

# Olympia School District Distance Learning Focus for the Remainder of the 2019-2020 School Year

## Grades 6 - 12

The Olympia School District follows Washington State Learning Standards as determined by the Office of Superintendent of Public Instruction. For the remainder of the school year, we have attempted to identify the remaining standards that are essential. Our Teaching and Learning department has worked with elementary school representatives to identify and narrow down standards in core subject areas. We have worked with middle school and high school representatives to do the same for science, math, and English language arts. Given the variance in when concepts are covered in social studies we are providing social studies with all standards for the year and asking teachers and departments to determine which key remaining standards need to be covered. Teachers of all other subjects and courses should determine what they believe is critical learning for the remainder of the school year. TOSA's and district office staff are available and eager to help out any teachers who need assistance in this endeavor including CTE, Music, and PE/Health.

### Mathematics - Middle School Distance Learning

#### Grade Level: 6th Grade

CCSS	Standard
6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.
6.EE.B	Reason about and solve one-variable equations and inequalities.
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
6.SP.A	Develop understanding of statistical variability.
6.SP.B	Summarize and describe distributions.

#### Grade Level: 7th Grade

CCSS	Standard
7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.G.B	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
7.SP.A	Use random sampling to draw inferences about a population.

#### Grade Level: 8th Grade

CCSS	Standard
8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate

	very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times $10^8$ and the population of the world as 7 times $10^9$ , and determine that the world population is more than 20 times larger.
8.G.B	Understand and apply the Pythagorean Theorem.
8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
8.SP.A	Investigate patterns of association in bivariate data.

### Science- Middle School Distance Learning

Grade Level: 6th Grade

#### NGSS

MS-LS1-1.	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
	[Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.]
MS-LS1-2.	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
	[Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.] •
MS-LS1-3.	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
	[Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]
MS-LS1-4.	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
	[Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds; and, creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]
MS-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

	[Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]
MS-LS1-6.	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [
	[Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]

Grade Level: 7th Grade

**NGSS**

MS-PS4-1	Use mathematic representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
MS-PS4-2.	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
MS-PS4-3.	Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.
MS-PS2-2.	Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.
MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
MS-PS2-5.	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
MS-PS3-2.	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
MS-PS3-5.	Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object.
MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.
MS-ESS2-6.	MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
	[Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or

	digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]
<b>PS3.B:</b>	<b>Conservation of energy and energy transfer What is meant by conservation of energy? How is energy transferred between objects or systems?</b>
MS-PS3-4.	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
MS-PS3-5.	Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object. [
Grade Level: 8th Grade	
NGSS -	
MS-ESS1-1.	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
	<i>[Clarification Statement: Examples of models can be physical, graphical, or conceptual.]</i>
MS-ESS1-2	Earth's Place in the Universe
	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
MS-ESS1-3	Earth's Place in the Universe
	Analyze and interpret data to determine scale properties of objects in the solar system.
MS-ESS2-2	Earth's Systems
	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS2-6	Earth's Systems
	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
MS-ETS1-1	Engineering Design
	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
MS-ETS1-2	Engineering Design
	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
MS-ETS1-3	Engineering Design
	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
MS-LS3-1.	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
MS-LS3-2.	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
MS-LS4-1.	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS4-2.	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
MS-LS4-3.	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
MS-LS4-4.	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

**Social Studies- Middle School Distance Learning**

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

	Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.
	By the end of 8th grade, students will:
SSS1.6-8.1	Analyze positions and evidence supporting an issue or an event.
SSS1.6-8.2	Evaluate the logic of reasons for a position on an issue or event.

SSS3: Deliberates public issues.

	<b>Enduring Understanding</b>
	Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.
	By the end of 8th grade, students will:
SSS3.6-8.1	Engage in discussion, analyzing multiple viewpoints on public issues.

C4: Understands civic involvement.

	<b>Enduring Understanding</b>
	(World) The role of the citizen has evolved from ancient to modern times.
	(WA) Voting, civil discourse, education in and critical thinking and assessment of the issues, and understanding the function and purpose of government are important to be a good citizen.
	(WA/US) Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills in order to thoughtfully impact the political process.
	(US) Governing requires active civic involvement by members of a society to maintain a balance of power in that society.
	(World) By the end of 6th grade, students will:
C4.6-8.1	Describe the historical origins of civic involvement.
	(WA) By the end of 7th grade, students will:
C4.6-8.2	Describe the relationship between the actions of people in Washington state and the ideals outlined in the Washington state constitution.
C4.6-8.3	Employ strategies for civic involvement that address a state or local issue.
	(US) By the end of 8th grade, students will:
C4.6-8.4	Analyze how a claim on an issue attempts to balance individual rights and the common good.
C4.6-8.5	Employ strategies for civic involvement that address a national issue.

E3: Understands the government's role in the economy.

	<b>Enduring Understanding</b>
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	(World) Governments have always been involved in the economic matters of their societies, but vary in the degree of regulation and control from ancient to modern times.
	(WA) The way that money is managed by the state, through taxation and spending, impacts the economy of the state.
	(WA/US) Tribes, as sovereign nations, have independent economies with different government regulations separate from the United States and Washington state.
	(US) The federal government has the power to impose taxes and tariffs, and regulate the printing of money.
	<b>(World) By the end of 6th grade, students will:</b>
E3.6-8.1	Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.
	<b>(WA) By the end of 7th grade, students will:</b>
E3.6-8.2	Analyze the role of government in the economy of Washington state through taxation, spending, and policy setting in the past or present.
	<b>(US) By the end of 8th grade, students will:</b>
E3.6-8.3	Analyze the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.
<b>G3: Understands the geographic context of global issues and events.</b>	
	<b>Enduring Understanding</b>
	(WORLD, WA, US) Geography impacts issues and events locally and globally throughout history.
	(WORLD, WA, US) Societies must learn how to manage and replenish their resources in order to maintain their way of life, to maintain mutually beneficial trade relationships, and to develop or adapt a diverse cultural landscape through migration and settlement patterns.
	(WORLD) By the end of 6th grade, students will:
G3.6-8.1	Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.
	(WA) At the end of 7th grade, students will:
G3.6-8.2	Explain how learning about the geography of Washington state helps us understand global issues such as diversity, sustainability, and trade.
	(US) By the end of 8th grade, students will:
G3.6-8.3	Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.
<b>H4: Understands how historical events inform analysis of contemporary issues and events.</b>	
	<b>Enduring Understanding</b>
	(World) When regional and global connections were made among early societies, the world changed in ways that still affect us today.
	(WA) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in Washington state history.
	(US) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in United States history.
	(World) By the end of 6th grade, students will:
H4.6-8.1	Analyze how a historical event in world history helps us to understand contemporary issues and events.

	(WA) By the end of 7th grade, students will:
H4.6-8.2	Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.
	(US) By the end of 8th grade, students will:
H4.6-8.3	Analyze how a historical event in United States history helps us to understand contemporary issues and events.

**English Language Arts- Middle School**

**Grades 6-8**

**Writing**

Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.1</a> Write arguments to support claims with clear reasons and relevant evidence.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.3</a> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.6</a> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.7</a> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.8</a> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 6	<a href="#">CCSS.ELA-LITERACY.W.6.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards**

Grade 6	<a href="#">CCSS.ELA-LITERACY.SL.6.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly..
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Grade 6	<a href="#">CCSS.ELA-LITERACY.SL.6.2</a> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Grade 6	<a href="#">CCSS.ELA-LITERACY.SL.6.3</a> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 6	<a href="#">CCSS.ELA-LITERACY.SL.6.4</a> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 6	<a href="#">CCSS.ELA-LITERACY.SL.6.5</a> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Grade 6	<a href="#">CCSS.ELA-LITERACY.SL.6.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
<b>Reading Literature Standards</b>	
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.2</a> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.3</a> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.5</a> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.6</a> Explain how an author develops the point of view of the narrator or speaker in a text.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.7</a> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.8</a> (RL.6.8 not applicable to literature)
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.9</a> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RL.6.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Informational Text Standards

Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.2</a> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.3</a> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.5</a> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.6</a> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.7</a> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.8</a> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.9</a> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Grade 6	<a href="#">CCSS.ELA-LITERACY.RI.6.10</a> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Language Standards

Grade 6	<a href="#">CCSS.ELA-LITERACY.L.6.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Grade 6	<a href="#">CCSS.ELA-LITERACY.L.6.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Grade 6	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Grade 6	<a href="#">CCSS.ELA-LITERACY.L.6.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
Grade 6	<a href="#">CCSS.ELA-LITERACY.L.6.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Grade 6	<a href="#">CCSS.ELA-LITERACY.L.6.6</a> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

	comprehension or expression.
<b>Writing Standards</b>	
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.1</a> Write arguments to support claims with clear reasons and relevant evidence.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.3</a> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.6</a> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.7</a> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 7	<a href="#">CCSS.ELA-LITERACY.W.7.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Reading Literature Standards</b>	
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.1</a> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.3</a> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,

	alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.5</a> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.6</a> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.7</a> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.8</a> (RL.7.8 not applicable to literature)
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.9</a> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RL.7.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Reading Informational Text Standards

Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.1</a> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.2</a> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.3</a> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.5</a> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.6</a> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.7</a> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.8</a> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.9</a> Analyze how two or more authors writing about the same topic shape their presentations of key

	information by emphasizing different evidence or advancing different interpretations of facts.
Grade 7	<a href="#">CCSS.ELA-LITERACY.RI.7.10</a> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Speaking and Listening Standards</b>	
Grade 7	<a href="#">CCSS.ELA-LITERACY.SL.7.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Grade 7	<a href="#">CCSS.ELA-LITERACY.SL.7.2</a> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Grade 7	<a href="#">CCSS.ELA-LITERACY.SL.7.3</a> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Grade 7	<a href="#">CCSS.ELA-LITERACY.SL.7.4</a> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 7	<a href="#">CCSS.ELA-LITERACY.SL.7.5</a> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Grade 7	<a href="#">CCSS.ELA-LITERACY.SL.7.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)
<b>Language Standards</b>	
Grade 7	<a href="#">CCSS.ELA-LITERACY.L.7.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Grade 7	<a href="#">CCSS.ELA-LITERACY.L.7.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Grade 7	<a href="#">CCSS.ELA-LITERACY.L.7.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Grade 7	<a href="#">CCSS.ELA-LITERACY.L.7.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
Grade 7	<a href="#">CCSS.ELA-LITERACY.L.7.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Grade 7	<a href="#">CCSS.ELA-LITERACY.L.7.6</a> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Writing Standards</b>	
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.1</a>

	Write arguments to support claims with clear reasons and relevant evidence
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.3</a> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.6</a> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.7</a> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.8</a> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 8	<a href="#">CCSS.ELA-LITERACY.W.8.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Reading Literature Standards</b>	
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.3</a> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative and

	connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.5</a> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.6</a> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.7</a> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.8</a> (RL.8.8 not applicable to literature)
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.9</a> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RL.8.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>Reading Informational Text Standards</b>	
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.2</a> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.3</a> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.5</a> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.6</a> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.7</a> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.8</a> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.9</a> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Grade 8	<a href="#">CCSS.ELA-LITERACY.RI.8.10</a>

	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Speaking and Listening Standards</b>	
Grade 8	<a href="#">CCSS.ELA-LITERACY.SL.8.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Grade 8	<a href="#">CCSS.ELA-LITERACY.SL.8.2</a> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Grade 8	<a href="#">CCSS.ELA-LITERACY.SL.8.3</a> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Grade 8	<a href="#">CCSS.ELA-LITERACY.SL.8.4</a> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 8	<a href="#">CCSS.ELA-LITERACY.SL.8.5</a> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Grade 8	<a href="#">CCSS.ELA-LITERACY.SL.8.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
<b>Language Standards</b>	
Grade 8	<a href="#">CCSS.ELA-LITERACY.L.8.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Grade 8	<a href="#">CCSS.ELA-LITERACY.L.8.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Grade 8	<a href="#">CCSS.ELA-LITERACY.L.8.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Grade 8	<a href="#">CCSS.ELA-LITERACY.L.8.4</a> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Grade 8	<a href="#">CCSS.ELA-LITERACY.L.8.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Grade 8	<a href="#">CCSS.ELA-LITERACY.L.8.6</a> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Mathematics - High School Distance Learning</b>	
Algebra 1	<b>Avanti High School</b>

CCSS	Standard
N-RN.A	Extend the properties of exponents to rational exponents.
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
A-APR.A	Perform arithmetic operations on polynomials.
A-CED.A	Create equations that describe numbers or relationships.
A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A-REI.B.4	Solve quadratic equations in one variable.
A-REI.C	Solve systems of equations.
<b>Mathematics - High School Distance Learning</b>	
Geometry	<b>Avanti High School</b>
CCSS	Standard
G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
G-GMD.A	Explain volume formulas and use them to solve problems
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects
G-C.A	Understand and apply theorems about circles
G-C.B	Find arc lengths and areas of sectors of circles
<b>Mathematics - High School Distance Learning</b>	
Algebra 2	<b>Avanti High School</b>
CCSS	Standard
F-IF.B	Interpret functions that arise in applications in terms of the context.
F-IF.C.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
F-IF.C.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
A-APR.C.5	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.1

A-APR.D	Rewrite rational expressions.
A-CED.A	Create equations that describe numbers or relationships.
A-REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
G-GPE.A	Translate between the geometric description and the equation for a conic section
Algebra 1	<b>Olympia High School</b>
CCSS	Standard
N-RN.A	Extend the properties of exponents to rational exponents.
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
A-APR.A	Perform arithmetic operations on polynomials.
A-CED.A	Create equations that describe numbers or relationships.
A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A-REI.B.4	Solve quadratic equations in one variable.
Geometry	<b>Olympia High School</b>
CCSS	Standard
G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
G-GMD.A	Explain volume formulas and use them to solve problems
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects
Algebra 2	<b>Olympia High School</b>
CCSS	Standard
F-IF.B	Interpret functions that arise in applications in terms of the context.
F-IF.C.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A-APR.D	Rewrite rational expressions.
A-CED.A	Create equations that describe numbers or relationships.
A-REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
G-GPE.A	Translate between the geometric description and the equation for a conic section
Algebra 1	<b>Capital High School</b>
CCSS	Standard
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the

	quantity represented by the expression.*
A-APR.A	Perform arithmetic operations on polynomials.
A-CED.A	Create equations that describe numbers or relationships.
A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A-REI.B.4	Solve quadratic equations in one variable.
A-REI.C	Solve systems of equations.
Geometry	<b>Capital High School</b>
CCSS	Standard
G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
G-GMD.A	Explain volume formulas and use them to solve problems
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects
G-C.A	Understand and apply theorems about circles
G-C.B	Find arc lengths and areas of sectors of circles
Algebra 1	<b>ORLA High School</b>
CCSS	Standard
N-RN.A	Extend the properties of exponents to rational exponents.
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
A-APR.A	Perform arithmetic operations on polynomials.
A-CED.A	Create equations that describe numbers or relationships.
A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A-REI.B.4	Solve quadratic equations in one variable.
A-REI.C	Solve systems of equations.
Geometry	<b>ORLA High School</b>
CCSS	Standard
G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*
G-GMD.A	Explain volume formulas and use them to solve problems
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects
G-C.A	Understand and apply theorems about circles
G-C.B	Find arc lengths and areas of sectors of circles
Algebra 2	<b>ORLA High School</b>
CCSS	Standard
F-IF.B	Interpret functions that arise in applications in terms of the context.
F-IF.C.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
F-IF.C.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
A-APR.C.5	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.1
A-APR.D	Rewrite rational expressions.
A-CED.A	Create equations that describe numbers or relationships.
A-REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
G-GPE.A	Translate between the geometric description and the equation for a conic section
Algebra 2	<b>Capital High School</b>
CCSS	Standard
F-IF.B	Interpret functions that arise in applications in terms of the context.
F-IF.C.7.d	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
A-APR.C.5	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.1
A-APR.D	Rewrite rational expressions.
A-CED.A	Create equations that describe numbers or relationships.
A-REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
<b>Science- High School Distance Learning</b>	
Subject: Physical Science	
NGSS - Physical Science	
HS PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
HS PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*

NGSS - Earth and Space Science

HS ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*
HS ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Subject: Biology

NGSS

LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed

	resulting in a net transfer of energy.
LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
LS3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Subject: Earth and Space Science	
NGSS	
HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*
HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Subject: Physics

NGSS

HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction
HS-PS4-2	Evaluate questions about the advantages of using a digital transmission and storage of information.
HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

Subject: Chemistry

NGSS

PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
HS PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
HS PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
HS PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*
HS PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
HS PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for

	as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
HS PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*
HS PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

**Subject: Environmental Science**

**NGSS**

HS PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
HS PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*
HS LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
HS ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
HS ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*
HS ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS ETS 1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS ETS 1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
HS ETS 1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts

**Social Studies- High School Distance Learning**

SSS1:	SSS1: Uses critical reasoning skills to analyze and evaluate claims.
	Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.
SSS1.9-12.1	Critique the precision of a claim about an issue or event.
SSS1.9-12.2	Critique the use of reasoning, sequencing, and details supporting the claim.

SSS1.9-12.3	Explain points of agreement and disagreement that experts have regarding interpretations of sources.
SSS1.9-12.4	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SSS1.9-12.5	Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.
SSS3:	SSS3: Deliberates public issues.
	<b>Enduring Understanding</b>
	Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.
SSS3.9-12.1	Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.
SSS3.9-12.4	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
SSS3.9-12.5	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.
SSS3.9-12.6	Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
C4: Understands civic involvement.	
	<b>Enduring Understanding</b>
	Americans, at birth, are granted unalienable rights while at the same time they are charged with maintaining certain civic responsibilities. Rights are outlined in such documents as the United States Constitution. People's responsibilities include voting, paying taxes to support the common good, and participating in resolving issues at the local, state, tribal, and national level.
	<b>By the end of 9th/10th grade, students will:</b>
C4.9-10.2	Analyze how governments throughout history have or have not valued individual rights over the common good.
C4.9-10.3	Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
C4.9-10.4	Explain how social and political problems are addressed at the local, regional, state, tribal, national, and international level.
	<b>By the end of 11th/12th grade, students will:</b>
C4.11-12.2	Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.
C4.11-12.3	Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
C4.11-12.4	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
E3: Understands the government's role in the economy.	
	<b>Enduring Understanding</b>
	Governmental fiscal and monetary policies affect a country's economy and how it trades globally. Governments have to make decisions in order to try to control economic fluctuations to maintain or increase the standard of living for their people.

	<b>By the end of 9/10th grade, students will:</b>
E3.9-10.2	Explain the role of government in advancing technology and investing in capital goods and human capital to increase economic growth and standards of living.
	<b>By the end of 11th/12th grade, students will:</b>
E3.11-12.1	Evaluate the role of the United States government in regulating a market economy in the past or present.
E3.11-12.2	Use data to explain the government's influence on spending, production, and the money supply when economic conditions change.
E3.11-12.3	Describe how the United States government has established rules in which markets operate.
E3.11-12.4	Evaluate the selection of governmental fiscal and monetary policies by weighing the costs and benefits in a variety of economic conditions.
E3.11-12.5	Analyze the role of government in defining and enforcing property rights of a good or service
G3: Understands the geographic context of global issues and events.	
	<b>Enduring Understanding</b>
	Geographic elements affect global issues such as the distribution of wealth and technology, the prevalence of war and disease, and the enforcement of human rights and environmental protection.
	<b>By the end of 9th/10th grade, students will:</b>
G3.9-10.2	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
G3.9-10.3	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
	<b>By the end of 11th/12th grade, students will:</b>
G3.11-12.2	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions in the United States.
G3.11-12.3	Analyze how the geography of globalization affects local diversity.
G3.11-12.4	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
G3.11-12.5	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
H4: Understands how historical events inform analysis of contemporary issues and events.	
	<b>Enduring Understanding</b>
	Historians study and compare people, places, ideas, and events to make sense of our world.
	<b>By the end of 9th/10th grade, students will:</b>
H4.9-10.1	Examine and assess how an understanding of world history can explain that earlier events may cause later ones.
	<b>By the end of 11th/12th grade, students will:</b>
H4.11-12.1	Examine and evaluate in detail a series of events in United States' history and explain how earlier events may also cause later ones.
H4.11-12.2	Evaluate claims about a current issue based on an analysis of history.
H4.11-12.3	Analyze how current events today are rooted in past events
<b>English Language Arts- High School</b>	

Grades 9-11	
Reading	
Grades 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
Grades 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.2</a> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Grades 9, 10	<a href="#">CCSS.ELA-LITERACY.CCRA.R.3</a> Analyze how & why individuals, events, or ideas develop & interact over the course of a text
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
Grade 9, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
Grade 9, 10	<a href="#">CCSS.ELA-LITERACY.CCRA.R.7</a> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.8</a> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
Grade 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.9</a> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Grade 9, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.R.10</a> Read and comprehend complex literary and informational texts independently and proficiently
Writing	
Grade 9, 10	<a href="#">CCSS.ELA-LITERACY.CCRA.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.2</a> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Grade 10	<a href="#">CCSS.ELA-LITERACY.CCRA.W.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.5</a> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.6</a> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Grade 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Grade 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.8</a> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.W.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Speaking/ Listening	
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.SL.2</a> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Grade 9	<a href="#">CCSS.ELA-LITERACY.CCRA.SL.4</a> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
Language	
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.L.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.L.3</a> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
Grade 9	<a href="#">CCSS.ELA-LITERACY.CCRA.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Grade 9, 10, 11	<a href="#">CCSS.ELA-LITERACY.CCRA.L.6</a> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

