables to locate or recognize the following: • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs
GRADE SIX	
6.3.1	Describe how the physical and cultural landscapes of the world influence the interpretation of the past.
GRADE SEVEN	
7.3.1	Interpret maps, globes, satellite images, photographs, or diagrams using the following: • Geographical information about the world's countries, cities, and environments • The concepts of location, scale, map projection, or orientation • Mental maps of world regions • Political, physical, and thematic maps

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
PERFORMANCE INDICATORS	
7.3.2	Explain how selected physical and ecological processes shape the Earth's surface, including the following: • How regional climatic patterns and weather phenomena affect people and places • How humans influence the environment and are influenced by it • How technology affects one's ability to modify the environment and adapt to it
7.3.3	Identify the characteristics of regions and how the regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.
7.3.4	Locate physical, economic, and cultural characteristics of world regions, including the following: • Latin America and the Caribbean • Europe • Canada and the U.S. • North Africa and Southwest Asia • Sub-Saharan Africa • Russia and Central Asia • South Asia • Southeast Asia • East Asia • Australia and the Pacific Islands • Antarctica
7.3.5	Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
7.3.6	Explain the patterns of urban development, including the following: • The concepts of site and situation to major cities in each region • How the functions of towns and cities have changed over time • The unique influence of urban areas and some challenges they face
7.3.7	Apply geography to interpret the past, understand the present, and plan for the future using the following: • Geographic knowledge, skills, and perspectives to examine problems and offer possible solutions • Current events to the physical and human characteristics of places and regions
GRADE EIGHT	
8.3.1	Explain how physical features and climate influenced the movement of people westward.
8.3.2	Locate the 50 states and the cities most significant to the historical development of the U.S.
HIGH SCHOOL: GUAM HISTORY	

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
PERFORMANCE INDICATORS	
GH.3.1	Draw conclusions and make inferences using maps, diagrams, tables, charts, graphs, and spreadsheets.
GH.3.2	Evaluate the uses and conservation of the environment and resources.
GH.3.3	Use ideas, theories, and modes of geology and geography to explain the formation of islands, including Guam, and the effects of plate tectonics.
GH.3.4	Locate places and plot geographic grids using latitude and longitude. *EXAMPLE:* Track the most recent typhoon.
HIGH SCHOOL: WORLD GEOGRAPHY	
WG.3.1	Analyze maps, globes, satellite images, photographs, or diagrams using the following: • Geographical information about the world's countries, cities, and environments • The concepts of location, scale, map projection, or orientation • Mental maps of world regions • Political, physical, and thematic maps
WG.3.2	Analyze how selected physical and ecological processes shape the Earth's surface, including the following: • How regional climatic patterns and weather phenomena affect people and places • How humans influence the environment and are influenced by it • How technology affects one's ability to modify the environment and adapt to it
WG.3.3	Apply the concept of region to distinguish the following: • How characteristics of regions have led to regional labels • How regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants • How cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions
WG.3.4	Analyze physical, economic, and cultural characteristics of world regions. *EXAMPLE(S):* Latin America and the Caribbean, Europe, Canada and the U.S., North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, Antarctica
WG.3.5	Evaluate the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
WG.3.6	Sequence the patterns of urban development, including the following: • The concepts of site and situation to major cities in each region • How the functions of towns and cities have changed over time
WG.3.7	Evaluate the unique influence of urban areas and some challenges they face.

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
PERFORMANCE INDICATORS	
WG.3.8	Analyze problems and make decisions using geographical knowledge, skills, and perspectives in order to interpret the past, understand the present, and plan for the future.
HIGH SCHOOL: WORLD HISTORY	
WH.3.1	Analyze how the physical and cultural landscapes of the world influence the interpretation of the past.
WH.3.2	Interpret and construct charts and graphs that show quantitative information.
HIGH SCHOOL: U.S. HISTORY	
US.3.1	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.
HIGH SCHOOL: AMERICAN GOVERNMENT	
AG.3.1	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.
K.4.2	Demonstrate that being a good citizen involves the following: • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings
K.4.3	Recognize the American and Guam flags and identify the president as the leader of the U.S. and the governor as the leader of Guam.
K.4.4	Recognize the Pledge of Allegiance.
K.4.5	Give examples that show the meaning of the following concepts at home, in school, and in the community: • Authority • Fairness • Justice • Responsibility • Rules
K.4.6	Explain the purpose of laws in the community and how they are enforced.
GRADE ONE	
1.4.1	Apply the traits of a good citizen by doing the following: • Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect • Recognizing the purpose of rules and practicing self-control • Working hard in school • Taking responsibility for one's own actions • Valuing honesty and truthfulness in oneself and others • Participating in classroom decision making through voting

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
1.4.2	Recognize the symbols and traditional practices that honor and foster patriotism in the U.S. and Guam by doing the following: • Identifying the American flag, bald eagle, Washington Monument, Statue of Liberty, Guam seal, and Chief Quipuha statue • Demonstrate respect for the American and Guam flags by learning about the Pledge of Allegiance and Inifresi
1.4.3	Give examples that show the meaning of the following words: • *Politeness* • *Achievement* • *Courage* • *Honesty* • *Reliability*
1.4.4	Explain the purpose of laws in the community and the consequences when laws are broken.
1.4.5	Identify and discuss the various government officials whose decisions affect our lives. *EXAMPLE(S)*: mayors, legislators, governor, president
GRADE TWO	
2.4.1	Define and give examples of the responsibilities of a good citizen, with emphasis on the following: • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness
2.4.2	Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.
2.4.3	Understand that the people of the U.S. and Guam: • Have state and local government officials who are elected by voters. • Have diverse ethnic origins, customs, and traditions; make contributions to their communities; and are united as Americans by common principles.
GRADE THREE	
3.4.1	Recognize the importance of government on Guam and in the U.S., including the following: • The purpose of rules and laws • The basic purposes of government are to make laws, carry out laws, and decide if laws have been broken • How government protects the rights and property of individuals

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
3.4.2	Explain the importance of the basic principles that create the foundation of a republican form of government, including the following: • Individual rights to life, liberty, and the pursuit of happiness and equality under the law • Contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., and Cesar Chavez • Recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms • How people can serve the community, state, and nation
3.4.3	Identify and describe the three branches of government and their functions.
3.4.4	Recite the Pledge of Allegiance, sing the Star-Spangled Banner, and explain their history.
3.4.5	Identify and discuss patriotic symbols and landmarks. *EXAMPLE(S):* the White House, bald eagle, Capitol Building, Statue of Liberty
GRADE FOUR	
4.4.1	Select and defend positions in writing and discussion about Guam's government and civics.
4.4.2	Identify Guam as a U.S. Territory that recognizes the U.S. Constitution as the Supreme Law of the Land.
4.4.3	Explain how individuals can participate in civic affairs and political parties on Guam.
GRADE FIVE	
5.4.1	Evaluate and discuss issues in the development of the nation.
5.4.2	Identify and interpret political cartoons and pictures.
5.4.3	Recognize patriotic slogans and excerpts from notable speeches and documents.
5.4.4	Explain why the Articles of Confederation failed and contributed to the need for a Constitutional Convention.
5.4.5	Identify the various leaders of the Constitutional Convention and describe the major issues they debated, including the following: • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
5.4.6	Identify and explain the issues involved in the creation and ratification of the U.S. Constitution including the following: • The problems with the Articles of Confederation • The major compromises necessary to produce the Constitution and the roles of James Madison and George Washington • The significance of the Bill of Rights • The arguments of Federalists and Anti-Federalists during the ratification debates • How John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government
5.4.7	• Explain how the principles of popular sovereignty, limited government, federalism, checks and balances, and separation of powers are embodied in the U.S. Constitution.
GRADE SIX	
6.4.1	Describe the different roles played by individuals pertaining to civic participation in historical cultures.
GRADE SEVEN	
7.4.1	Compare how governments function in selected world societies. *EXAMPLE(S):* China, Germany, India, Russia
7.4.2	Explain the ways that government meets the needs of citizens to resolve conflict and monitor law and security.
GRADE EIGHT	
8.4.1	Identify and analyze methods of expanding the right to participate in the democratic process. *EXAMPLE(S):* lobbying for or protesting court decisions and amendments to the U.S. Constitution
8.4.2	Evaluate various means of achieving equality of political rights. *EXAMPLE(S):* 19th, 24th, and 26th Amendments
8.4.3	Explain how participation in the democratic process reflects our national identity.
HIGH SCHOOL: GUAM HISTORY	
GH.4.1	Analyze political cartoons, political advertisements, pictures, and other graphic media concerning Guam's government and civics.
GH.4.2	Review information about Guam's government and civics for accuracy, separating fact from opinion.
GH.4.3	Formulate an informed, carefully reasoned position on a community issue.
GH.4.4	Make arguments for or against positions about Guam's government or civics using debates.
GH.4.5	Describe the foundations of American constitutional government as it relates to Guam, including the following: • The fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government • The significance of the Declaration of Independence and the U.S. Constitution

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
GH.4.6	Compare various political systems that have existed throughout the history of Guam.
HIGH SCHOOL: WORLD GEOGRAPHY	
WG.4.1	Explain how the forces of conflict and cooperation affect the division and control of the Earth's surface, including the following: • The reasons for the creation of different political divisions • Ways cooperation among political jurisdictions is used to solve problems and settle disputes
HIGH SCHOOL: WORLD HISTORY	
WH.4.1	Identify the impact of political and legal ideas contained in significant historic documents. *EXAMPLE(S):* Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treaties of Government, the Declaration of Independence
WH.4.2	Evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choice and decisions faced by contemporary societies.
HIGH SCHOOL: U.S. HISTORY	
US.4.1	Communicate findings about American history in oral and in analytical essays or comprehensive papers.
US.4.2	Develop skills in discussion, debate, and persuasive writing with respect to enduring issues in American history and determine how divergent viewpoints have been addressed and reconciled.
US.4.3	Describe the American constitutional government at the local level, including the following: • The structure and powers of the local government • The relationship of local government to the state government • An explanation of the lawmaking process
HIGH SCHOOL: AMERICAN GOVERNMENT	
AG.4.1	Analyze political cartoons, political advertisements, pictures, and other graphic media concerning American government and civics.
AG.4.2	Distinguish between relevant and irrelevant information in American government and civics.
AG.4.3	Evaluate information about American government and civics for accuracy, separating fact from opinion.
AG.4.4	Use a decision-making model that identifies a problem in American government and/or civics, weigh the expected costs and benefits and possible consequences of proposed solutions.
AG.4.5	Select and defend positions about American government and civics in writing, discussion, and debate.

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
AG.4.6	Describe the political philosophies that shaped the U.S. constitutional government, including the following: • The development of Athenian democracy and the Roman republic • The influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights • The writings of Hobbes, Locke, and Montesquieu • The guarantee of the "rights of Englishmen" set forth in the charters of the Virginia Company of London • An analysis of the natural rights philosophies expressed in the Declaration of Independence
AG.4.7	Explain the concepts of democracy, including the following: • The fundamental worth and dignity of the individual • The equality of all citizens under the law • Majority rule and minority rights • The necessity of compromise • The freedom of the individual
AG.4.8	Discuss the U.S. Constitution, including the following: • The ratification debates and *The Federalist* • The purposes for government stated in the Preamble • The fundamental principles upon which the U.S. Constitution is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism • The structure of the national government outlined in Article I, Article II, and Article III • The amendment process
AG.4.9	Describe the federal system as outlined in the U.S. Constitution, including the following: • The relationship of the state governments to the national government • The extent to which power is shared • The powers denied state and national governments • The ongoing debate that focuses on the balance of power between state and national governments

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
AG.4.10	Critique local, state, and national elections, including the following: • The organization, role, and constituencies of political parties • The nomination and election process • Campaign funding and spending • The influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections • The impact of reapportionment and redistricting on elections • How amendments extend the right to vote • Voter turnout • The degree to which interest groups influence political life
AG.4.11	Explain the organization and powers of the national government, including the following: • The legislative, executive, and judicial branches • The relationship between the three branches in a system of checks and balances • The ways individuals and groups exert influence on the national government
AG.4.12	Describe the process by which public policy is made, including the following: • Different perspectives on the role of government • How the national government influences the public agenda and shapes public policy on national and local levels • How the local government influences the public agenda and shapes public policy • An analysis of how individuals, interest groups, and the media influence public policy • The process of formulating and practicing a course of action to address local and/or national issues
AG.4.13	Examine the operation of the federal judiciary system, including the following: • The organization, jurisdiction, and proceedings of federal courts • How John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison* • How the Supreme Court decides cases • The philosophies of judicial activism and judicial restraint • How the judiciary system influences public policy by delineating the power of government and safeguarding the rights of the individual

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
PERFORMANCE INDICATORS	
AG.4.14	Describe civil liberties and civil rights, including the following: • The Bill of Rights, with emphasis on 1st Amendment freedoms • Due process of law expressed in the 5th and 14th Amendments • The balance between individual liberties and the public interest • Every citizen's right to be treated equally under the law
AG.4.15	Explain the role of the U.S. in a changing world, including the following: • The responsibilities of the national government for foreign policy and national security • The role played by national interest in shaping foreign policy and promoting world peace • The relationship of Guam and the U.S. to the global economy • Recent foreign policy
AG.4.16	Practice personal character traits that facilitate thoughtful and effective participation in civic life, including the following: • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism • Financial responsibility
AG.4.17	Explain the importance of thoughtful and effective participation in civic life, including the following: • Obeying the law and paying taxes • Serving as a juror • Participating in the political process • Performing public service • Keeping informed about current issues • Respecting differing opinions in a diverse society • Practicing personal and fiscal responsibility
AG.4.18	Explain the meaning of citizenship in the U.S. and how it relates to American civic life, including the following: • How American citizenship is defined by shared political and civic beliefs and values • How Americans are citizens of their locality, state, and nation • How non citizens can become citizens

Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Give examples from the community of different kinds of jobs that people do, including the work they do at home.
K.5.2	Match simple descriptions of work that people do with the names of those jobs found in the community.
K.5.3	Recognize that people make choices based on available options or because they cannot have everything. *EXAMPLE(S):* a little girl has to choose between a doll and a dress because her mom said she can only have one thing; the teacher tells students to choose between a treat and extra free time because their behavior was good for the entire week
K.5.4	Explain that people work to earn money to buy the things they need and want.
K.5.5	Use words relating to work, such as *jobs, money, buying*, and *selling*.
GRADE ONE	
1.5.1	Explain the difference between goods and services and describe how people are consumers and producers of goods and services.
GRADE TWO	
2.5.1	Describe natural resources (e.g., water, soil, wood, coal), human resources (e.g., people at work), and capital resources (e.g., machines, tools, buildings).
2.5.2	Give examples of people in the school and community who are both producers and consumers.
GRADE THREE	
3.5.1	Define what taxes are, explain their purpose, and, with the help of teachers and parents, give examples of different kinds of taxes. *EXAMPLE(S):* property, sales, income taxes
GRADE FOUR	
4.5.1	Explain and discuss how people on Guam make a living to meet their needs and wants.
4.5.2	Identify the economic motivation for immigration to Guam.
GRADE FIVE	
5.5.1	Explain the causes of the establishment of slavery in North America, the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition.
5.5.2	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.
GRADE SIX	
6.5.1	Describe the interrelationship of world economies today.

Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
PERFORMANCE INDICATORS	
GRADE SEVEN	
7.5.1	Identify types of natural, human, and capital resources and explain their significance, including the following: • Their influence on patterns of economic activity and land use • Perspectives and consequences regarding the use of resources
7.5.2	Distinguish between developed and developing countries and relate their level of economic development to their standard of living and quality of life.
7.5.3	Explain the impact of scarcity on international trade and economic interdependence among societies.
7.5.4	Describe ways in which factors of production influence the economies of selected contemporary societies. *EXAMPLE(S):* natural resources, labor, capital, entrepreneurs
GRADE EIGHT	
8.5.1	Discuss the social, economic, and technological changes of the early 20th century, including the following: • How developments in factory and labor productivity, transportation (such as the use of the automobile), communication, and rural electrification changed American life and its standard of living • The social and economic changes that took place, including prohibition and the Great Migration north and west • The causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal
HIGH SCHOOL: GUAM HISTORY	
GH.5.1	Explain how social changes and economic factors have impacted the physical environment, including the following: • The tourism industry • The influx of immigrants • U.S. military build-up
GH.5.2	Explain the structure and operation of the Guam economy, including the following: • Development of major industries that contributed to the economic growth of Guam and its modernization • The changes in the types of jobs and occupations that have resulted from the modernization of Guam • The impact of national and international markets and events on the production of goods and services • Economic alternatives other than the military and tourism • The role of the federal government in the economy
HIGH SCHOOL: WORLD GEOGRAPHY	
WG.5.1	Categorize the types of natural, human, and capital resources and explain their significance, including the following: • Their influence on patterns of economic activity and land use • Different perspectives and consequences regarding the use of resources

Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
PERFORMANCE INDICATORS	
WG.5.2	Compare and contrast developed and developing countries and relate their level of economic development to their standard of living and quality of life.
WG.5.3	Discuss the advantages and disadvantages of economic interdependence, including the formation of economic unions.
HIGH SCHOOL: WORLD HISTORY	
WH.5.1	Explain how causes of wars are related to economics.
WH.5.2	Compare the relationship between and among contemporary countries with differing economic systems.
WH.5.3	Describe the interrelationship of world economies today.
HIGH SCHOOL: U.S. HISTORY	
US.5.1	Analyze the effects of economic policies on the U.S. *EXAMPLE(S):* Open Door Policy, Dollar Diplomacy
HIGH SCHOOL: AMERICAN GOVERNMENT	
AG.5.1	Compare and contrast the governments and economies in various countries with the government and the economy in the U.S., including the following: • The distribution of governmental power • The relationship between the legislative and executive branches • The extent of participation in the political process • The degree of government involvement in the economies
AG.5.2	Examine various economic systems, including the following: • The basic economic questions encountered by all economic systems • The characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx • The impact of the government's role in the economy on individual economic freedoms • The relationship between economic freedom and political freedom • Productivity and the standard of living, as measured by key economic indicators
AG.5.3	Analyze the role of government in the Guam and U.S. economies, including the following: • The impact of fiscal and monetary policies on the economy • The creation of government-provided goods and services that are not readily produced by the market • Environmental issues, property rights, contracts, consumer rights, labor management relations, and competition in the marketplace • The types and purposes of taxation

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
K.1.1	Identify and describe family or community members who promote the welfare and safety of children and adults.
K.1.2	Use the word *because* in the context of stories or personal experiences correctly.
Standard 2: History Students learn how human beings view themselves in and over time.	
K.2.1	Identify sequential words—*first, next, last*—in stories used to describe personal experiences.
K.2.2	Use the following words and phrases related to chronology and time correctly: *now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last* or *next week, month, year*; and present, past, and future tenses of verbs.
K.2.3	Tell important events in students' own and their families' lives in chronological order.
K.2.4	Identify and describe the events celebrated during local or national holidays and why we celebrate them. *EXAMPLE(S):* Independence Day, Martin Luther King, Jr. Day, Veterans Day, Thanksgiving Day, Santa Marian Kamalin Day, Christmas Day, Liberation Day, Easter
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
K.3.1	Identify and recognize the difference between maps and globes. *EXAMPLE(S):* Maps are flat pictures of the Earth and globes are round like the Earth.
K.3.2	Use words and phrases that indicate locations, directions, chronology, and time. *EXAMPLE(S): up, down, near, far, left, right, now, long ago, before, after*
K.3.3	Identify and recognize places at home, at school, and community locations.
K.3.4	Recognize the map of Guam.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
K.4.1	Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
K.4.2	Demonstrate that being a good citizen involves the following: • Taking turns and sharing • Taking responsibility for certain classroom chores • Taking care of personal belongings and respecting what belongs to others • Following rules and understanding the consequence of breaking rules • Practicing honesty, self-control, and kindness to others • Participating in decision making in the classroom • Participating successfully in group settings
K.4.3	Recognize the American and Guam flags and identify the president as the leader of the U.S. and the governor the leader of Guam.
K.4.4	Recognize the Pledge of Allegiance.
K.4.5	Give examples that show the meaning of the following concepts at home, in school, and in the community: • Authority • Fairness • Justice • Responsibility • Rules
K.4.6	Explain the purpose of laws in the community and how they are enforced.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
K.5.1	Give examples from the community of different kinds of jobs that people do, including the work they do at home.
K.5.2	Match simple descriptions of work that people do with the names of those jobs found in the community.
K.5.3	Recognize that people make choices based on available options or because they cannot have everything. *EXAMPLE(S):* a little girl has to choose between a doll and a dress because her mom said she can only have one thing; the teacher tells students to choose between a treat and extra free time because their behavior was good for the entire week
K.5.4	Explain that people work to earn money to buy the things they need and want.
K.5.5	Use words relating to work, such as *jobs, money, buying*, and *selling*.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
1.1.1	Describe the main characters and their qualities, after reading or listening to folktales, legends, and stories from Guam, the U.S., and around the world.
1.1.2	Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people.
1.1.3	Explain that people on Guam and in the U.S. have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and students' own families.
Standard 2: History Students learn how human beings view themselves in and over time.	
1.2.1	Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (*now, in the past, in the future*) and recognize the existence of changing historical periods (other times, other places).
1.2.2	Create and sequence events in students' own lives in chronological order.
1.2.3	Read important dates on a calendar and associate them with days of the week.
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
1.3.1	Identify and locate cardinal direction, the north pole, the south pole, and the equator.
1.3.2	Define and give examples of continents, land forms, and oceans.
1.3.3	Construct a simple map of a familiar area using basic symbols in a map legend.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
1.4.1	Apply the traits of a good citizen by doing the following: • Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect • Recognizing the purpose of rules and practicing self-control • Working hard in school • Taking responsibility for one's own actions • Valuing honesty and truthfulness in oneself and others • Participating in classroom decision making through voting

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
1.4.2	Recognize the symbols and traditional practices that honor and foster patriotism in the U.S. and Guam by doing the following: • Identifying the American flag, bald eagle, Washington Monument, Statue of Liberty, Guam seal, and Chief Quipuha statue • Demonstrate respect for the American and Guam flags by learning about the Pledge of Allegiance and Inifresi
1.4.3	Give examples that show the meaning of the following words: • *Politeness* • *Achievement* • *Courage* • *Honesty* • *Reliability*
1.4.4	Explain the purpose of laws in the community and the consequences when laws are broken.
1.4.5	Identify and discuss the various government officials whose decisions affect our lives. *EXAMPLE(S):* mayors, legislators, governor, president
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
1.5.1	Explain the difference between goods and services and describe how people are consumers and producers of goods and services.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
2.1.1	Describe traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.
2.1.2	Give examples of traditions or customs from other countries that can be found on Guam and in the U.S. today.
Standard 2: History Students learn how human beings view themselves in and over time.	
2.2.1	Use a calendar to identify days, weeks, months, years, and seasons.
2.2.2	Use words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*).
2.2.3	Explain the information that historical time lines convey and then put in chronological order events in the student's life or in the history of countries studied. *EXAMPLE(S):* The year he or she was born, started school, or moved to a new neighborhood
2.2.4	Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements.
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
2.3.1	Locate Guam and the U.S. on a world map.
2.3.2	Read globes and maps and follow narrative accounts using them.
2.3.3	Construct and develop simple maps with titles, map legends, and compass roses.
2.3.4	Read and interpret a map of Guam, its surrounding islands, and the U.S.
2.3.5	Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes.
2.3.6	Draw maps to show familiar places and write simple directions. *EXAMPLE(S):* from school to home, from classroom to office
2.3.7	Explain and identify ways people depend on the physical environment and natural resources.

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
2.4.1	Define and give examples of the responsibilities of a good citizen, with emphasis on the following: • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness
2.4.2	Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.
2.4.3	Understand that the people of the U.S. and Guam: • Have state and local government officials who are elected by voters. • Have diverse ethnic origins, customs, and traditions; make contributions to their communities; and are united as Americans by common principles.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
2.5.1	Describe natural resources (e.g., water, soil, wood, coal), human resources (e.g., people at work), and capital resources (e.g., machines, tools, buildings).
2.5.2	Give examples of people in the school and community who are both producers and consumers.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
3.1.1	Describe and explain the significance of traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.
3.1.2	Explain the origins of traditions or customs from other countries that can be found on Guam and in the U.S. today.
3.1.3	Describe similarities and differences among the cultures in the class and intergenerational groups in communities.
3.1.4	Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
Standard 2: History Students learn how human beings view themselves in and over time.	
3.2.1	Explain the meaning of time periods or dates in historical narratives and use them correctly in speaking and writing. *EXAMPLE(S):* decade, 19th century, 1600s, 1776
3.2.2	Observe visual sources, such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details, such as clothing, setting, or action.
3.2.3	Create and interpret time lines.
3.2.4	After reading a biography of a famous person in one of the following categories, summarize the person's life and achievements. • Science and Technology *EXAMPLE(S):* Alexander Graham Bell, Robert Goddard, Samuel Morse, Bill Gates, Marie Curie • The Arts *EXAMPLE(S):* Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Norman Rockwell, Henry David Thoreau, Shel Silverstein • Business *EXAMPLE(S):* William Filene, Amos Lawrence, An Wang, Jeff Bezos, Sam Walton, Oprah Winfrey • Education, Journalism, and Health *EXAMPLE(S):* Clara Barton, Horace Mann, Jonas Saulk, Louis Pasteur, Agueda Johnston, Pedro Sanchez • Political Leadership *EXAMPLE(S):* George Washington, Abraham Lincoln, Susan B. Anthony, Benjamin Franklin, John F. Kennedy, Barrack Obama, Antonio B. Wonpat, Carlos G. Camacho, Richard Taitano
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
3.3.1	Read and construct maps, tables, graphs, and charts.

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
3.3.2	Develop map skills by positioning and labeling the seven continents and five oceans.
3.3.3	Use the equator and prime meridian to identify the hemispheres.
3.3.4	Use cardinal and intermediate directions to locate places on maps and globes.
3.3.5	Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.
3.3.6	Draw a map indicating various locations in the school.
3.3.7	Draw maps of places and regions that contain map elements. *EXAMPLE(S):* title, compass rose, legend, scale, grid system
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
3.4.1	Recognize the importance of government on Guam and in the U.S., including the following: • The purpose of rules and laws • The basic purposes of government are to make laws, carry out laws, and decide if laws have been broken • How government protects the rights and property of individuals
3.4.2	Explain the importance of the basic principles that create the foundation of a republican form of government, including the following: • Individual rights to life, liberty, and the pursuit of happiness and equality under the law • Contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., and Cesar Chavez • Recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms • How people can serve the community, state, and nation
3.4.3	Identify and describe the three branches of government and their functions.
3.4.4	Recite the Pledge of Allegiance, sing the Star-Spangled Banner, and explain their history.
3.4.5	Identify and discuss patriotic symbols and landmarks. *EXAMPLE(S):* the White House, bald eagle, Capitol Building, Statue of Liberty
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
3.5.1	Define what taxes are, explain their purposes, and, with the help of teachers and parents, give examples of different kinds of taxes. *EXAMPLE(S):* property, sales, income taxes

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
4.1.1	Discuss the similarities and differences of Chamorro traditions and customs with other ethnic groups found on Guam.
4.1.2	Summarize different stories, legends, and myths and explain how they contribute to our understanding of the past.
4.1.3	Recognize the different cultural groups found on Guam and express appreciation for the cultural diversity of the island.
4.1.4	List ways in which one culture can influence other cultures and bring about change.
4.1.5	Compare the ways of life in various Micronesian island groups before European exploration and describe the region in which they lived.
4.1.6	Sing the Guam Hymn in Chamorro and English and explain its meaning.
4.1.7	Describe the origins and significance of local celebrations. *EXAMPLE(S):* Independence Day, Feast of Santa Marian Kamalin, Liberation Day, Veteran's Day
Standard 2: History Students learn how human beings view themselves in and over time.	
4.2.1	Discuss the difference between historical fact and opinion. *EXAMPLE(S):* Historical Fact: Magellan landed on Guam on March 06, 1521. Opinion: Magellan's landing on Guam was a good event because it helped introduce Christianity to the native Chamorros.
4.2.2	Recognize national and local historical sites and describe their function and significance.
4.2.3	Place major events in the development of Guam in chronological order utilizing a time line.
4.2.4	Explain how ancient Chamorros lived and built their civilization. *EXAMPLE(S):* the importance of the caste system, latte stones, flying proa, fishing
4.2.5	Discuss reasons for the Spanish settlement on Guam.
4.2.6	Identify the importance of significant explorers. *EXAMPLE(S):* Christopher Columbus, Ferdinand Magellan
4.2.7	Analyze the causes and effects of the Spanish-American War.
4.2.8	Describe the political, economic, and social impact of Spanish colonization on Guam.
4.2.9	Identify Spanish and Chamorro leaders prior to 1898. *EXAMPLE(S):* Pale San Vitores, Governor Quiroga, Chief Quipuha, Governor Muro
4.2.10	Explain how the American occupation before WWII impacted life on Guam.
4.2.11	Discuss the impact of the Japanese occupation on Guam.
4.2.12	Describe the political, economic, and social impact of Americanization on Guam from post WWII to the present.

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
4.3.1	Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets.
4.3.2	Identify and explain the uses and conservation of the environment and resources.
4.3.3	Define the meaning of terms commonly used to locate and describe natural regions. *EXAMPLE(S):* mountain ranges, valleys, bays, oceans, waterfalls, rivers, caves, nature-made and man-made boundaries
4.3.4	Describe and compare the climate of Guam with other regions.
4.3.5	Describe the physical, economic, and cultural geography of Guam.
4.3.6	Locate and describe the major places and villages of Guam.
4.3.7	Identify clusters of settlements on Guam and explain their distribution.
4.3.8	Recognize the consequences of human modification of the environment on Guam.
4.3.9	Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
4.4.1	Select and defend positions in writing and discussion about Guam's government and civics.
4.4.2	Identify Guam as a U.S. Territory that recognizes the U.S. Constitution as the Supreme Law of the Land.
4.4.3	Explain how individuals can participate in civic affairs and political parties on Guam.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
4.5.1	Explain and discuss how people on Guam make a living to meet their needs and wants.
4.5.2	Identify the economic motivation for immigration to Guam.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
5.1.1	Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.
Standard 2: History Students learn how human beings view themselves in and over time.	
5.2.1	Sequence time lines of historical events studied.
5.2.2	Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative.
5.2.3	Identify primary and secondary source documents. *EXAMPLE(S):* primary source documents: U.S. Constitution, Bill of Rights, Declaration of Independence; secondary source documents: newspaper article about U.S. Constitution, essay written about the Bill of Rights, poem written about the Declaration of Independence
5.2.4	Describe the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca), including their political structures, religious practices, use of slaves, and reasons for their decline.
5.2.5	Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers. *EXAMPLE(S):* Vasco Nuñez de Balboa, John and Sebastian Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Juan Ponce de Leon, Amerigo Vespucci
5.2.6	Describe the goals and extent of the Dutch settlement in New York; the French settlements in Canada; and the Spanish settlements in Florida, the Southwest, and California.
5.2.7	Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. *EXAMPLE(S):* • Lord Baltimore in Maryland • William Penn in Pennsylvania • John Smith in Virginia • Roger Williams in Rhode Island • John Winthrop in Massachusetts
5.2.8	Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. *EXAMPLE(S):* Sugar Act (1764), Stamp Act (1765), Townsend Duties (1767), Tea Act (1773), the Intolerable Acts (1774); the slogan “no taxation without representation;” the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)

Standard 2: History Students learn how human beings view themselves in and over time.	
5.2.9	Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. *EXAMPLE(S):* Lexington and Concord (1775), Bunker Hill (1775), Saratoga (1777), Valley Forge (1777–1778), Yorktown (1781)
5.2.10	Describe the life and achievements of important leaders during the Revolution and the early years of the U.S. *EXAMPLE(S):* John Adams, Benjamin Franklin, King George III, Alexander Hamilton, Thomas Jefferson, James Madison, George Washington
5.2.11	Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
5.2.12	Describe the expedition of Lewis and Clark from 1803 to 1806.
5.2.13	Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. *EXAMPLE(S):* • British restrictions on trade and impressment • Major battles and events of the war, including the role of the U.S. Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans
5.2.14	Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier. *EXAMPLE(S):* • Wagon train journeys on the Oregon and Santa Fe Trails • Their settlements in the western territories
5.2.15	Identify the key issues that contributed to the onset of the Civil War. *EXAMPLE(S):* • The debate over slavery and westward expansion • Diverging economic interests • States' rights
5.2.16	Summarize the critical developments leading to the Civil War. *EXAMPLE(S):* • Missouri Compromise (1820) • Compromise of 1850 • Publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851–1852) • Dred Scott Supreme Court case (1857) • election of Abraham Lincoln (1860)
5.2.17	Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), the Gettysburg Address (1863), his views on slavery, and the political obstacles he encountered.

Standard 2: History Students learn how human beings view themselves in and over time.	
5.2.18	Summarize the roles and policies of various Civil War leaders and describe the important Civil War battles and events. *Leaders* • Jefferson Davis • Ulysses S. Grant • Robert E. Lee *Battles* • Antietam • Vicksburg • Gettysburg
5.2.19	Provide examples of the various effects of the Civil War, including: • Physical and economic destruction • The increased role of the federal government • The greatest loss of life on a per capita basis of any U.S. war before or since
5.2.20	Identify the policies and consequences of Reconstruction, including the following: • The 13th, 14th, and 15th Amendments • The rise of Jim Crow laws • The Supreme Court case *Plessy v. Ferguson* (1896)
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
5.3.1	Use maps, globes, photographs, pictures, or tables to locate or recognize the following: • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range • The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico • Key geographic features on maps, diagrams, and/or photographs
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
5.4.1	Evaluate and discuss issues in the development of the nation.
5.4.2	Identify and interpret political cartoons and pictures.

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
5.4.3	Recognize patriotic slogans and excerpts from notable speeches and documents.
5.4.4	Explain why the Articles of Confederation failed and contributed to the need for a Constitutional Convention.
5.4.5	Identify the various leaders of the Constitutional Convention and describe the major issues they debated, including the following: • Distribution of political power • Rights of individuals • Rights of states • The Great Compromise • Slavery
5.4.6	Identify and explain the issues involved in the creation and ratification of the U.S. Constitution including the following: • The problems with the Articles of Confederation • The major compromises necessary to produce the Constitution and the roles of James Madison and George Washington • The significance of the Bill of Rights • The arguments of Federalists and Anti-Federalists during the ratification debates • How John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government
5.4.7	Explain how the principles of popular sovereignty, limited government, federalism, checks and balances, and separation of powers are embodied in the U.S. Constitution.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
5.5.1	Explain the causes of the establishment of slavery in North America, the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition.
5.5.2	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
6.1.1	Predict how present day cultures may change or evolve.
Standard 2: History Students learn how human beings view themselves in and over time.	
6.2.1	Use the words or abbreviations for identifying time periods or dates in historical narratives correctly (*decade, age, era, century, millennium, AD/CE, BC/BCE, c.*, and *circa*).
6.2.2	Construct and interpret time lines of events and civilizations studied.
6.2.3	Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.
6.2.4	Identify multiple causes and effects when explaining historical events.
6.2.5	Describe ways of interpreting archaeological evidence from societies leaving no written records.
6.2.6	Identify the early development of humankind from the Paleolithic Era to the agricultural revolution based on hunter-gatherer societies' environments, characteristics including their use of tools and fire, and technological and social advancement that gave rise to stable communities.
6.2.7	Describe ancient river valley civilizations from Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians with emphasis on each civilization's 1) time and place, 2) development of social, political, and economic patterns, including slavery, 3) development of religious traditions, 4) the origins, beliefs, traditions, customs, and spread of Judaism; and 5) the development of language and writing.
6.2.8	Describe a variety of ancient civilizations to include Egypt, Persia, India, and China in terms of chronology, social structures and contributions to later civilizations.
6.2.9	Discuss how ancient Greece influenced Western Civilization based on 1) mythology and religion, 2) the social structure and role of slavery, 3) the significance of citizenship and the development of democracy, 3) the significance of the Persian and Peloponnesian wars, 4) life in Athens during the Golden Age of Pericles, 5) contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle, and 6) the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
6.2.10	Discuss how ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) influenced Western civilization based on 1) mythology and religion, 2) the social structure and role of slavery, 3) significance of citizenship and the development of democratic features in the government, 4) military domination of the Mediterranean basin and Western Europe, 5) the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs, 6) Contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law.

Standard 2: History Students learn how human beings view themselves in and over time.	
6.2.11	Sequence and explain important events of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.), including the following: • The spread and influence of Christianity and the Catholic Church throughout Europe • The structure of feudal society and its economic, social, and political effects • The rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire • The invasions, settlements, and influence of migratory groups, as well as Angles, Saxons, Magyars, and Vikings
6.2.12	Identify how the European Age of Discovery and expansion into the Americas, Africa, and Asia impacted 1) the political and economic motivations of explorers and conquistadors, 2) the spread of religion, and 3) emigration, settlement patterns, cultural diffusion, and social classes in the colonized areas.
6.2.13	Explain how the major events and significant leaders of World War I impacted the economic and political causes of the war and its outcomes.
6.2.14	Explain how the major events and significant leaders of World War II impacted the 1) economic and political causes, 2) the Holocaust and other examples of genocide in the twentieth century and 3) the outcomes of the war.
6.2.15	Describe the significant events of the Cold War and the patterns of conflict and cooperation since 1945 on nuclear weaponry influenced the second half of the twentieth century.
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
6.3.1	Describe how the physical and cultural landscapes of the world influence the interpretation of the past.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
6.4.1	Describe the different roles played by individuals pertaining to civic participation in historical cultures.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
6.5.1	Describe the interrelationship of world economies today.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
7.1.1	Explain the significance of individuals or groups from selected societies, past and present.
Standard 2: History Students learn how human beings view themselves in and over time.	
7.2.1	Identify and use key concepts, such as chronology, change, conflict, and complexity.
7.2.2	Identify the historical background of selected contemporary societies to discuss relationships between past conflicts and current conditions.
7.2.3	Describe characteristics of selected contemporary societies that resulted from historical events or factors, such as invasion, conquests, colonization, immigration, and trade. *EXAMPLE(S):* Bosnia, Northern Ireland
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
7.3.1	Interpret maps, globes, satellite images, photographs, or diagrams using the following: • Geographical information about the world's countries, cities, and environments • The concepts of location, scale, map projection, or orientation • Mental maps of world regions • Political, physical, and thematic maps
7.3.2	Explain how selected physical and ecological processes shape the Earth's surface, including the following: • How regional climatic patterns and weather phenomena affect people and places • How humans influence the environment and are influenced by it • How technology affects one's ability to modify the environment and adapt to it
7.3.3	Identify the characteristics of regions and how the regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
7.3.4	Locate physical, economic, and cultural characteristics of world regions, including the following: • Latin America and the Caribbean • Europe • Canada and the U.S. • North Africa and Southwest Asia • Sub-Saharan Africa • Russia and Central Asia • South Asia • Southeast Asia • East Asia • Australia and the Pacific Islands • Antarctica
7.3.5	Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
7.3.6	Explain the patterns of urban development, including the following: • The concepts of site and situation to major cities in each region • How the functions of towns and cities have changed over time • The unique influence of urban areas and some challenges they face
7.3.7	Apply geography to interpret the past, understand the present, and plan for the future using the following: • Geographic knowledge, skills, and perspectives to examine problems and offer possible solutions • Current events to the physical and human characteristics of places and regions
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
7.4.1	Compare how governments function in selected world societies. *EXAMPLE(S):* China, Germany, India, Russia
7.4.2	Explain the ways that government meets the needs of citizens to resolve conflict and monitor law and security.

Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
7.5.1	Identify types of natural, human, and capital resources and explain their significance, including the following: • Their influence on patterns of economic activity and land use • Perspectives and consequences regarding the use of resources
7.5.2	Distinguish between developed and developing countries and relate their level of economic development to their standard of living and quality of life.
7.5.3	Explain the impact of scarcity on international trade and economic interdependence among societies.
7.5.4	Describe ways in which factors of production influence the economies of selected contemporary societies. *EXAMPLE(S):* natural resources, labor, capital, entrepreneurs

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
8.1.1	Describe developments in art, music, literature, drama, and other cultural activities in the history of the U.S.
Standard 2: History Students learn how human beings view themselves in and over time.	
8.2.1	Interpret and construct charts and graphs that show quantitative information.
8.2.2	Distinguish between long-term and short-term cause and effect relationships.
8.2.3	Compare information found in primary and secondary source documents on the same topic.
8.2.4	Discuss important events in the development of the nation.
8.2.5	Evaluate and discuss issues relating to the development of the nation.
8.2.6	Explain the effects of Reconstruction on American life, including the following: • The impact of the 13th, 14th, and 15th Amendments to the U.S. Constitution • The legacies of such people as Abraham Lincoln, Robert E. Lee, and Frederick Douglas
8.2.7	Discuss how life changed after the Civil War, including the following: • The reasons for westward expansion, including its impact on Native Americans • The reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion • Racial segregation, the effects of "Jim Crow" laws, and other constraints faced by African Americans and other groups in the post-Reconstruction South • The impact of new inventions, the rise of big business, the growth of industry, and life on American farms • The impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, and women's suffrage
8.2.8	Analyze the changing role of the U.S. from the late 19th century through World War I, including the following: • The reasons for and results of the Spanish American War and its impact on Guam • A description of Theodore Roosevelt's impact on the foreign policy of the U.S. • The reasons for U.S. involvement in World War I, including the events on Guam and its international leadership role at the conclusion of the war
8.2.9	Identify the major causes and effects of American involvement in World War II, including the following: • The events that led to American involvement in the war, including the attack on Pearl Harbor and the occupation of Guam • The major events and turning points of the war in Europe and the Pacific • The impact of the war on the home front

Standard 2: History Students learn how human beings view themselves in and over time.	
8.2.10	Describe the economic, social, and political transformation of the U.S. and the world between the end of World War II and the present, including the following: • The rebuilding of Europe and Japan after World War II and the establishment of the United Nations • The role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges
8.2.11	Explain key domestic and international issues during the second half of the 20th and early 21st centuries, including the following: • The Civil Rights Movement and the changing role of women • The development of new technologies in communication, entertainment, and business and their impact on American life • Representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically • American foreign policy, immigration, the global environment, and other emerging issues
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
8.3.1	Explain how physical features and climate influenced the movement of people westward.
8.3.2	Locate the 50 states and the cities most significant to the historical development of the U.S.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
8.4.1	Identify and analyze methods of expanding the right to participate in the democratic process. *EXAMPLE(S):* lobbying for or protesting court decisions and amendments to the U.S. Constitution
8.4.2	Evaluate various means of achieving equality of political rights. *EXAMPLE(S):* 19th, 24th, and 26th Amendments
8.4.3	Explain how participation in the democratic process reflects our national identity.

Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
8.5.1	Discuss the social, economic, and technological changes of the early 20th century, including the following: • How developments in factory and labor productivity, transportation (such as the use of the automobile), communication, and rural electrification changed American life and its standard of living • The social and economic changes that took place, including prohibition and the Great Migration north and west • The causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
AG.1.1	Discuss specific cultural responses to persistent human needs and contemporary issues.
AG.1.2	Evaluate a political policy or decision in the U.S. that was a result of changes in American culture.
AG.1.3	Analyze changes in the American culture brought about by government policies. *EXAMPLE(S):* voting rights, the G.I. bill, racial integration
AG.1.4	Describe an example of a government policy that has affected a particular racial, ethnic, or religious group.
Standard 2: History Students learn how human beings view themselves in and over time.	
AG.2.1	Analyze primary and secondary source documents.
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
AG.3.1	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
AG.4.1	Analyze political cartoons, political advertisements, pictures, and other graphic media concerning American government and civics.
AG.4.2	Distinguish between relevant and irrelevant information in American government and civics.
AG.4.3	Evaluate information about American government and civics for accuracy, separating fact from opinion.
AG.4.4	Use a decision-making model that identifies a problem in American government and/or civics, weigh the expected costs and benefits and possible consequences of proposed solutions.
AG.4.5	Select and defend positions about American government and civics in writing, discussion, and debate.
AG.4.6	Describe the political philosophies that shaped the U.S. constitutional government, including the following: • The development of Athenian democracy and the Roman republic • The influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights • The writings of Hobbes, Locke, and Montesquieu • The guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London • An analysis of the natural rights philosophies expressed in the Declaration of Independence

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
AG.4.7	Explain the concepts of democracy, including the following: • The fundamental worth and dignity of the individual • The equality of all citizens under the law • Majority rule and minority rights • The necessity of compromise • The freedom of the individual
AG.4.8	Discuss the U.S. Constitution, including the following: • The ratification debates and *The Federalist* • The purposes for government stated in the Preamble • The fundamental principles upon which the U.S. Constitution is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism • The structure of the national government outlined in Article I, Article II, and Article III • The amendment process
AG.4.9	Describe the federal system as outlined in the U.S. Constitution, including the following: • The relationship of the state governments to the national government • The extent to which power is shared • The powers denied state and national governments • The ongoing debate that focuses on the balance of power between state and national governments
AG.4.10	Critique local, state, and national elections, including the following: • The organization, role, and constituencies of political parties • The nomination and election process • Campaign funding and spending • The influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections • The impact of reapportionment and redistricting on elections • How amendments extend the right to vote • Voter turnout • The degree to which interest groups influence political life

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
AG.4.11	Explain the organization and powers of the national government, including the following: • The legislative, executive, and judicial branches • The relationship between the three branches in a system of checks and balances • The ways individuals and groups exert influence on the national government
AG.4.12	Describe the process by which public policy is made, including the following: • Different perspectives on the role of government • How the national government influences the public agenda and shapes public policy on national and local levels • How the local government influences the public agenda and shapes public policy • An analysis of how individuals, interest groups, and the media influence public policy • The process of formulating and practicing a course of action to address local and/or national issues
AG.4.13	Examine the operation of the federal judiciary system, including the following: • The organization, jurisdiction, and proceedings of federal courts • How John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison* • How the Supreme Court decides cases • The philosophies of judicial activism and judicial restraint • How the judiciary system influences public policy by delineating the power of government and safeguarding the rights of the individual
AG.4.14	Describe civil liberties and civil rights, including the following: • The Bill of Rights, with emphasis on 1st Amendment freedoms • Due process of law expressed in the 5th and 14th Amendments • The balance between individual liberties and the public interest • Every citizen's right to be treated equally under the law
AG.4.15	Explain the role of the U.S. in a changing world, including the following: • The responsibilities of the national government for foreign policy and national security • The role played by national interest in shaping foreign policy and promoting world peace • The relationship of Guam and the U.S. to the global economy • Recent foreign policy

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
AG.4.16	Practice personal character traits that facilitate thoughtful and effective participation in civic life, including the following: • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism • Financial responsibility
AG.4.17	Explain the importance of thoughtful and effective participation in civic life, including the following: • Obeying the law and paying taxes • Serving as a juror • Participating in the political process • Performing public service • Keeping informed about current issues • Respecting differing opinions in a diverse society • Practicing personal and fiscal responsibility
AG.4.18	Explain the meaning of citizenship in the U.S. and how it relates to American civic life, including the following: • How American citizenship is defined by shared political and civic beliefs and values • How Americans are citizens of their locality, state, and nation • How non citizens can become citizens
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
AG.5.1	Compare and contrast the governments and economies in various countries with the government and the economy in the U.S., including the following: • The distribution of governmental power • The relationship between the legislative and executive branches • The extent of participation in the political process • The degree of government involvement in the economies

Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
AG.5.2	Examine various economic systems, including the following: • The basic economic questions encountered by all economic systems • The characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx • The impact of the government's role in the economy on individual economic freedoms • The relationship between economic freedom and political freedom • Productivity and the standard of living, as measured by key economic indicators
AG.5.3	Analyze the role of government in the Guam and U.S. economies, including the following: • The impact of fiscal and monetary policies on the economy • The creation of government-provided goods and services that are not readily produced by the market • Environmental issues, property rights, contracts, consumer rights, labor management relations, and competition in the marketplace • The types and purposes of taxation

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
GH.1.1	Analyze patterns for preserving and transmitting culture, including the following: • Its function as it relates to customs, traditions, beliefs, language, values, and behavior • Cultural ethnocentrism • The reasons for and values of diversity and unity
Standard 2: History Students learn how human beings view themselves in and over time.	
GH.2.1	Examine and interpret primary and secondary source documents.
GH.2.2	Use concepts, such as time, chronology, causality, change, conflict, and complexity, to explain connections and patterns of historical change and continuity.
GH.2.3	Identify and describe historical periods and patterns of change during the eras of Guam history, including the following: • Ancient Chamorro Society • Spanish Colonization • U.S. Naval Government • Japanese Occupation • Post World War II • Modern Guam
GH.2.4	Analyze and discuss how historical knowledge leads historians to be selective and subjective in their writings.
GH.2.5	Explain how and why development in Europe contributed to the exploration and settlement of the Marianas.
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
GH.3.1	Draw conclusions and make inferences using maps, diagrams, tables, charts, graphs, and spreadsheets.
GH.3.2	Evaluate the uses and conservation of the environment and resources.
GH.3.3	Use ideas, theories, and modes of geology and geography to explain the formation of islands, including Guam, and the effects of plate tectonics.

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
GH.3.4	Locate places and plot geographic grids using latitude and longitude. *EXAMPLE:* Track the most recent typhoon.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
GH.4.1	Analyze political cartoons, political advertisements, pictures, and other graphic media concerning Guam's government and civics.
GH.4.2	Review information about Guam's government and civics for accuracy, separating fact from opinion.
GH.4.3	Formulate an informed, carefully reasoned position on a community issue.
GH.4.4	Make arguments for or against positions about Guam's government or civics using debates.
GH.4.5	Describe the foundations of American constitutional government as it relates to Guam, including the following: • The fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government • The significance of the Declaration of Independence and the U.S. Constitution
GH.4.6	Compare various political systems that have existed throughout the history of Guam.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
GH.5.1	Explain how social changes and economic factors have impacted the physical environment, including the following: • The tourism industry • The influx of immigrants • U.S. military build-up
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
GH.5.2	Explain the structure and operation of the Guam economy, including the following: • Development of major industries that contributed to the economic growth of Guam and its modernization • The changes in the types of jobs and occupations that have resulted from the modernization of Guam • The impact of national and international markets and events on the production of goods and services • Economic alternatives other than the military and tourism • The role of the federal government in the economy

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
US.1.1	Analyze primary and secondary source documents, records, and data, including artifacts, diaries, letters, journals, photographs, newspapers, historical accounts, and art, to increase understanding of events and life in the U.S.
Standard 2: History Students learn how human beings view themselves in and over time.	
US.2.1	Evaluate the authenticity, authority, and credibility of sources.
US.2.2	Formulate historical questions and defend findings based on inquiry and interpretation.
US.2.3	Interpret the significance of excerpts from famous speeches and other documents.
US.2.4	Describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and Native Americans.
US.2.5	Evaluate the events and issues of the Revolutionary Period, including the following: • How the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence • How key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy • The political differences among the colonists concerning separation from Great Britain • Reasons for colonial victory in the Revolutionary War
US.2.6	Describe the American constitutional government at the local level, including the following: • The structure and powers of the local government • The relationship of local government to the state government • An explanation of the lawmaking process
US.2.7	Discuss the origin, interpretation, effects, and application of certain documents. *EXAMPLE(S):* Mayflower Compact, Declaration of Independence, U.S. Constitution, Bill of Rights, Gettysburg Address, Organic Act of Guam

Standard 2: History Students learn how human beings view themselves in and over time.	
US.2.8	Describe the major events from the last decade of the 18th century through the first half of the 19th century, including the following: • The principles and issues that prompted Thomas Jefferson to organize the first opposition political party • The economic, political, and geographic factors that led to territorial expansion and its impact on Native Americans • The reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation • The cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union
US.2.9	Analyze the Civil War and Reconstruction Era and their importance as major turning points in American history, including the following: • The multiple causes of the Civil War; the role of the institution of slavery as a principal cause of the conflict • The major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglas • The significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address • The political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the U.S. Constitution • The social impact of the war on African Americans, the common soldier, and the home front • Post-war contributions of key leaders of the Civil War
US.2.10	Analyze how the nation grew and changed from the end of Reconstruction through the early 20th century, including the following: • The relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the Union • The transformation of the American economy from a primarily agrarian to a modern industrial economy and identification of major inventions that improved life in the U.S. • The causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement

Standard 2: History Students learn how human beings view themselves in and over time.	
US.2.11	Evaluate the emerging role of the U.S. in world affairs, including the following: • The changing policies of the U.S. toward Latin America and Asia and the growing influence of the U.S. in foreign markets • The U.S. involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations
US.2.12	Describe key domestic events of the 1920s and 1930s, including the following: • How radio, movies, newspapers, and magazines created popular culture and challenged traditional values • The causes and consequences of the stock market crash of 1929 • The causes of the Great Depression and its impact on the American people • How Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy
US.2.13	Examine the events of World War II, including the following: • The causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor • The major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan • The role of all-minority military units, including the Tuskegee Airmen and Nisei regiments • The Geneva Convention and the treatment of prisoners of war during World War II • The Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals
US.2.14	Describe the effects of World War II on the home front, including the following: • How the U.S. mobilized its economic, human, and military resources • The contributions of women and minorities to the war effort • The internment of Japanese Americans during the war • The role of media and communications in the war effort • The U.S. liberation of Guam

Standard 2: History Students learn how human beings view themselves in and over time.	
US.2.15	Explain U.S. foreign policy since World War II, including the following: • The outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan • The origins of the Cold War, the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe • The role of America's military and veterans in defending freedom during the Cold War • The collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy
US.2.16	Describe the Civil Rights movement of the 1950s and 1960s, including the following: • The importance of the *Brown v. Board of Education* decision • The importance of the National Association for the Advancement of Colored People (NAACP) • The 1963 March on Washington • The Civil Rights Act of 1964 • The Voting Rights Act of 1965
US.2.17	Analyze economic, social, cultural, and political developments in recent decades and today, including the following: • The role the U.S. Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law • The changing patterns of immigration, the reasons why new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy • How the media influences contemporary American culture and how scientific and technological advances affect the workplace, health care, and education • The impact of the "Reagan Revolution" on federalism, the role of government, and state and national elections since 1988 • The role of government actions that impact the economy • The role of the U.S. in a world confronted by international terrorism
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
US.3.1	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
US.4.1	Communicate findings about American history in oral and in analytical essays or comprehensive papers.
US.4.2	Develop skills in discussion, debate, and persuasive writing with respect to enduring issues in American history and determine how divergent viewpoints have been addressed and reconciled.
US.4.3	Describe the American constitutional government at the local level, including the following: • The structure and powers of the local government • The relationship of local government to the state government • An explanation of the lawmaking process
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
US.5.1	Analyze the effects of economic policies on the U.S. *EXAMPLE(S):* Open Door Policy, Dollar Diplomacy

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
WG.1.1	Analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.
Standard 2: History Students learn how human beings view themselves in and over time.	
WG.2.1	Apply and synthesize key concepts, such as chronology, change, conflict, and complexity.
WG.2.2	Analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.
WG.2.3	Make inferences and draw conclusions about characteristics of selected contemporary societies that resulted from historical events or factors, such as invasion, conquests, colonization, immigration, and trade. *EXAMPLE(S)* Bosnia, Northern Ireland
WG.2.4	Evaluate the impact of significant individuals or groups from selected societies, past and present.
WG.2.5	Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
WG.3.1	Analyze maps, globes, satellite images, photographs, or diagrams using the following: • Geographical information about the world's countries, cities, and environments • The concepts of location, scale, map projection, or orientation • Mental maps of world regions • Political, physical, and thematic maps
WG.3.2	Analyze how selected physical and ecological processes shape the Earth's surface, including the following: • How regional climatic patterns and weather phenomena affect people and places • How humans influence the environment and are influenced by it • How technology affects one's ability to modify the environment and adapt to it
WG.3.3	Apply the concept of region to distinguish the following: • How characteristics of regions have led to regional labels • How regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants • How cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions

Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
WG.3.4	Analyze physical, economic, and cultural characteristics of world regions. *EXAMPLE(S)*: Latin America and the Caribbean, Europe, Canada and the U.S., North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, Antarctica
WG.3.5	Evaluate the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
WG.3.6	Sequence the patterns of urban development, including the following: • The concepts of site and situation to major cities in each region • How the functions of towns and cities have changed over time
WG.3.7	Evaluate the unique influence of urban areas and some challenges they face.
WG.3.8	Analyze problems and make decisions using geographical knowledge, skills, and perspectives in order to interpret the past, understand the present, and plan for the future.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
WG.4.1	Explain how the forces of conflict and cooperation affect the division and control of the Earth's surface, including the following: • The reasons for the creation of different political divisions • Ways cooperation among political jurisdictions is used to solve problems and settle disputes
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
WG.5.1	Categorize the types of natural, human, and capital resources and explain their significance, including the following: • Their influence on patterns of economic activity and land use • Different perspectives and consequences regarding the use of resources
WG.5.2	Compare and contrast developed and developing countries and relate their level of economic development to their standard of living and quality of life.
WG.5.3	Discuss the advantages and disadvantages of economic interdependence, including the formation of economic unions.

Standard 1: Culture Students learn about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.	
WH.1.1	Demonstrate appreciation of the cultural values, languages, lifestyle, and heritage of different ethnic groups.
Standard 2: History Students learn how human beings view themselves in and over time.	
WH.2.1	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.).
WH.2.2	Identify multiple ways to express time relationships and dates. *EXAMPLE(S):* 1066 A.D. is the same as 1066 C.E., and both refer to a date in the 11th century, which is the same as the 1000s.
WH.2.3	Explain how a cause and effect relationship is different from a sequence or correlation.
WH.2.4	Distinguish between long-term and short-term cause and effect relationships.
WH.2.5	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
WH.2.6	Distinguish historical fact from opinion.
WH.2.7	Summarize the early development of humankind from the Paleolithic Era to the agricultural revolution by including the following: • The impact of geographic environment on hunter-gatherer societies • The characteristics of hunter-gatherer societies, including their use of tools and fire • The technological and social advancements that gave rise to stable communities • An explanation of how archaeological discoveries are changing present-day knowledge of early peoples
WH.2.8	Differentiate between ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, including the following: • Time and place • Development of social, political, and economic patterns, including slavery • Development of religious traditions • The origins, beliefs, traditions, customs, and spread of Judaism • The development of language and writing

Standard 2: History Students learn how human beings view themselves in and over time.	
WH.2.9	Analyze how ancient societies from Egypt, Persia, India, and China contributed to later civilizations with emphasis on: • Persia, including Zoroastrianism and the development of an imperial bureaucracy • India, with emphasis on the Aryan migrations and the caste system • The origins, beliefs, traditions, customs, and spread of Hinduism • The origins, beliefs, traditions, customs, and spread of Buddhism • China, with emphasis on the development of an empire and the construction of the Great Wall • The impact of Confucianism, Taoism, and Buddhism
WH.2.10	Assess the impact of ancient Greece on Western Civilization, including the following: • The influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies • Greek mythology and religion • The social structure and role of slavery, with an explanation of the significance of citizenship and the development of democracy, and a comparison the city-states of Athens and Sparta • The significance of the Persian and Peloponnesian wars • Life in Athens during the Golden Age of Pericles • Contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle • The conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great
WH.2.11	Assess the impact of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) on Western civilization, including the following: • The influence of geography on Roman economic, social, and political development • An explanation of the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic • Events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas • The impact of military conquests on the army, economy, and social structure of Rome • The roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs • The economic, social, and political impact of the Pax Romana • Contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law • The reasons for the decline and fall of the Western Roman Empire

Standard 2: History Students learn how human beings view themselves in and over time.	
WH.2.12	Explain and characterize the Byzantine Empire from about 300 to1000 A.D. (C.E.), including the following: • The establishment of Constantinople as the capital of the Eastern Roman Empire • Justinian and his contributions to the codification of Roman law, and the expansion of the Byzantine Empire and economy • Byzantine art and architecture and the preservation of Greek and Roman traditions • disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church • The impact of Byzantine influence and trade on Russia and Eastern Europe
WH.2.13	Describe the Islamic civilization from about 600 to 1000 A.D. (C.E.), including the following: • The origin, beliefs, and spread of Islam • The historic turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours • The cultural and scientific contributions and achievements of Islamic civilization
WH.2.14	Evaluate how Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) was impacted by 1) the spread and influence of Christianity and the Catholic Church throughout Europe, 2) the structure of feudal society and its economic, social, and political effects, 3) the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire, and 4) the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.
WH.2.15	Locate and describe the civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns, including the following: • The major trade routes • The Japanese civilization, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture • The African kingdoms of Zimbabwe, Ghana, Mali, and Songhai in terms of geography, society, economy, and religion
WH.2.16	Describe the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, including the following: • The geographic relationships, with emphasis on patterns of development in terms of climate and physical features • The cultural patterns and political and economic structures

Standard 2: History Students learn how human beings view themselves in and over time.	
WH.2.17	Identify and explain the social, economic, and political changes and cultural achievements in the late medieval period, including the following: • The emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each • The conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople • The patterns of crisis and recovery related to the Black Death (Bubonic plague) • The preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science
WH.2.18	Sequence and compare the developments leading to the Renaissance in Europe in terms of its impact on Western civilization, including the following: • The economic foundations of the Italian Renaissance • Events related to the rise of Italian city-states and their political development, as well as Machiavelli's theory of governing as described in *The Prince* • The artistic, literary, and philosophical creativity, as contrasted with the medieval period, as well as Leonardo da Vinci, Michelangelo, and Petrarch • The Italian and the Northern Renaissance, citing the contributions of writers
WH.2.19	Assess the Reformation in terms of its impact on Western civilization, including the following: • The theological and political differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I • The impact of religious conflicts and the Inquisition • The role of the printing press
WH.2.20	Discuss the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia, including the following: • The roles and economic motivations of explorers and conquistadors • The influence of religion • Emigration, settlement patterns, cultural diffusion, and social classes in the colonized areas • A description of the Columbian Exchange, including its impact on native populations • Mapping and an explanation of the triangular trade • The impact of precious metal exports from the Americas

Standard 2: History Students learn how human beings view themselves in and over time.	
WH.2.21	Explain scientific, political, economic, and religious changes during the 16th, 17th, and 18th centuries, including the following: • The Scientific Revolution and its effects • The political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the U.S. • The French Revolution • The expansion of the arts, philosophy, literature, and new technology
WH.2.22	Assess the Latin American revolutions of the 19th century, including the following: • The colonial system as it existed by 1800 • The impact of the Monroe Doctrine
WH.2.23	Assess the political and philosophical developments in Europe during the 19th century, including the following: • The impact of Napoleon and the Congress of Vienna and the changes in political boundaries in Europe after 1815 • The events related to the unification of Italy and the role of Italian nationalists • Events related to the unification of Germany
WH.2.24	Describe the effects of the Industrial Revolution during the 19th century, including the following: • The scientific, technological, and industrial developments and an explanation of how they brought about urbanization and social and environmental changes • The changes in the labor force and its effects on families, the status of women and children, the slave trade, and the labor union movement • The rise of industrial economies and their link to imperialism and nationalism • The impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples
WH.2.25	Analyze the worldwide impact of World War I, including the following: • Economic causes, political causes, major events, and major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II • The outcomes and global effect of the war and the Treaty of Versailles • The causes and consequences of the Russian Revolution

Standard 2: History Students learn how human beings view themselves in and over time.	
WH.2.26	Assess the worldwide impact of World War II, including the following: • The economic and political causes, major events, and major leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito • The Holocaust and other examples of genocide in the 20th century • The terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948)
WH.2.27	Discuss major events in the second half of the 20th century, including the following: • Key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe • The impact of nuclear weaponry on patterns of conflict and cooperation since 1945
WH.2.28	Describe the cultural, economic, and social conditions in developed and developing nations of the contemporary world, including the following: • Contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies • The impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom • Economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements • The increasing impact of terrorism
Standard 3: Geography Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human-environment interactions.	
WH.3.1	Analyze how the physical and cultural landscapes of the world influences the interpretation the past.
WH.3.2	Interpret and construct charts and graphs that show quantitative information.
Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
WH.4.1	Identify the impact of political and legal ideas contained in significant historic documents. *EXAMPLE(S):* Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treaties of Government, the Declaration of Independence

Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.	
WH.4.2	Evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choice and decisions faced by contemporary societies.
Standard 5: Economics Students learn about the concepts of production, distribution, and consumption of goods and resources.	
WH.5.1	Explain how causes of wars are related to economics.
WH.5.2	Compare the relationship between and among contemporary countries with differing economic systems.
WH.5.3	Describe the interrelationship of world economies today.

GUAM DEPARTMENT OF EDUCATION
REVISED STANDARDS FOR WORLD LANGUAGES

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, and health education.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from other states, and input from teacher leaders on Guam. In addition, they provide more clarity to support all students in developing skills, deepening their understanding of concepts and processes, and utilizing their problem-solving, reasoning and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork,* and *creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

Standards Statements broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

Performance Indicators describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress towards meeting standard in a coherent progression from kindergarten through grade 12.

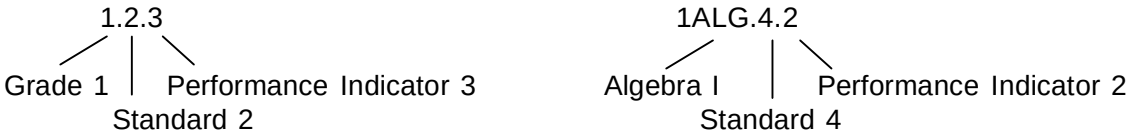
Examples accompany many of the performance indicators. These provide a context and fuller understanding of the expectation.

Additionally, some content standards may feature two organizing descriptors:

Strands are overarching organizers for standards. They are typically one or two words in length.
Topics or **Themes** are unifying descriptors for performance indicators.

Identifying Performance Indicators

Each performance indicator is identified by a code such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.



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High School: Course 4 822

Introduction to World Languages Standards

> To study another language and culture gives one the powerful key to successful communication: *knowing how, when and why to say what to whom*. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those 10 words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language remain crucial, the current organizing principle for language study is communication, which also highlights the *why*, the *whom*, and the *when* (the sociolinguistic and cultural aspects of language). The approach to second language instruction found in today's schools is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighborhood. (2006. American Council on the Teaching of Foreign Languages, Standards for Foreign Language Learning in the 21st Century, Allen Press, Inc. Lawrence, KS. p. 11)

The Vision and Purpose

The World Languages Standards describe the expectations for Guam Department of Education students to be prepared for the demands of an interdependent world by:

- Participating in a fully developed instructional program in world languages.
- Increasing linguistic and cultural awareness of local and world communities.
- Building interdisciplinary and workplace readiness connections.
- Using a world language(s) in school and beyond.
- Becoming a lifelong learner of a world language and its cultures.

The purpose of the World Languages Standards is to foster communicative competence in a language other than English for authentic language use in the real world.

Strands

There are four strands, each of which has one or more standards followed by performance indicators. These strands are *Communication, Cultures and Connections, Comparison,* and *Communities*.

Communication is the central competency in a world language or foreign language study program. Communication can be face-to-face or at a distance through writing or the use of technology. It also takes place across time, through the reading of literature.

Cultures and Connections describes the competency students should have about the cultural contexts in which the language occurs. It also describes connections to other disciplines, such as science, social studies, or fine arts, available through a deeper understanding of another language and culture.

Comparisons describes the awareness students develop of their first language and culture through study of another language and culture. Similarities and differences in language patterns to express meaning, to encode messages, and to respect cultural norms are typical in language learning.

Communities focuses on preparing students for a school-to-work or school-to-college transition. In a changing world, students will participate in multilingual and multicultural communities at home and around the globe, not only for work, but also for personal enjoyment and enrichment.

Standards

There are six standards, each describing expectations for student knowledge and skills. Each standard is followed by performance indicators that specify end-of-grade or end-of-course progress toward meeting the standard.

Communication—Communicate in Languages Other Than English

Standard 1: Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.

Standard 2: Students will understand and interpret written and spoken ideas and information on a variety of topics.

Standard 3: Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

Cultures and Connections—Gain Knowledge and Understanding of Other Cultures, Connect With Other Disciplines and Acquire Information

Standard 4: Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied.

Comparisons—Develop Insight Into the Nature of Language and Culture

Standard 5: Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.

Communities—Participate in Multilingual Communities at Home and Around the World

Standard 6: Students will use the language both within and beyond the school setting.

Organization

The World Languages Standards are written with performance indicators for each grade level for kindergarten through grade 5. These performance indicators show cumulative progress in an extended sequence of *uninterrupted* language study. The listings show the grade level first, followed by the standard number, and then the performance indicator number.
Example: K.2.1 (Kindergarten, Standard 2, Performance Indicator 1).

At the middle school level, World Languages classes are elective, so there is one set of performance indicators appropriate for this age group from which teachers may develop a course syllabus for one or more than one class. These performance indicators allow for extended learning that builds on the elementary school program. For novice learners, teachers should build a course syllabus from elementary level indicators targeting beginning language learning. The listings show the grade span first, using the letter M for middle school (grades 6–8); next is the standard number, followed by the performance indicator.
Example: M.4.3 (Middle School, Standard 4, Performance Indicator 3)

At the high school level, World Languages classes are elective, with none currently required for graduation. However, interest and tradition have combined to make available a greater variety of language instruction classes at the high school level than at the elementary or middle school levels. Courses are listed from 1 to 4 in the standards document; however, in a high school course description, courses are typically listed by language (e.g., Spanish 1, Japanese 1). Course 1 is the introductory course, and Course 4 is the most advanced course. These courses are yearlong in an extended sequence that allows for cumulative progress from grades 9 through 12. However, students may elect to enroll in novice classes at any point in their high school program. Performance indicators for Courses 1 through 4 are written generically to describe languages that have a writing system similar to English (European), as well as languages that do not, including languages that use ideographs and pictographs (e.g., Japanese, Chinese). The listings show the course number first, followed by the standard number, and then the performance indicator.
Example: 2WL.1.1 (Course 2 of a World Language, Standard 1, Performance Indicator 1).

Multiple Entry Points

Multiple entry points allow students who develop interest in specific languages to begin language study at the middle and high school levels. Although the World Languages Standards are written to describe progress from grades K through 12, there is no presumption that students will be limited to studying one particular language throughout their schooling. Students may choose to study one language during middle school, and then choose to study a different language in high school where there are typically more choices. Indeed, students have the option to study more than one language during their high school years. However, the standards presume that the sequential study of a language for an extended period of time is the ideal for achieving the highest levels of performance.

Acknowledgements

This revision of the DOE World Language Standards was completed in September 2009, with the help of two longtime Chamoru language instructors.

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.1.1	Ask and answer simple questions about familiar topics.
K.1.2	Give and follow simple instructions.
K.1.3	Recognize and use situation-appropriate nonverbal communication.
GRADE ONE	
1.1.1	Recognize and express multiple greetings and farewells, likes and dislikes, and feelings.
1.1.2	Give and follow simple instructions and ask questions for clarification.
1.1.3	Recognize and use situation-appropriate nonverbal communication.
GRADE TWO	
2.1.1	Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
2.1.2	State personal information accurately. *EXAMPLE(S):* name, age, origin, phone number
2.1.3	Recognize and use situation-appropriate nonverbal communication.
GRADE THREE	
3.1.1	Participate in brief conversations emphasizing previously learned material. *EXAMPLE(S):* greetings and farewells, likes, dislikes, feelings
3.1.2	Give information and state opinions about familiar topics. *EXAMPLE(S):* self, family, school
3.1.3	Recognize and use situation-appropriate nonverbal communication.
GRADE FOUR	
4.1.1	Ask and answer questions about familiar, as well as new, topics.

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
PERFORMANCE INDICATORS	
4.1.2	Give detailed information about familiar and new topics. *EXAMPLE(S):* a new student, an event
4.1.3	Recognize and use situation-appropriate nonverbal communication.
GRADE FIVE	
5.1.1	Make requests and ask different types of questions. *EXAMPLE(S):* Ask for directions to a destination.
5.1.2	Use speaking and listening strategies to facilitate communication.
5.1.3	Recognize and use situation-appropriate nonverbal communication.
MIDDLE SCHOOL GRADES 6–8	
M.1.1	Make requests and ask different types of questions in a variety of social situations. *EXAMPLE(S):* Interact with a native speaker of the target language.
M.1.2	Use speaking and listening strategies to facilitate communication. *EXAMPLE(S):* Identify key words, synonyms and antonyms.
M.1.3	Recognize and use situation-appropriate nonverbal communication.
M.1.4	Exchange detailed information and opinions orally.
HIGH SCHOOL COURSE 1	
1WL.1.1	Make requests and ask different types of questions in a variety of social situations.
1WL.1.2	Use speaking and listening strategies to facilitate communication. *EXAMPLE(S):* circumlocution, synonyms, antonyms
1WL.1.3	Recognize and use situation-appropriate nonverbal communication.
1WL.1.4	Exchange information and opinions orally on a variety of topics.

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
PERFORMANCE INDICATORS	
HIGH SCHOOL COURSE 2	
2WL.1.1	Make requests and ask different types of questions on a variety of topics.
2WL.1.2	Initiate, sustain, and close conversations in limited situations.
2WL.1.3	Recognize and use situation-appropriate nonverbal communication.
2WL.1.4	Exchange detailed information and opinions orally on a variety of topics.
HIGH SCHOOL COURSE 3	
3WL.1.1	Discuss and critique information on a variety of topics.
3WL.1.2	Initiate, sustain, and close conversations on a variety of topics.
3WL.1.3	Recognize and use situation-appropriate nonverbal communication.
3WL.1.4	Exchange, support, and discuss opinions on a variety of topics.
HIGH SCHOOL COURSE 4	
4WL.1.1	Present and debate information on a familiar topic.
4WL.1.2	Initiate, sustain, and close discussions on a variety of topics.
4WL.1.3	Recognize and use situation-appropriate nonverbal communication.
4WL.1.4	Exchange, support, and discuss opinions on a wider variety of topics.

Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.
K.2.2	Recognize letters and sounds in familiar words.
GRADE ONE	
1.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.
1.2.2	Identify familiar words or phrases, including cognates and words shared between languages.
GRADE TWO	
2.2.1	Demonstrate comprehension of familiar words and phrases. *EXAMPLE(S)*: Identify familiar vocabulary from a supermarket flyer.
2.2.2	Recognize letters, sounds, and special characters in target language writing systems. *EXAMPLE(S):* kana with pitches (Japanese), pictographs/ideographs, ñ in Spanish
GRADE THREE	
3.2.1	Demonstrate comprehension of statements, such as simple requests, commands, and directions.
3.2.2	Identify familiar words and phrases, or recognize basic characters. *EXAMPLE(S)*: *esta ahí* (Spanish), kana with pitches (Japanese), pictographs/ideographs, ñ in Spanish
GRADE FOUR	
4.2.1	Follow multiple written, spoken, or signed commands and instructions with some support.
4.2.2	Understand simple phrases and sentences with some recombination, repetition, and visual support.

Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
PERFORMANCE INDICATORS	
GRADE FIVE	
5.2.1	Understand and interpret authentic, written, and spoken sources on community topics with some support.
5.2.2	Gather the gist and some specific information from simple passages using recombined vocabulary and some visual support.
MIDDLE SCHOOL GRADES 6–8	
M.2.1	Follow authentic written, spoken, or signed commands and instructions with little support.
M.2.2	Obtain meaning from simple conversations held at a normal rate of speech.
M.2.3	Comprehend and interpret the content of written materials on a variety of topics. *EXAMPLE(S):* personal letters, notes, pamphlets, newspapers, magazine articles
M.2.4	Demonstrate comprehension of selected oral and written narrative and expository passages with limited contextual support. *EXAMPLE(S):* Identify main characters, main ideas, and themes.
HIGH SCHOOL COURSE 1	
1WL.2.1	Follow simple written, spoken, or signed commands and instructions with support.
1WL.2.2	Understand the main idea and some details in a paragraph about familiar topics.
1WL.2.3	Recognize words and characters/pictographs/ideographs. *EXAMPLE(S):* foundational vocabulary, stroke order and stroke count (Japanese)

Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
PERFORMANCE INDICATORS	
HIGH SCHOOL COURSE 2	
2WL.2.1	Follow multiple written, spoken, or signed commands and instructions with some support.
2WL.2.2	Derive meaning through context, intonation, and situation from listening sources, including conversations, lectures, videos, films, and recordings.
2WL.2.3	Demonstrate comprehension of written narrative and expository text about familiar topics.
HIGH SCHOOL COURSE 3	
3WL.2.1	Follow multiple written, spoken, or signed commands and instructions with little or no support.
3WL.2.2	Demonstrate an understanding of the main ideas and significant details of discussions, lectures, and presentations from the target culture.
3WL.2.3	Make educated guesses about meaning in unfamiliar extended written and spoken passages.
HIGH SCHOOL COURSE 4	
4WL.2.1	Follow complex commands and instructions intended for native speakers.
4WL.2.2	Demonstrate comprehension of authentic oral and written passages from multimedia sources. *EXAMPLE(S)*: video, radio, television
4WL.2.3	Demonstrate understanding of grade level appropriate narrative and expository text about new topics.

Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.3.1	Imitate vowel and consonant sounds.
K.3.2	Recite rote sequences and single word responses to visual cues. *EXAMPLE(S):* greetings
K.3.3	Write alphabet or characters particular to language, numbers, and sight words.
K.3.4	Copy words and phrases.
GRADE ONE	
1.3.1	Say words and phrases aloud to practice pronunciation and pitch (Japanese).
1.3.2	Give information using memorized vocabulary.
1.3.3	Write familiar words and basic characters (Japanese) accurately.
GRADE TWO	
2.3.1	Recite developmentally appropriate rhymes, poems, or songs.
2.3.2	Present personal and school topics using three to five sentences, combining familiar vocabulary.
2.3.3	Write familiar words and phrases.
GRADE THREE	
3.3.1	Recite prepared material. *EXAMPLE(S):* dialogues, short skits
3.3.2	Report and describe, occasionally using compound sentences.
3.3.3	Write complete sentences.
GRADE FOUR	

Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.	
PERFORMANCE INDICATORS	
4.3.1	Narrate present events.
4.3.2	Report and describe, using compound and complex sentences.
4.3.3	Write a paragraph with some errors in grammar, spelling capitalization, and punctuation.
GRADE FIVE	
5.3.1	Narrate present and past events.
5.3.2	Read short passages aloud to practice appropriate pronunciation and pitch (Japanese), phrasing, and expression.
5.3.3	Write a paragraph with few errors that do not impede meaning.
MIDDLE SCHOOL GRADES 6–8	
M.3.1	Present prepared material and student-created material on a variety of topics with ease. *EXAMPLE(S):* dialogues, skits, plays
M.3.2	Read text or recite poetry aloud, attempting native intonation and rhythm.
M.3.3	Compose simple cohesive written information using appropriate formats and varied vocabulary and structures with accuracy.
HIGH SCHOOL COURSE 1	
1WL.3.1	Recite rhymes, proverbs, and poetry, or sing songs in the target language.
1WL.3.2	Narrate present, past, and future events.
1WL.3.3	Write a cohesive paragraph using connective phrases. *EXAMPLE(S): at last, in the first place, by then*
1WL.3.4	Read passages aloud to demonstrate improving intonation, pronunciation, and pitch (Japanese).
HIGH SCHOOL COURSE 2	

Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.	
PERFORMANCE INDICATORS	
2WL.3.1	Produce and present creative material on a variety of topics. *EXAMPLE(S):* reports, student-written plays, skits
2WL.3.2	Give advice, offer an opinion, or defend a position using the conditional tense.
2WL3.3	Compose an expository essay using varied vocabulary and correct syntax.
HIGH SCHOOL COURSE 3	
3WL.3.1	Create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
3WL.3.2	Report and describe using connected, compound, and complex sentences.
3WL.3.3	Compose a persuasive essay using varied vocabulary and correct syntax.
HIGH SCHOOL COURSE 4	
4WL.3.1	Produce and present elaborate creative material on a variety of topics. *EXAMPLE(S):* reports, plays
4WL.3.2	Converse with native-like fluency and accuracy about familiar and new topics.
4WL.3.3	Summarize the content of an article or documentary intended for native speakers to discuss the topics with other speakers of the language.

Standard 4: Cultures & Connections Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the cultures studied.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.4.1	Recognize and imitate basic routine practices of the target cultures. *EXAMPLE(S):* greetings, table manners
K.4.2	Identify products and symbols of the target cultures. *EXAMPLE(S):* food, dress, toys, flags
GRADE ONE	
1.4.1	Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings, such as in the school, with family, and in the community.
1.4.2	Listen to or read materials in the language from the cultures being studied.
GRADE TWO	
2.4.1	Identify the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.
2.4.2	Observe, hear, write about, and illustrate different aspects of pictures and photographs from the target cultures.
2.4.3	Recognize phrases in the target language that reflect that culture.
GRADE THREE	
3.4.1	Identify and discuss (in English, if necessary) typical behaviors from the target culture in a variety of specific settings.
3.4.2	Identify on a map the countries where the target language is spoken and the major cities and geographical features.

Standard 4: Cultures & Connections Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the cultures studied.	
PERFORMANCE INDICATORS	
GRADE FOUR	
4.4.1	Explore underlying similarities across cultures. *EXAMPLE(S):* shelter, families, clothing, celebrations, customs
4.4.2	Make inferences about environmental influences on culture through the examination of utilitarian forms of culture. *EXAMPLE(S):* clothing, food, shelter
GRADE FIVE	
5.4.1	Perform samples of expressive products of the culture, such as poetry, music, visual arts, dance, storytelling, and drama; explore the role of these products in the larger community.
5.4.2	Identify and describe 20+ tangible products. *EXAMPLE(S):* flags, symbols, classroom objects, landmarks, clothes, transportation, technology
MIDDLE SCHOOL GRADES 6–8	
M.4.1	Examine factors that influence practices, products, and perspectives.
M.4.2	Describe contributions from other cultures. *EXAMPLE(S):* art, literature, famous people
M.4.3	Analyze and discuss patterns of behavior typical of peers in the target culture.
HIGH SCHOOL COURSE 1	
1WL.4.1	Investigate and report (in English, if necessary) on cultural practices of the target cultures. *EXAMPLE(S):* traditions, religion, popular music
1WL.4.2	Discuss products, perspectives, and symbols of the target cultures through guided participation.

Standard 4: Cultures & Connections Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the cultures studied.	
PERFORMANCE INDICATORS	
HIGH SCHOOL COURSE 2	
2WL.4.1	Identify elements that shape cultural identity in the learner's heritage and in the target cultures.
2WL.4.2	Explain how history has shaped current traditional events and associated practices in the target culture.
HIGH SCHOOL COURSE 3	
3WL.4.1	Discuss factors that influence practices, products, and perspectives. *EXAMPLE(S):* technology, immigration, emigration, international markets
3WL.4.2	Analyze the origin and impact of contributions from the target cultures.
HIGH SCHOOL COURSE 4	
4WL.4.1	Make predictions about how factors may influence practices, products, and perspectives. *EXAMPLE(S):* energy resources, environmental issues
4WL.4.2	Evaluate relationships between institutions (e.g., social, economic, political) and practices or perspectives in the target culture.

Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.5.1	Recognize words shared between English and the target language.
K.5.2	Recognize basic differences in writing system. *EXAMPLE(S):* kana (Japanese), ñ in Spanish
GRADE ONE	
1.5.1	Recognize similarities and differences in structural patterns of languages. *EXAMPLE(S):* singular versus plural forms, basic word order in phrases
1.5.2	Recognize that different sound/signs and intonation patterns exist.
GRADE TWO	
2.5.1	Recognize similarities and differences in structural patterns of languages. *EXAMPLE(S)*: basic word order in sentences
2.5.2	Recognize the relationship between the sound system and the writing system of the target language. *EXAMPLE(S)*: /a/ sound in Spanish
GRADE THREE	
3.5.1	Recognize similarities and differences in structural patterns of languages. *EXAMPLE(S):* agreement of adjectives and nouns, interrogative formations, gender
3.5.2	Use simple glossary or dictionary to find meaning and identify nouns, verbs, and adjectives.
GRADE FOUR	
4.5.1	Recognize and use simple language structures. *EXAMPLE(S):* negative formations, agreement of nouns and verbs
4.5.2	Use a translating dictionary to find multiple meanings of words.
GRADE FIVE	

Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
PERFORMANCE INDICATORS	
5.5.1	Recognize and use idiomatic expressions in the target language.
5.5.2	Use a translating dictionary to select meaning consistent with context and parts of speech.
MIDDLE SCHOOL GRADES 6–8	
M.5.1	Recognize and use a variety of language structures with increasing accuracy. *EXAMPLE(S):* grammatical particles, complex word order, adjective formation
M.5.2	Translate narrative and expository paragraphs.
HIGH SCHOOL COURSE 1	
1WL.5.1	Recognize some simple structural patterns. *EXAMPLE(S):* gender, word order, writing system
1WL.5.2	Transfer knowledge of sound/sign and intonation patterns to unfamiliar vocabulary.
HIGH SCHOOL COURSE 2	
2WL.5.1	Compare most simple structural patterns. *EXAMPLE(S):* agreement, reflexive pronouns, time indicators, parts of speech
2WL.5.2	Use a translating dictionary to select meaning consistent with context, parts of speech, and appropriate idiomatic expression.

Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
PERFORMANCE INDICATORS	
HIGH SCHOOL COURSE 3	
3WL.5.1	Recognize increasingly complex structural patterns. *EXAMPLE(S):* those in literature and formal registers
3WL.5.2	Translate passages using figurative language. *EXAMPLE(S):* Students analyze and interpret a brief poem and its figurative language from a recognized author in the target culture.
HIGH SCHOOL COURSE 4	
4WL.5.1	Compare stylistic variety based on structural evidence. *EXAMPLE(S):* formal/informal, public/private speech
4WL.5.2	Translate with increasing cultural perspective and nuance.

Standard 6: Communities Students will use the language both within and beyond the school setting.	
PERFORMANCE INDICATORS	
KINDERGARTEN	
K.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Recite target language to family and friends.
GRADE ONE	
1.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Perform songs and rhymes for school and community groups.
1.6.2	Recognize the use of the target language in the learner's community. *EXAMPLE(S):* signs, restaurants
GRADE TWO	
2.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Use the target language to teach basic vocabulary to other students or to the family.
2.6.2	Recognize words and activities borrowed from target language and culture. *EXAMPLE(S): tsunami, fiesta*
GRADE THREE	
3.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Make a short presentation in the target language to other students or to the family.
3.6.2	Recognize and show the use of the target language in the learner's community. *EXAMPLE(S):* community groups; restaurants; television, film, or other cultural and entertainment presentations
GRADE FOUR	
4.6.1	Converse with speakers of the target language face-to-face or via technology. *EXAMPLE(S):* email, letters, audio tapes, VTC
4.6.2	Collect cultural information through community and online sources.

Standard 6: Communities Students will use the language both within and beyond the school setting.	
PERFORMANCE INDICATORS	
GRADE FIVE	
5.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Host native users of the language in class; perform or participate in cultural presentations.
5.6.2	Locate connections with the target culture with technology, media, and authentic sources for personal interests. *EXAMPLE(S):* hobbies, entertainment, travel
MIDDLE SCHOOL GRADES 6–8	
M.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Perform, host, and participate in cultural exchanges; create and perform skits or other presentations.
M.6.2	Find and use multimedia sources of information in the target language and cultures to acquire information for other classes or for personal interests.
M.6.3	Research and identify the influence of the target language and cultures in the learner's community. *EXAMPLE(S):* borrowed words, architecture, special events, businesses and community groups
HIGH SCHOOL COURSE 1	
1WL.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Make a short presentation in the target language to other students or to the family.
1WL.6.2	Find and use multimedia sources of information in the target language and cultures to acquire information for other classes or for personal interests.

Standard 6: Communities Students will use the language both within and beyond the school setting.	
PERFORMANCE INDICATORS	
HIGH SCHOOL COURSE 2	
2WL.6.1	Converse with speakers of the target language face-to-face or via technology. *EXAMPLE(S):* email, letters, audio tapes, VTC
2WL.6.2	Show evidence of becoming a lifelong learner by using the target language and cultural knowledge for personal enrichment. *EXAMPLE(S):* watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen-pal connections with native speakers, travel abroad
HIGH SCHOOL COURSE 3	
3WL.6.1	Participate in a club or group to promote activities for target language use and cultural understanding in the school or in the community.
3WL.6.2	Research and identify the influence of the target language and cultures in other areas of study. *EXAMPLE(S):* science, social studies, mathematics, language arts, fine arts
HIGH SCHOOL COURSE 4	
4WL.6.1	Engage in extensive immersion-like interaction with target language. *EXAMPLE(S):* host an exchange student, join a community target language group for regular practice, maintain ongoing discourse with target language users face-to-face or via technology
4WL.6.2	Develop and maintain personal connections with the target language and cultures through technology, media, and authentic sources. *EXAMPLE(S):* hobbies, entertainment, travel, employment and study opportunities

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K.1.2	Give and follow simple instructions.
K.1.3	Recognize and use situation-appropriate nonverbal communication.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
K.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.
K.2.2	Recognize letters and sounds in familiar words.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
K.3.1	Imitate vowel and consonant sounds.
K.3.2	Recite rote sequences and single word responses to visual cues. *EXAMPLE(S):* greetings
K.3.3	Write alphabet or characters particular to language, numbers, and sight words.
K.3.4	Copy words and phrases.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
K.4.1	Recognize and imitate basic routine practices of the target cultures. *EXAMPLE(S):* greetings, table manners
K.4.2	Identify products and symbols of the target cultures. *EXAMPLE(S):* food, dress, toys, flags
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
K.5.1	Recognize words shared between English and the target language.
K.5.2	Recognize basic differences in writing system. *EXAMPLE(S):* kana (Japanese), ñ in Spanish
Standard 6: Communities Students will use the language both within and beyond the school setting.	
K.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Recite target language to family and friends.

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
1.1.1	Recognize and express multiple greetings and farewells, likes and dislikes, and feelings.
1.1.2	Give and follow simple instructions and ask questions for clarification.
1.1.3	Recognize and use situation-appropriate nonverbal communication.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
1.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.
1.2.2	Identify familiar words or phrases, including cognates and words shared between languages.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
1.3.1	Say words and phrases aloud to practice pronunciation and pitch (Japanese).
1.3.2	Give information using memorized vocabulary.
1.3.3	Write familiar words and basic characters (Japanese) accurately.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
1.4.1	Observe, identify, and/or discuss simple patterns of behavior or interaction in various settings, such as in the school, with family, and in the community.
1.4.2	Listen to or read materials in the language from the cultures being studied.
Standard 5 Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
1.5.1	Recognize similarities and differences in structural patterns of languages. *EXAMPLE(S):* singular versus plural forms, basic word order in phrases
1.5.2	Recognize that different sound/signs and intonation patterns exist.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
1.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Perform songs and rhymes for school and community groups.
1.6.2	Recognize the use of the target language in the learner's community. *EXAMPLE(S):* signs, restaurants

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
2.1.1	Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
2.1.2	State personal information accurately. *EXAMPLE(S):* name, age, origin, phone number, etc.
2.1.3	Recognize and use situation-appropriate nonverbal communication.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
2.2.1	Demonstrate comprehension of familiar words and phrases. *EXAMPLE(S):* Identify familiar vocabulary from a supermarket flyer.
2.2.2	Recognize letters, sounds, and special characters in target language writing systems. *EXAMPLE(S):* kana with pitches (Japanese), pictographs/ideographs, ñ in Spanish
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
2.3.1	Recite developmentally appropriate rhymes, poems, or songs.
2.3.2	Present personal and school topics using three to five sentences, combining familiar vocabulary.
2.3.3	Write familiar words and phrases.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
2.4.1	Identify the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.
2.4.2	Observe, hear, write about, and illustrate different aspects of pictures and photographs from the target cultures.
2.4.3	Recognize phrases in the target language that reflect that culture.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
2.5.1	Recognize similarities and differences in structural patterns of languages. *EXAMPLE(S):* basic word order in sentences
2.5.2	Recognize the relationship between the sound system and the writing system of the target language. *EXAMPLE(S):* /a/ sound in Spanish
Standard 6: Communities Students will use the language both within and beyond the school setting.	
2.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Use the target language to teach basic vocabulary to other students or to the family.
2.6.2	Recognize words and activities borrowed from target language and culture. *EXAMPLE(S):* *tsunami, fiesta*

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
3.1.1	Participate in brief conversations emphasizing previously learned material. *EXAMPLE(S)*: greetings and farewells, likes, dislikes, feelings
3.1.2	Give information and state opinions about familiar topics. *EXAMPLE(S)*: self, family, school
3.1.3	Recognize and use situation-appropriate nonverbal communication.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
3.2.1	Demonstrate comprehension of statements, such as simple requests, commands, and directions. *EXAMPLE(S)*: Identify familiar vocabulary from a supermarket flyer.
3.2.2	Identify familiar words and phrases, or recognize basic characters. *EXAMPLE(S)*: *esta ahí* (Spanish), kana with pitches (Japanese), pictographs/ideographs, ñ in Spanish
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
3.3.1	Recite prepared material. *EXAMPLE(S):* dialogues, short skits
3.3.2	Report and describe, occasionally using compound sentences.
3.3.3	Write complete sentences.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
3.4.1	Identify and discuss (in English, if necessary) typical behaviors from the target culture in a variety of specific settings.
3.4.2	Identify on a map the countries where the target language is spoken and the major cities and geographical features.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
3.5.1	Recognize similarities and differences in structural patterns of languages. *EXAMPLE(S):* agreement of adjectives and nouns, interrogative formations, gender
3.5.2	Use simple glossary or dictionary to find meaning and identify nouns, verbs, and adjectives.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
3.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Make a short presentation in the target language to other students or to the family.
3.6.2	Recognize and show the use of the target language in the learner's community. *EXAMPLE(S):* community groups; restaurants; television, film, or other cultural and entertainment presentations

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.	
4.1.1	Ask and answer questions about familiar, as well as new, topics.
4.1.2	Give detailed information about familiar and new topics. *EXAMPLE(S):* a new student, an event
4.1.3	Recognize and use situation-appropriate nonverbal communication.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
4.2.1	Follow multiple written, spoken, or signed commands and instructions with some support.
4.2.2	Understand simple phrases and sentences with some recombination, repetition, and visual support.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
4.3.1	Narrate present events.
4.3.2	Report and describe, using compound and complex sentences.
4.3.3	Write a paragraph with some errors in grammar, spelling capitalization, and punctuation.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
4.4.1	Explore underlying similarities across cultures. *EXAMPLE(S):* shelter, families, clothing, celebrations, customs
4.4.2	Make inferences about environmental influences on culture through the examination of utilitarian forms of culture. *EXAMPLE(S):* clothing, food, shelter
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
4.5.1	Recognize and use simple language structures. *EXAMPLE(S):* negative formations, agreement of nouns and verbs
4.5.2	Use a translating dictionary to find multiple meanings of words.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
4.6.1	Converse with speakers of the target language face-to-face or via technology. *EXAMPLE(S):* email, letters, audio tapes, VTC
4.6.2	Collect cultural information through community and online sources.

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions	
5.1.1	Make requests and ask different types of questions. *EXAMPLE(S):* Ask for directions to a destination.
5.1.2	Use speaking and listening strategies to facilitate communication.
5.1.3	Recognize and use situation-appropriate nonverbal communication.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
5.2.1	Understand and interpret authentic, written, and spoken sources on community topics with some support.
5.2.2	Gather the gist and some specific information from simple passages using recombined vocabulary and some visual support.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
5.3.1	Narrate present and past events.
5.3.2	Read short passages aloud to practice appropriate pronunciation and pitch (Japanese), phrasing, and expression.
5.3.3	Write a paragraph with few errors that do not impede meaning.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
5.4.1	Perform samples of expressive products of the culture, such as poetry, music, visual arts, dance, storytelling, and drama; explore the role of these products in the larger community.
5.4.2	Identify and describe 20+ tangible products. *EXAMPLE(S):* flags, symbols, classroom objects, landmarks, clothes, transportation, technology
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
5.5.1	Recognize and use idiomatic expressions in the target language.
5.5.2	Use a translating dictionary to select meaning consistent with context and parts of speech.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
5.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Host native users of the language in class; perform or participate in cultural presentations.
5.6.2	Locate connections with the target culture with technology, media, and authentic sources for personal interests. *EXAMPLE(S):* hobbies, entertainment, travel

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions	
M.1.1	Make requests and ask different types of questions in a variety of social situations. *EXAMPLE(S):* Interact with a native speaker of the target language.
M.1.2	Use speaking and listening strategies to facilitate communication. *EXAMPLE(S):* Identify key words, synonyms and antonyms.
M.1.3	Recognize and use situation-appropriate nonverbal communication.
M.1.4	Exchange detailed information and opinions orally.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
M.2.1	Follow authentic written, spoken, or signed commands and instructions with little support.
M.2.2	Obtain meaning from simple conversations held at a normal rate of speech.
M.2.3	Comprehend and interpret the content of written materials on a variety of topics. *EXAMPLE(S):* personal letters, notes, pamphlets, newspapers, magazine articles
M.2.4	Demonstrate comprehension of selected oral and written narrative and expository passages with limited contextual support. *EXAMPLE(S):* Identify main characters, main ideas, and themes.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
M.3.1	Present prepared material and student-created material on a variety of topics with ease. *EXAMPLE(S):* dialogues, skits, plays
M.3.2	Read text or recite poetry aloud, attempting native intonation and rhythm.
M.3.3	Compose simple cohesive written information using appropriate formats and varied vocabulary and structures with accuracy.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
M.4.1	Examine factors that influence practices, products, and perspectives.
M.4.2	Describe contributions from other cultures. *EXAMPLE(S):* art, literature, famous people
M.4.3	Analyze and discuss patterns of behavior typical of peers in the target culture.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
M.5.1	Recognize and use a variety of language structures with increasing accuracy. *EXAMPLE(S):* grammatical particles, complex word order, adjective formation
M.5.2	Translate narrative and expository paragraphs.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
M.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Perform, host, and participate in cultural exchanges; create and perform skits or other presentations.
M.6.2	Find and use multimedia sources of information in the target language and cultures to acquire information for other classes or for personal interests.
M.6.3	Research and identify the influence of the target language and cultures in the learner's community. *EXAMPLE(S):* borrowed words, architecture, special events, businesses and community groups

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions	
1WL.1.1	Make requests and ask different types of questions in a variety of social situations.
1WL.1.2	Use speaking and listening strategies to facilitate communication. *EXAMPLE(S):* circumlocution, synonyms, antonyms
1WL.1.3	Recognize and use situation-appropriate nonverbal communication.
1WL.1.4	Exchange information and opinions orally on a variety of topics.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
1WL.2.1	Follow simple written, spoken, or signed commands and instructions with support.
1WL.2.2	Understand the main idea and some details in a paragraph about familiar topics.
1WL.2.3	Recognize words and characters/pictographs/ideographs. *EXAMPLE(S):* foundational vocabulary, stroke order and stroke count (Japanese)
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
1WL.3.1	Recite rhymes, proverbs, and poetry, or sing songs in the target language.
1WL.3.2	Narrate present, past, and future events.
1WL.3.3	Write a cohesive paragraph using connective phrases. *EXAMPLE(S): at last, in the first place, by then*
1WL.3.4	Read passages aloud to demonstrate improving intonation, pronunciation, and pitch (Japanese).

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
1WL.4.1	Investigate and report (in English, if necessary) on cultural practices of the target cultures. *EXAMPLE(S):* traditions, religion, popular music
1WL.4.2	Discuss products, perspectives, and symbols of the target cultures through guided participation.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
1WL.5.1	Recognize some simple structural patterns. *EXAMPLE(S):* gender, word order, writing system
1WL.5.2	Transfer knowledge of sound/sign and intonation patterns to unfamiliar vocabulary.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
1WL.6.1	Share experiences from the world language class within the school and/or community. *EXAMPLE(S):* Make a short presentation in the target language to other students or to the family.
1WL.6.2	Find and use multimedia sources of information in the target language and cultures to acquire information for other classes or for personal interests.

Standard :1 Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions	
2WL.1.1	Make requests and ask different types of questions on a variety of topics.
2WL.1.2	Initiate, sustain, and close conversations in limited situations.
2WL.1.3	Recognize and use situation-appropriate nonverbal communication.
2WL.1.4	Exchange detailed information and opinions orally on a variety of topics.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
2WL.2.1	Follow multiple written, spoken, or signed commands and instructions with some support.
2WL.2.2	Derive meaning through context, intonation, and situation from listening sources, including conversations, lectures, videos, films, and recordings.
2WL.2.3	Demonstrate comprehension of written narrative and expository text about familiar topics.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
2WL.3.1	Produce and present creative material on a variety of topics. *EXAMPLE(S):* reports, student-written plays, skits
2WL.3.2	Give advice, offer an opinion, or defend a position using the conditional tense.
2WL3.3	Compose an expository essay using varied vocabulary and correct syntax.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
2WL.4.1	Identify elements that shape cultural identity in the learner's heritage and in the target cultures.
2WL.4.2	Explain how history has shaped current traditional events and associated practices in the target culture.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
2WL.5.1	Compare most simple structural patterns. *EXAMPLE(S):* agreement, reflexive pronouns, time indicators, parts of speech
2WL.5.2	Use a translating dictionary to select meaning consistent with context, parts of speech, and appropriate idiomatic expression.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
2WL.6.1	Converse with speakers of the target language face-to-face or via technology. *EXAMPLE(S):* email, letters, audio tapes, VTC
2WL.6.2	Show evidence of becoming a lifelong learner by using the target language and cultural knowledge for personal enrichment. *EXAMPLE(S):* watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen-pal connections with native speakers, travel abroad

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions	
3WL.1.1	Discuss and critique information on a variety of topics.
3WL.1.2	Initiate, sustain, and close conversations on a variety of topics.
3WL.1.3	Recognize and use situation-appropriate nonverbal communication.
3WL.1.4	Exchange, support and discuss opinions on a variety of topics.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
3WL.2.1	Follow multiple written, spoken, or signed commands and instructions with little or no support.
3WL.2.2	Demonstrate an understanding of the main ideas and significant details of discussions, lectures, and presentations from the target culture.
3WL.2.3	Make educated guesses about meaning in unfamiliar extended written and spoken passages.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
3WL.3.1	Create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
3WL.3.2	Report and describe using connected, compound, and complex sentences.
3WL.3.3	Compose a persuasive essay using varied vocabulary and correct syntax.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
3WL.4.1	Discuss factors that influence practices, products, and perspectives. *EXAMPLE(S):* technology, immigration, emigration, international markets
3WL.4.2	Analyze the origin and impact of contributions from the target cultures.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
3WL.5.1	Recognize increasingly complex structural patterns. *EXAMPLE(S):* those in literature and formal registers
3WL.5.2	Translate passages using figurative language. *EXAMPLE(S):* Students analyze and interpret a brief poem and its figurative language from a recognized author in the target culture.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
3WL.6.1	Participate in a club or group to promote activities for target language use and cultural understanding in the school or in the community.
3WL.6.2	Research and identify the influence of the target language and cultures in other areas of study. *EXAMPLE(S):* science, social studies, mathematics, language arts, fine arts

Standard 1: Communication Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions	
4WL.1.1	Present and debate information on a familiar topic.
4WL.1.2	Initiate, sustain, and close discussions on a variety of topics.
4WL.1.3	Recognize and use situation-appropriate nonverbal communication.
4WL.1.4	Exchange, support, and discuss opinions on a wider variety of topics.
Standard 2: Communication Students will understand and interpret written and spoken ideas and information on a variety of topics.	
4WL.2.1	Follow complex commands and instructions intended for native speakers.
4WL.2.2	Demonstrate comprehension of authentic oral and written passages from multimedia sources. *EXAMPLE(S):* video, radio, television
4WL.2.3	Demonstrate understanding of grade level written narrative and expository text about new topics.
Standard 3: Communication Students will write and speak on a variety of topics to present information, concepts and ideas to an audience.	
4WL.3.1	Produce and present elaborate creative material on a variety of topics. *EXAMPLE(S):* reports, plays
4WL.3.2	Converse with native-like fluency and accuracy about familiar and new topics.
4WL.3.3	Summarize the content of an article or documentary intended for native speakers to discuss the topics with other speakers of the language.

Standard 4: Cultures and Connections Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied.	
4WL.4.1	Make predictions about how factors may influence practices, products, and perspectives. *EXAMPLE(S):* energy resources, environmental issues
4WL.4.2	Evaluate relationships between institutions (e.g., social, economic, political) and practices or perspectives in the target culture.
Standard 5: Comparisons Students will demonstrate understanding of the nature of language through comparisons of the target language and their own.	
4WL.5.1	Compare stylistic variety based on structural evidence. *EXAMPLE(S):* formal/informal, public/private speech
4WL.5.2	Translate with increasing cultural perspective and nuance.
Standard 6: Communities Students will use the language both within and beyond the school setting.	
4WL.6.1	Engage in extensive immersion-like interaction with target language. *EXAMPLE(S):* host an exchange student, join a community target language group for regular practice, maintain ongoing discourse with target language users face-to-face or via technology
4WL.6.2	Develop and maintain personal connections with the target language and cultures through technology, media, and authentic sources. *EXAMPLE(S):* hobbies, entertainment, travel, employment and study opportunities

APPENDICES

A. CONTENT AREA SPECIALIZED TEACHERS (CAST) TRAINING

B. REFERENCES AND RESOURCES

APPENDIX A: CAST TRAINING - COURSES AND CONFERENCES

I. COURSES ATTENDED BY CAST COHORT

COURSE	INSTRUCTOR(S)	DATE
PD894 – Seminar in Teaching Language Arts	Dr. Deborah Zuercher – UH	Jul 9-27, 2008 on-line with instructor Jul 28 – Aug 1, 2008 face to face meeting Sept. 6, Oct 4, Nov. 1, Dec. 6, 2008 follow-up discussion w/ UH instructors
PD894 – Seminar in Teaching Math	Andrea Aiona/Dr. Joseph Zilliox – UH	Jul 9-27, 2008 on-line with instructor Jul 28 – Aug 1, 2008 face to face meeting Sept. 6, Oct 4, Nov. 1, Dec. 6, 2008 follow-up discussion w/ UH instructors
PD894 – Seminar in Teaching Science	Jon Masao Yoshioka – UH	Jul 9-27, 2008 on-line with instructor Jul 28 – Aug 1, 2008 face to face meeting Sept. 6, Oct 4, Nov. 1, Dec. 6, 2008 follow-up discussion w/ UH instructors
PD894 – Seminar in Social Studies	Dr. Cristy Kessler - UH	Jul 9-27, 2008 on-line with instructor Jul 28 – Aug 1, 2008 face to face meeting Sept. 6, Oct 4, Nov. 1, Dec. 6, 2008 follow-up discussion w/ UH instructors
Mentoring and Leadership Workshop	Dr. Joseph Zilliox	Dec. 29 – 30, 2008
PD894 -Standards to Practice: Revising Content Standards to Improve Teaching and Learning	Gene Dydasco	May 09, 11-15, 2009 (Lang Arts and Soc Stu Cohorts) May 16, 18-22, 2009 (Math and Science Cohorts)
ED894 – Reading in the Content Areas: Language Arts	Dr. Catherine Stoicovy	Sept 14 – Oct 5, 2009
ED894 – Reading in the Content Areas: Math	Dr. Matilda Rivera	Sept 15 – Oct. 6, 2009
ED894 – Reading in the Content Areas: Science	Dr. Matilda Rivera	Sept. 16 – Oct. 7, 2009
ED894 – Reading in the Content Areas: Social Studies	Dr. Matilda Rivera	Sept 17 – Oct. 8, 2009
ED894 – Methods and Materials in the Content Area – Mathematics K-5	Dr. Alicia Agoun	Oct. 26 – Dec 14, 2009
PD894 – Practicum in Teacher Leadership	Dr. Alicia Aguon and UH Consultants in respective content area.	June 1-9, 10, 2009
PD894 – Practicum in Teacher Leadership in Mathematics	Dr. Alicia Aguon	Dec. 28, 29, 30, 2009

II. **NATIONAL CONFERENCES ATTENDED BY CAST COHORTS**

CONFERENCE	DATE/LOCATION
National Science Teachers Association (NSTA) National Convention attended by Science Cohort	March 19-22, 2009 at New Orleans
National Council of Teachers of Mathematics (NCTM) 2009 Annual Meeting and Exposition attended by the Math Cohort	April 22-25, 2009 at Washington D.C.
National Council for the Social Studies (NCSS) Powerful and Authentic Social Studies: A Teacher Training Institute attended by the Social Studies Cohort	July 27-31, 2009
National Science Teachers Association (NSTA) 2010 National Convention attended by the Science Cohort	March 18-21, 2010 at Philadelphia, PA
National Council of Teachers of Mathematics (NCTM) 2010 Annual Meeting and Exposition attended by the Math Cohort	April 21-24, 2010 at San Diego, CA

APPENDIX B. REFERENCES AND RESOURCES:

Curriculum Standards for Social Studies, published by The National Council for the Social Studies (NCSS), 1994

Finn, Chester E., Jr., Julian, Liam, and Petrilli, Michael J. (2006), *The State of State Standards,* Thomas B. Fordham Foundation

Moving into the Future: National Standards for Physical Education, 2nd Ed., published by the National Association for Sport and Physical Education (NASPE

National Educational Technology Standards for Students: Connecting Curriculum and Technology (NETS*S), developed by the International Society for Technology in Education (ISTE), 2000

National Health Education Standards – Achieving Excellence, 2nd Ed., published by the Joint Committee on National Health Education Standards comprising representatives from the Association for the Advancement of Health Education, the American Public Health Association, the American School Health Association, and the Society of State Directors of Health, Physical Education, and Recreation, with support from the American Cancer Society, 1995.

National Science Education Standards published by the National Research Council (NRC), 1996.

Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics (NCTM), 2000

Sizing Up State Standards 2008, published by AFT Teachers, 2008

Standards for Foreign Language Learning: Preparing for the 21st Century, 3rd Ed., published by the American Council on the Teaching of Foreign Languages (ACTFL), 1996

State Standards for California

State Standards for Indiana

State Standards for Massachusetts

State Standards for Washington

The National Standards for Arts Education developed by the Consortium of National Arts Education Associations, 1994, and the Visual and Performing Arts Content Standard for the California Public Schools.

The Standards for the English Language Arts, published jointly by the International Reading Association (IRA)/ National Council of Teachers of English (NCTE), 1996, and standards from Indiana state