

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44P
ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS
FOR WEST VIRGINIA SCHOOLS (2520.16)**

§126-44P-1. General.

1.1. Scope. West Virginia Board of Education 126CSR42, Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.16 defines the alternate academic achievement standards across grades 3 – 8 and 11 in reading/language arts and in mathematics and science for grades 3 – 8 and 10 and 11 for students with the most significant cognitive disabilities and is inclusive of existing content standards, extended standards, and performance descriptors as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. - July 11, 2008.

1.4. Effective Date. - August 11, 2008.

1.5. Repeal of former rule. This legislative rule repeals and replaces W. Va. 126CSR44P, West Virginia Board Policy 2520.16, *Alternate Academic Achievement Standards for West Virginia Schools* filed March 19, 2007 and effective April 18, 2007.

§126-44P-2. Purpose.

2.1. This policy defines the alternate academic achievement standards for the program of study required by Policy 2510 for students with the most significant cognitive disabilities, i.e., those who are typically assessed with the West Virginia Alternate Assessment.

§126-44P-3. Incorporation by Reference.

3.1. *The West Virginia Extended Academic Content Standards and Performance Descriptors* in reading/language arts and in mathematics across grades 3 – 8 and 11 and science across grades 3 – 8 and 10 and 11 is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education.

3.2. Summary (of Alternate Academic Achievement Standards.) The West Virginia Board of Education has the responsibility for establishing high quality educational standards for all education programs (W.Va. Code §18-9A-22). The alternate academic achievement standards provide a framework for teachers of students with the most significant cognitive disabilities to teach skills and competencies essential for independent living, employment, and postsecondary education. Policy 2520.16 links the existing content standards in reading/language arts, in math and in science with the extended standards and includes performance descriptors that are aligned with the extended standards. These performance descriptors are the basis for cut scores for the Alternate Assessment. The extended standards and performance descriptors included in Policy 2520.16 are applicable for students with the most significant cognitive disabilities, i.e., students who are assessed with the West Virginia Alternate Performance Task Assessment

§126-44P-4. Severability.

4.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

**GRADE THREE EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.3.1)

Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by

- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and/or perform a task.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.3.1.01 identify and practice appropriate sight words and content vocabulary.</p> <p>RLA.O.3.1.02 identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).</p> <p>RLA.O.3.1.03 apply tiered levels of vocabulary in speaking and reading experiences.</p> | <p>RLA.3.1.ES.1 identify a picture that represents a word or object.</p> | <p>RLA.PD.3.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize sight words. EX: Play a game (e.g., Sight/Survival Word Bingo, Scrabble Jr.). EX: Concentration - matching vocabulary word with simple definition. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a picture that represents a word or object. EX: Find an object in the room that matches the word. EX: Concentration - match vocabulary word to vocabulary word or picture. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match picture or object with letter or sound. EX: Recognize initial letter sound of object or pictured object. EX: Recognize first letter of word that represents the object. EX: Touch object that begins with specified letter/sound. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize vocabulary. EX: Point to objects that represent various nouns. EX: Show signs for various vocabulary words. EX: Point to PECS or press button on communication device for various vocabulary words. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>RLA.O.3.1.04 describe a purpose for reading:</p> <ul style="list-style-type: none"> • for information • for pleasure • to understand a specific viewpoint <p>RLA.O.3.1.05 read familiar stories, poems and passages with fluency:</p> <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody <p>RLA.O.3.1.06 use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).</p> <p>RLA.O.3.1.07 read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).</p> <p>RLA.O.3.1.08 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.</p> <p>RLA.O.3.1.09 infer the author's purpose:</p> <ul style="list-style-type: none"> • to persuade • to entertain • to inform in literary and informational text <p>RLA.O.3.1.10 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.</p> | <p>RLA.3.1.ES.2 recall an event from a story.</p> | <p>RLA.PD.3.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Recall two or more events from a story. EX: Answer, "What happened first? What happened next?". EX: Locate pictures that depict events from the story (e.g.. in a magazine). <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recall an event from a story. EX: Choose a picture that depicts an event from the story. EX: Tell about an event from the story. EX: Draw picture related to the story. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify an event from a story. EX: Point to pictures that represent an event in a story. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to literary stimuli. EX: Nod, smile or point in response to a picture. |

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|---|---------------------------------------|--------------------------------|
| <p>RLA.O.3.1.11 identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).</p> <p>RLA.O.3.1.12 recognize and explain the defining characteristics of genre in literary and texts:</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • chapter books • historical fiction • plays • autobiographies • magazines • newspapers • textbooks • electronic databases • reference materials <p>RLA.O.3.1.13 use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).</p> <p>RLA.O.3.1.14 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).</p> <p>RLA.O.3.1.15 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.</p> | | |

*West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities*

**GRADE THREE EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.3.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>RLA.O.3.2.01 demonstrate proper manuscript and full transition to cursive writing techniques:</p> <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • slant • letter size • spacing • rhythm • alignment <p>RLA.O.3.2.02 identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).</p> | <p>RLA.3.2.ES.1 copy labels for pictures and objects.</p> | <p>RLA.PD.3.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Label pictures and objects. EX: Write the name of pictures and objects. EX: Label pictures that go with a seasonal theme. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Copy labels for pictures and objects. EX: Given word cards and objects, student will copy the word on paper or type it on the computer. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Copy or trace letters from models. EX: Use a template to trace letters. EX: Copy letters from models. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>RLA.O.3.2.03 compose a written composition using the five-step writing process:</p> <ul style="list-style-type: none"> • pre-write • draft • revise • edit • publish | | <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use intentional movement to produce a graphics. EX: Make marks on a page. EX: Move a mouse around in Kid Pix to produce drawing. |
| <p>RLA.O.3.2.04 develop proper paragraph form in written composition:</p> <ul style="list-style-type: none"> • beginning, middle, end • main ideas with relevant details • sentence variety such as declarative, interrogative and exclamatory and imperative • descriptive and transitional words • indentations <p>RLA.O.3.2.05 identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).</p> <p>RLA.O.3.2.06 identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).</p> <p>RLA.O.3.2.07 identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter,</p> | <p>RLA.3.2.ES.2 recognize that proper names begin with capital letters.</p> | <p>RLA.PD.3.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Write names using capitals. EX: Capitalize names of classmates and friends. EX: Capitalize names of school, state and town. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize that proper names begin with capital letters. EX: Given pictures of pet or family member, select capitalized name. EX: Copy first and last name information putting capitals letters where they belong. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|---|
| <p>quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).</p> <p>RLA.O.3.2.08 produce appropriate grammar in written composition.</p> <p>RLA.O.3.2.09 compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).</p> <p>RLA.O.3.2.10 alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).</p> <p>RLA.O.3.2.11 select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).</p> <p>RLA.O.3.2.12 use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize objects or words that represent proper names, such as pictures of pets or family, versus objects or pictures of common nouns. EX: Sort pictures of family members and common objects. EX: Identify family names (sister or Betty). EX: Point to family member or pictures of self. • Recognize a capital letter as a “big” letter and a non-capitalized letter as a “little” letter. EX: Shown a letter, indicate whether it is “big” or “little”. EX: Sort letters of the alphabet into piles representing capital and small letters. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Touch upper case letters. EX: Given letter representation, touch capital letters (Braille letters, sandpaper, sand, finger paint, yarn letters, glue, etc). |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE THREE EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.3.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.3.3.01 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).</p> <p>RLA.O.3.3.02 distinguish different messages conveyed through visual media (e.g., photos, television, multimedia Internet).</p> <p>RLA.O.3.3.03 create an age appropriate media literacy product that reflects understanding of format and characteristics.</p> | <p>RLA 3.3.ES.1 respond to questions about recent experiences.</p> | <p>RLA.PD.3.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Tell about an event that happened at home. EX: Describe the activities that were completed at home the previous evening. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to questions about recent experiences. EX: Answers questions, such as, "What did you do in class today?" "What did you have for lunch?" |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Make a choice between two preferred activities. EX: Point to pictures between two preferred foods. EX: Select between choices of games, toys, etc. EX: Select a mood (e.g., Smiley or Frowny face; PEC pictures depicting mood). <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize picture word or object cue to communicate a want. EX: Respond to pictures of food items, toys, people, etc. EX: Change behavior when presented with object from a preferred activity. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE FOUR EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.4.1)

Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by

- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and/or perform a task.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.4.1.01 identify and practice appropriate vocabulary:</p> <ul style="list-style-type: none"> • multiple meaning words • synonyms • antonyms • homonyms • content area vocabulary • context clues <p>RLA.O.4.1.02 apply structural analysis including etymology and context clues to decode and encode words.</p> <p>RLA.O.4.1.03 use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning).</p> <p>RLA.O.4.1.04 apply and generate tiered levels of vocabulary in speaking and reading experiences.</p> <p>RLA.O.4.1.05 read fluently with appropriate rate, accuracy and prosody.</p> | <p>RLA.4.1.ES.1 recognize descriptive vocabulary words in print.</p> | <p>RLA.PD.4.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Associate descriptive words with nouns to make choices. EX: Select descriptive words to convey which condiment he or she wants on a hamburger. (Catsup-the “red” one; mustard – the “yellow” one; mayonnaise – the “white” one.) <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize descriptive vocabulary words in print. EX: Select color word “red” from color words when directed. EX: Select shape word to describe the shape of an object (round, square). EX: Describe the weather for today and put the corresponding word on the daily weather bulletin board. EX: Select descriptive words from word cards that contain different sounds (e.g. “mad”, “sad”) when directed. |

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|--|---|---|
| <p>RLA.O.4.1.06 examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).</p> <p>RLA.O.4.1.07 read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize oral descriptive vocabulary words. EX: Give red crayon when directed; point to the yellow square. EX: Given a “big” object and a “little” object, pick up the big object when directed <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to activity demonstrating vocabulary. EX: Listen to color song; look at red balloon; touch yellow feather. EX: Use picture or object to communicate, e.g. picture/object for swing to communicate swing. |
| <p>RLA.O.4.1.08 interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.</p> <p>RLA.O.4.1.09 determine the author’s purpose in literary and informational texts and use supporting material to justify author’s intent:</p> <ul style="list-style-type: none"> • to persuade • to entertain • to inform • to determine a specific viewpoint | <p>RLA.4.1.ES.2 recognize the sequence of events in text.</p> | <p>RLA.PD.4.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Sequence events from text. EX: Place picture cards in order of the events from text. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize the sequence of events in text. EX: Identify sequence of the beginning, middle and end of text. EX: Arrange picture cards to depict a sequence of events from a story or text. |

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|--|--------------------------------|--|
| <p>RLA.O.4.1.10 compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).</p> <p>RLA.O.4.1.11 distinguish between the ways in which language is used in literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • idioms • analogies • puns <p>RLA.O.4.1.12 recognize and explain the defining characteristics of genre in literary and informational texts:</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • novels • plays • legends • autobiographies • magazines • newspapers • textbooks • essays • speeches • electronic databases • reference materials | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Follow two-step directions in a sequential order. EX: “Get the crayons and color the picture.” EX: “Get your backpack and line up.” EX: “Take your coat off and hang it up.” <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to sequential activities. EX: Participate in activities such as Simon Says, Do as I Do, and Follow the Leader. EX: Presses button on Step Talker to say “Pledge of Allegiance”. |

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|--|---------------------------------------|--------------------------------|
| <p>RLA.O.4.1.13 judge the reliability or logic of informational texts.</p> <p>RLA.O.4.1.14 select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).</p> <p>RLA.O.4.1.15 use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).</p> <p>RLA.O.4.1.16 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).</p> <p>RLA.O.4.1.17 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.</p> | | |

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**GRADE FOUR EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.4.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|--|
| <p>RLA.O.4.2.01 demonstrate proper manuscript and cursive writing techniques:</p> <ul style="list-style-type: none"> • legibility • uniformity in all written work <p>RLA.O.4.2.02 develop and apply the proper structure for simple and compound sentences.</p> | <p>RLA.4.2.ES.1 copy personal information.</p> | <p>RLA.PD.4.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Write first name and last name. EX: Write first and last name on paper. EX: Key first and last name. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Copy personal information. EX: Copy personal information from a model created by the teacher. EX: Assemble letter cards to form first name following a model. |

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|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Copy first letter of first name. EX: Use a picture card to represent his or her name. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use a picture or symbol to identify self. EX: Use a picture card to represent his or her name. |

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| <p>RLA.O.4.2.03 identify and produce a sentence with proper word choice to include:</p> <ul style="list-style-type: none"> • verb tense • verb usage • subject/verb agreement • pronoun usage • adjectives and adverbs <p>RLA.O.4.2.04 compose a written composition from a prompt using the writing process in a timed and un-timed setting.</p> <p>RLA.O.4.2.05 develop proper form in written composition:</p> <ul style="list-style-type: none"> • beginning-middle-end • indentation • topic sentence • introductory and concluding paragraphs • related details • related and cohesive paragraphs • transitional and descriptive words <p>RLA.O.4.2.06 write to persuade using order of importance, classifying differences and similarities, classifying advantages and disadvantages.</p> <p>RLA.O.4.2.07 develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form.</p> <p>RLA.O.4.2.08 create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).</p> <p>RLA.O.4.2.09 use editing strategies to correct errors in sentence structure (fragments and run-on</p> | <p>RLA.4.2.ES.2 create a picture/word sentence with a period at the end.</p> | <p>RLA.PD.4.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Add descriptive words to simple sentences. EX: Given a sentence with a blank, fill-in a descriptive word. EX: Write a simple sentence about the color, size, etc. of his/her pet. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Create a picture/word sentence with a period at the end. EX: Write sentence pictures of class trip. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Put noun and action word together to make a sentence. EX: Use words or pictures to make sentences. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify people, places or things. EX: Cut out pictures of people, places or things. EX: Indicate his or her favorite person on a communication board or device (favorite food, pet, toy). |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|--------------------------------|
| <p>sentences), capitalization, punctuation and grammar.</p> <p>RLA.O.4.2.10 identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).</p> <p>RLA.O.4.2.11 use reference skills to identify words.</p> <p>RLA.O.4.2.12 use strategies to gather and record information for research topics:</p> <ul style="list-style-type: none"> • note taking • summarizing • paraphrasing • describing in narrative form • gathering information from direct quotes, maps, charts, graphs and tables <p>RLA.O.4.2.13 select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).</p> <p>RLA.O.4.2.14 use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).</p> <p>RLA.O.4.2.15 critically evaluate own and others' written compositions.</p> | | |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

**GRADE FOUR EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.4.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Objectives | Performance Descriptors |
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| <p>RLA.O.4.3.01 listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).</p> <p>RLA.O.4.3.02 distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).</p> <p>RLA.O.4.3.03 recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).</p> <p>RLA.O.4.3.04 create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose.</p> | <p>RLA.4.3.ES.1 listen to and restate information.</p> | <p>RLA.PD.4.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Listen to and respond to information. EX: Listen to multi-step directions for getting ready for lunch and follows steps. EX: Listen to story and state opinion about story. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Listen to and restate information. EX: Listen and restate a one-step direction, such as "Get out your math book." EX: Listen to a short paragraph and restate in own words. |

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| Grade Level Objectives | Extended Grade Level Objectives | Performance Descriptors |
|------------------------|---------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Indicate choice between preferred and non-preferred items. EX: Shown two pictures, choose an item to make a choice. EX: When told it is time to get ready for lunch, pick the lunch symbol on his/her communication device. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize words, pictures, gestures and/or objects to make a request. EX: Gesture for teacher to come over. EX: Uses a communication device to request “more” of an item or activity. |

*West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE FIVE EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.5.1)

Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by

- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

| Grade Level Objectives | Extended Grade Level Objectives | Performance Descriptors |
|---|---|---|
| <p>RLA.O.5.1.01 use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.</p> <p>RLA.O.5.1.02 use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary.</p> <p>RLA.O.5.1.03 use denotation to understand meaning.</p> <p>RLA.O.5.1.04 label the figurative language in text.</p> | <p>RLA.5.1.ES.1 use the root word to identify a new word.</p> | <p>RLA.PD.5.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Modify root words to produce new words. EX: Produce plural forms of words. EX: Add prefix or suffix to a root word. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use the root word to identify a new word. EX: Identify word(s) as singular or plural. EX: Match words with the same root word (unlock/lock, do/redo). EX: Match verbally presented word to printed word with the same root. |

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| Grade Level Objectives | Extended Grade Level Objectives | Performance Descriptors |
|--|---|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify whether picture card is singular or plural. EX: Group picture cards by whether representations are singular or plural. EX: Use cards with pictures and words to distinguish between singular and plural. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to sets of objects/pictures that are more than one. EX: Point to the picture that has more than one of an item. EX: Give choice at lunch or snack, choose to have one chip or cracker or more than one. |
| <p>RLA.O.5.1.05 select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales • historical fiction | <p>RLA.5.1.ES.2 identify main character from text or story.</p> | <p>RLA.PD.5.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify characteristics of character in a text or story. EX: Respond correctly to questions about the main character, such as “What does the bunny do?” EX: Draw a picture of the main character, (based on text description) and create a sentence about him/her/it. EX: Answer, “Are you and the main character alike or not alike?” |

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| Grade Level Objectives | Extended Grade Level Objectives | Performance Descriptors |
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| <p>RLA.O.5.1.06 determine main ideas and locate supporting details in literary passages and informational texts.</p> <p>RLA.O.5.1.07 use pre-reading strategies to analyze text for the type of text to determine comprehension strategies:</p> <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning <p>RLA.O.5.1.08 differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> • draw conclusions • predict • use context clues • summarize • judge text critically <p>RLA.O.5.1.09 determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose.</p> <p>RLA.O.5.1.10 compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify main character from text or story. EX: After listening to a story or viewing a story with pictures and words, tell who the story was about. EX: Select correct choice to tell who the story was about. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Select picture card representing a character in text. EX: After listening to a story, pick out the bunny from the cat, dog and bunny pictures. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to the story/text. EX: Point to the picture of the bunny as the story is being read. EX: Demonstrate a level of alertness by reacting to the story or event in the story (reacting to the sound of the ghost during a Halloween story). EX: Press a switch to say, "Turn the page please." |

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| <p>RLA.O.5.1.11 identify literary techniques used to interpret literature (e.g., compare/contrast or cause/effect).</p> <p>RLA.O.5.1.12 read and understand various types of poetry.</p> <p>RLA.O.5.1.13 identify the parts of a book, know their purposes and locate information (e.g., table of contents, index, glossary).</p> <p>RLA.O.5.1.14 classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).</p> <p>RLA.O.5.1.15 increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.</p> | <p>RLA.5.1.ES.3 summarize a simple story.</p> | <p>RLA.PD.5.1.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Summarize a simple story and identify the main idea of the story. EX: Read a simple story and retell it in his or her own words, identifying the main idea. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Summarize a simple story. EX: Listen to a simple story and then retell the story in his/her own words. EX: Retell the story while someone transcribes it. EX: Draw a picture that describes what happened in the story. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Select picture card(s) representing the story. EX: After listening to a story, choose pictures from examples and non-examples that go with the story. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a picture/object related to the story. EX: When asked to point to an object from the story, select "hat" (object) to represent "Cat in the Hat". |

*West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE FIVE EXPANDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.5.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process,
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>RLA.O.5.2.01 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.</p> <p>RLA.O.5.2.02 arrange thoughts and ideas in graphic representations to plan and write a product.</p> <p>RLA.O.5.2.03 from a prompt, use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details .</p> <p>RLA.O.5.2.04 use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).</p> | <p>RLA.5.2.ES.1 write a simple sentence using initial capitalization and ending punctuation.</p> | <p>RLA.PD.5.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Write two related sentences using capitalization and ending punctuation. EX: After attending an event, write two sentences about the event. EX: Write two sentences after listening to a story or watching a movie. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Write a simple sentence using initial capitalization and ending punctuation. EX: Identify correct punctuation for “asking” and “telling” sentences. EX: Given two sentences, pick the sentence that begins with a capital letter. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|---|
| <p>RLA.O.5.2.05 write and edit the mechanics and grammar of a variety of sentence types:</p> <ul style="list-style-type: none"> • simple • compound • declarative • exclamatory • imperative • interrogative <p>RLA.O.5.2.07 draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt.</p> <p>RLA.O.5.2.08 use basic transitional words to signal organization of a composition.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Group capital letters together. EX: Given upper case and lower case letters, pick all capital letters. EX: Use magnetic letters to group capital letters on a board. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Focus on letters. EX: Visually focus on presented letter. EX: Trace presented letter. EX: Lace capital letters using lacing cards. EX: Using different materials to trace, such as website programs and software programs. EX: Use sand, sandpaper, finger paint, shaving cream, pudding, macaroni, yarn, glue, etc. to trace. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>RLA.O.5.2.06 select and use a variety of resource materials to plan and deliver a short research project, citing references.</p> | <p>RLA.5.2.ES.2 identify basic reference materials.</p> | <p>RLA.PD.5.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify and use reference resources. EX: When asked the definition of a word, get a dictionary, find the word and either state the definition or write it down. EX: Look up information on the Internet. EX: Locate a chapter using the Table of Contents. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify basic reference materials. EX: Tell what you would use to look up a word that you did not know how to write. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a reference resource from a non-reference book. EX: When asked, point to dictionary when shown a dictionary and a storybook. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a reference resource from an unrelated object. EX: Given a dictionary and an unrelated object, select the dictionary. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE FIVE EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.5.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| <p>RLA.O.5.3.01 exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • readers theater • choral reading • personal narratives • recitations (poetry, historical documents) • dramatizations <p>RLA.O.5.3.02 compare and contrast personal experiences to oral/visual information.</p> <p>RLA.O.5.3.03 listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).</p> <p>RLA.O.5.3.04 create an age-appropriate media product that demonstrates format, purpose, and audience.</p> | <p>RLA.5.3.ES.1 engage in a conversation with a familiar person.</p> | <p>RLA.PD.5.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to group discussion with classmates. EX: During morning opening, participate in discussion with classmates regarding daily events. EX: Engage in conversation that involves more than two people. EX: Follow discussion and respond appropriately (wait turn, answer questions, provide related response). <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Engage a in a conversation with a familiar person. EX: Initiate morning greeting. EX: Talk to a peer about common activity. EX: Role-play scripted conversations, engage in turn-taking and maintain personal space. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Answer conversational questions from familiar people. EX: “How are you doing?”; “Have you seen the movie?”; “What did you do in class today?” <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to conversation. EX: Focus on speaker-eyes on speaker EX: Track speaker-follow speaker movement EX: Respond to speaker: eye gaze, hand wave, clapping, pressing a button. |

*West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities*

**GRADE SIX EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.6.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and
- employing a wide variety of literature in developing independent readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and perform a task.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>RLA.O.6.1.01 use connotation and denotation to understand meaning.</p> <p>RLA.O.6.1.02 use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.</p> <p>RLA.O.6.1.03 use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).</p> | <p>RLA.6.1.ES.1 identify vocabulary words from a variety of sources.</p> | <p>RLA.PD.6.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Apply vocabulary from a variety of sources. EX: Select the correct vocabulary word/picture to complete a sentence. EX: Order food from a menu. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify vocabulary words from a variety of sources. EX: Look up meaning of word in a picture dictionary. EX: Identify vocabulary words on a menu. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match word/picture to vocabulary words. EX: Select current activity from schedule and go to correct area. EX: Locate one item on a picture menu. EX: Identify his or her name from a choice of three. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Point to items representing vocabulary words related to text. EX: Select the picture in a story that represents a vocabulary word from the text when directed. |
| <p>RLA.O.6.1.04 select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales <p>RLA.O.6.1.05 use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies:</p> <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning | <p>RLA.6.1.ES.2 answer questions related to the main idea of a text.</p> | <p>RLA.PD.6.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify specific details related to the main idea of a text. EX. After reading a simple passage, identify the main idea and two supporting details. EX: Read a poster and state main idea and two supporting details. EX: Read Weekly Reader type magazine and answer questions about the main idea and supply supporting details. |

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|---|---------------------------------------|---|
| <p>RLA.O.6.1.06 differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> • use prior knowledge • draw conclusions • interpret meaning • determine cause and effect • judge text critically <p>RLA.O.6.1.07 determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.</p> <p>RLA.O.6.1.08 interpret the actions, behaviors and motives of characters in literary texts.</p> <p>RLA.O.6.1.09 determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.</p> <p>RLA.O.6.1.10 evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.</p> <p>RLA.O.6.1.11 identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.</p> <p>RLA.O.6.1.12 characterize and classify various types of poetry.</p> <p>RLA.O.6.1.13 identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Answer questions related to the main idea of a text. EX: After reading a simple passage in text or pictures and text, answer questions related to the main idea. EX: Read a poster and answer questions about the main idea. EX: Read Weekly Reader type magazine story and answer questions about the main idea. (News – 2 – You.com is a weekly newsletter that uses picture symbols for it's text) <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use pictures/symbols/ objects from text to represent the main idea of the story. EX: Given three pictures, point to the one that represents the main idea of the story. EX: After listening to a paragraph on tape, draw a picture describing the paragraph. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match pictures related to the main idea of the text. EX: After the teacher presents pictures/symbols/ objects from the story, match objects with pictures or like objects that relate to the story. EX: Select an object from a set of two objects that relate to the story. |

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| <p>RLA.O.6.1.14 use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts).</p> <p>RLA.O.6.1.15 increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.</p> | | |

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**GRADE SIX EXPANDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.6.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>RLA.O.6.2.01 use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.</p> <p>RLA.O.6.2.02 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks:</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry <p>RLA.O.6.2.03 from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.</p> <p>RLA.O.6.2.04 use the five-step writing process to address specific writing purposes and to address various</p> | <p>RLA.6.2.ES.1 extend a sentence using descriptive words and correct capitalization and punctuation.</p> | <p>RLA.PD.6.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Compose sentence (s) using specific details. EX: Journal writing from a prompt. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Extend a sentence using descriptive words and correct capitalization and punctuation. EX: Given a sentence that contains a blank space, fill it in with a descriptor. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify picture/object to indicate choice of descriptor. EX: Select a card with the word “red” to go with a black and white picture of a catsup bottle. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive). RLA.O.6.2.05 use analogies, illustrations, examples, or anecdotes to enhance written communication.</p> <p>RLA.O.6.2.06 edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.</p> <p>RLA.O.6.2.07 develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.</p> | | <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match descriptive words. EX: Match color cards and other descriptive cards. EX: Match items of the same colors (yellow banana and yellow ball). EX: Given a yellow block, pick out the yellow block from red, green and blue blocks. |

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| <p>RLA.O.6.2.08 demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task.</p> <p>RLA.O.6.2.09 credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).</p> <p>RLA.O.6.2.10 select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.</p> | <p>RLA.6.2.ES.2 identify the use of different types of resource materials.</p> | <p>RLA.PD.6.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Utilize resource material to complete a task. EX: Indicate the need of a cookbook to locate a recipe when cooking. EX: Look up a number in a phone book to order flowers. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify the use of different types of resource materials. EX: Identify use of different resource materials during a BINGO game. EX: Given a choice of two resources, identify the correct resource for a specified task. EX: Tell where to find a cookie recipe. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match information found in resource to the correct resource. EX: Given a choice between a dictionary and phonebook, identify the resource where a phone number will be found. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a resource. EX: Identify a cookbook as a place to find food. EX: Select desired grooming items from newspaper advertisement. |

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**GRADE SIX EXTENDED READING
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Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.6.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>RLA.O.6.3.01 exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry <p>RLA.O.6.3.02 retell and create original, simple and detailed sequential stories.</p> <p>RLA.O.6.3.03 interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).</p> <p>RLA.O.6.3.04 perform a variety of roles in group discussions including active listener and discussion leader.</p> <p>RLA.O.6.3.05 create and present an age-appropriate media product that demonstrates format, purpose, and audience.</p> | <p>RLA.6.3.ES.1 engage in communication with familiar and unfamiliar people.</p> | <p>RLA.PD.6.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Initiate communication in order to obtain information or perform a task. EX: Ask teacher or peers a question. EX: Ask a waitress where the restroom is. EX: E-mail a friend to meet after school. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Engage in communication with familiar and unfamiliar people. EX: Respond to situational questions being asked in unfamiliar settings (fast food restaurant). EX: Answer questions from a unfamiliar person. EX: Use different means of communication (phone, e-mail). |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|------------------------|--------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Communicate needs and wants with familiar and unfamiliar people. EX: Ask for silverware from cafeteria helper. EX: Request break time from substitute teacher. EX: Respond appropriately to a greeting from school staff. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Attend to a variety of communication attempts. EX: Respond to speaker with head turn or eye contact. EX: Focus attention on variety of media. EX: Attend to radio. EX: Listen to principal announcements. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE SEVEN EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.7.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and
- employing a wide variety of literature in developing independent readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>RLA.O.7.1.01 compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.</p> <p>RLA.O.7.1.02 use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.</p> | <p>RLA.7.1.ES.1 recognize and comprehend frequently used sight or common words.</p> | <p>RLA.PD.7.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Apply frequently used sight/common words. EX: Follow a daily schedule. EX: Given a set of word cards, find the item in school (Library, gym, cafeteria) <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and comprehend frequently used sight or common words. EX: Select correct vocabulary to answer questions or complete a task. EX: Fill in sentence blanks using choices supplied. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match frequently used sight/common words with verbal or picture representations. EX: Match sight word to picture or object. EX: Hand the teacher the correct sight word from two or more choices. EX: Play Concentration with two pairs of words. EX: Play Bingo using sight words. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Select object/picture of a given vocabulary word. EX: Hand the teacher the PEC symbol that corresponds to word. EX: Use object cues for school routines. |
| <p>RLA.O.7.1.03 classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> • fiction • nonfiction • myths, poems • fantasies • biographies • autobiographies • science fiction, tall tale • supernatural tales | <p>RLA.7.1.ES.2 identify three elements of a story (characters, main idea, setting).</p> | <p>RLA.PD.7.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify four elements of a story or text, EX: Answer questions regarding the characters, main idea, setting and problem. EX: Complete a graphic organizer of the story. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify three elements of a story (characters, main idea, setting) EX: Answer who, what, where questions related to the text. EX: Draw picture of who, what, where from story. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|---|
| <p>RLA.O.7.1.04 use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by</p> <ul style="list-style-type: none"> • generalizing to establish a purpose for reading • interpreting the relationship between graphic aids and text • making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids <p>RLA.O.7.1.5 determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose:</p> <ul style="list-style-type: none"> • plot • character • setting • conflict • rising and falling action • climax • resolution • point of view • antagonist • protagonist • hero <p>RLA.O.7.1.06 relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify two elements of a story (character, main idea). EX: Given three pictures, point to the one that shows the character doing an activity from the story. EX: Select two objects from an object bag, one that represents the character and one that represents the main idea. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify one element of a story. EX: Press a Big Mac switch whenever a certain character is mentioned in the story. EX: Point to a picture that shows the story's setting. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|--------------------------------|
| <p>RLA.O.7.1.07 summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).</p> <p>RLA.O.7.1.08 examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text</p> <p>RLA.O.7.1.09 read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry.</p> <p>RLA.O.7.1.10 use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.</p> <p>RLA.O.7.1.11 critique the usefulness of the form, and content of practical texts.</p> <p>RLA.O.7.1.12 increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.</p> | | |

*West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE SEVEN EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.7.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process,
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.7.2.01 use note-taking strategies including paraphrasing and summarizing to develop a written composition.</p> <p>RLA.O.7.2.02 using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).</p> <p>RLA.O.7.2.03 use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).</p> <p>RLA.O.7.2.04 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks:</p> | <p>RLA.7.2.ES.1 write two related sentences.</p> | <p>RLA.PD.7.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Write three or more related sentences. EX: After talking about a movie or field trip, write three sentences. EX: Write three sentences describing events in a story he/she has listened to. EX: Write sentences in a card to give someone for a Thank you, birthday or holiday. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Write two related sentences. EX: Given a prompt, write two sentences. EX: Using word cards, combine to make two sentences. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|--|
| <ul style="list-style-type: none"> • compositions • brochures • display ads • commercials • speeches • poetry <p>RLA.O.7.2.05 from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.</p> <p>RLA.O.7.2.06 use sophisticated transitional words and cues to signal organization of a composition.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Arrange subject and action word to form sentence. EX: Given two parts of sentences with matching pictures, put the two halves together correctly. EX: Match word cards to corresponding picture to form a simple sentence, e.g., Sally runs. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Manipulate preferred writing instrument with proper positioning. EX: Write name on paper. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>RLA.O.7.2.07 identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).</p> <p>RLA.O.7.2.08 understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.</p> <p>RLA.O.7.2.09 document sources of information using a provided bibliographic format.</p> <p>RLA.O.7.2.10 select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.</p> | <p>RLA.7.2.ES.2 use resource media to obtain information.</p> | <p>RLA.PD.7.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Produce written text based on research information. EX: After researching “horses” on the Internet, produce a story. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use resource media to obtain information. EX: Find and use “Google” to obtain information on a topic. EX: Take digital pictures of places in the community. EX: Create a picture collection of horses from Internet. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify information found in resource media. EX: Given a choice, identify the correct resource for the subject (telephone numbers from personal phonebook). EX: Identify friend found in photo book. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use a media tool to complete an activity. EX: Use adapted mouse to start media presentation on selected topic. EX: Activate switch to advance to next PowerPoint slide. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE SEVEN EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.7.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.7.3.01 demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of</p> <ul style="list-style-type: none"> • compositions • reports • scripts • dramatizations <p>RLA.O.7.3.02 use oral/visual information to research, explore, question and imagine a topic.</p> <p>RLA.O.7.3.03 distinguish between private and public information in research and reporting.</p> <p>RLA.O.7.3.04 listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).</p> <p>RLA.O.7.3.05 evaluate information to reach consensus in group discussions or settings.</p> | <p>RLA.7.3.ES.1 listen and communicate in order to obtain information or perform a task.</p> | <p>RLA.PD.7.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Seek clarification of information. EX: Raise hand to ask for help with a task. EX: Ask nurse to reshew how to check blood sugar levels. EX: Ask a peer to review the assignment. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Listen and communicate in order to obtain information or perform a task. EX: Listen to directions for completing craft project and restate steps. EX: Ask for directions for the local store. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|--|
| <p>RLA.O.7.3.06 plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to spoken communication to perform part of a task. EX: Follow a one-step direction. EX: Pick lunch from choices stated during morning routine. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Attend to a variety of communication with familiar and unfamiliar people. EX: Focus attention to a variety of speakers. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE EIGHT EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.8.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by

- identifying and using the dimensions of reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and
- employing a wide variety of literature in developing independence as readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>RLA.O.8.1.01 compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.</p> <p>RLA.O.8.1.02 use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.</p> <p>RLA.O.8.1.03 use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.</p> | <p>RLA.8.1.ES.1 use a variety of resources to identify meaning of vocabulary words.</p> | <p>RLA.PD.8.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify more than one meaning of vocabulary words. EX: Given more than one meaning of vocabulary words, select the one that best matches the reading passage. EX: Use a dictionary to find more than one meaning of vocabulary words. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use a variety of resources to identify meaning of vocabulary words. EX: Use a picture dictionary to look up word. EX: Use the computer to find word meaning. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use resources to ask for items. EX: Point to item on picture menu to order in restaurant. EX: Use CheapTalk to make a choice. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use picture/object to represent words. EX: Use object or picture cue to request item or activity. |
| <p>RLA.O.8.1.07 analyze and draw parallels between common themes across a variety of literature and informational text (e.g., friendship, honesty, loyalty, survival).</p> <p>RLA.O.8.1.08 recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p> <p>RLA.O.8.1.09 summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).</p> | <p>RLA.8.1.ES.2 identify details from text needed to make decisions.</p> | <p>RLA.PD.8.1.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify two supporting details the character used to make a decision. EX: Given several details from a story, select two that relate to a decision made by the character. • Use details from text to perform a task. EX: Read daily schedule to determine activity. EX: Use details such as first and last name and street name in a phone book to locate a phone number. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|---|
| <p>RLA.O.8.1.10 evaluate the effect of figurative language in text.</p> <p>RLA.O.8.1.11 read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry.</p> <p>RLA.O.8.1.12 identify literary technique used to interpret literature:</p> <ul style="list-style-type: none"> • irony • satire • persuasive language • analogies <p>RLA.O.8.1.13 use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts.</p> <p>RLA.O.8.1.14 critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.</p> <p>RLA.O.8.1.15 increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify details the character used to make a decision. EX: Agree or disagree with a character’s actions. • Identify details from informational text to make decisions. EX: Follow rules of a game. EX: Use weather forecast to decide clothing to wear that day. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given two choices, indicate which happened in the story. EX: Shown two objects/pictures, one that represents the story and one that does not, choose the correct object/picture. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate focused attention to pictures/symbols/objects from the text. EX: Orient toward speaker. EX: Respond to story (touch item/picture related to the story). |

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**GRADE EIGHT EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.8.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process,
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|--|
| <p>RLA.O.8.2.01 use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.</p> <p>RLA.O.8.2.02 analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).</p> <p>RLA.O.8.2.03 use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.</p> <p>RLA.O.8.2.04 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience</p> | <p>RLA.8.2.ES.1 using a resource, compose a paragraph with three related sentences.</p> | <p>RLA.PD.8.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Using a variety of resources, compose a paragraph and self-correct capitalization and punctuation EX: Publish written piece by editing. EX: Write a paragraph about NASCAR using information found on the Internet. EX: Write about dinosaurs using information from encyclopedia or picture book. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|--|
| <p>or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.</p> <p>RLA.O.8.2.05 from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.</p> <p>RLA.O.8.2.06 recognize and write a simple thesis statement.</p> <p>RLA.O.8.2.09 select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Using a resource, compose a paragraph with three related sentences. EX: Given topic choices, select a topic and create a paragraph. <hr/> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Copy provided text. EX: Dictate a story to the teacher who would transcribe it, then give it back to the student to copy. EX: Copy name, address, telephone number and other identifying information. EX: Copy a short paragraph, including capitals and punctuation. EX: Use word cards to copy sentence written by teacher. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Select preferred writing instrument. EX: Choose a pencil with a pencil grip over a standard pencil to participate in a writing activity. |

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|---|--|--------------------------------|
| <p>RLA.O.8.2.07 independently resolve information conflicts and validate information through assessing, researching and comparing data.</p> <p>RLA.O.8.2.08 conduct research by gathering, evaluating, and synthesizing data from a variety of sources:</p> <ul style="list-style-type: none"> • Internet • databases for periodicals/newspapers • interviews • reference books • card catalogue • miscellaneous resource materials | <p>(These objectives are not developmentally appropriate for this population.)</p> | |

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**GRADE EIGHT EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.8.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.8.3.01 model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • reports • scripts <p>RLA.O.8.3.02 present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).</p> <p>RLA.O.8.3.03 critique oral/visual information presented, relate personal experiences and apply the information to global situations.</p> <p>RLA.O.8.3.04 listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).</p> | <p>RLA.8.3.ES.1 listen to and communicate with a variety of speakers in order to answer questions regarding the content.</p> | <p>RLA.PD.8.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Actively participate in group discussion to explore, question, and present information. EX: Ask and answer questions related to a topic. EX: Tell purpose of conversation/story. EX: Tell a short story. EX: Tell a joke. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Listen to and communicate with a variety of speakers in order to answer questions regarding the content. EX: After attending an assembly, answer multiple-choice questions. EX: During a presentation by a police officer, discuss the duties of a police officer. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|---|
| <p>RLA.O.8.3.05 perform a variety of roles in group discussions:</p> <ul style="list-style-type: none"> • collaboration • facilitation • persuasion <p>RLA.O.8.3.06 properly use private and public information.</p> <p>RLA.O.8.3.07 plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Respond to information presented by unfamiliar person. EX: Complete simple task provided directions. EX: Follow directions from intercom during fire drill. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Follow class rules for behavior during presentation. EX: Clap hands when speaker is finished talking. EX: Move head to follow speaker when he/she moves around during presentation. |

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**GRADE ELEVENTH EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.11.1)

Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by

- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

| Grade Level Objective | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>RLA.O.11.1.07 demonstrate knowledge of and analyze the use of rhetorical and literary devices:</p> <ul style="list-style-type: none"> • parallelism • archetypes • allegory • parallel structure • antithesis • narrative pace • satire • cadence • scansion • flashback • foreshadowing • Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement) <p>RLA.O.11.1.10 use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.</p> | <p>RLA.11.1.ES.1 determine word meaning through a variety of strategies.</p> | <p>RLA.PD.11.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Generalize the meaning of a word through various activities. EX: Use the word correctly in a sentence. EX: Use homonyms correctly (two, too, to). EX: Use the word correctly in oral language. EX: Use the words to complete a crossword puzzle/word search. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Determine word meaning through a variety of strategies. EX: Identify the definition of the word. EX: Select correct definition of the word given three choices. EX: Fill in the blank in a sentence with the correct word. |

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| Grade Level Objective | Extended Grade Level Standards | Performance Descriptors |
|------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Associate word with meaning. EX: Match a word with its picture. EX: Match corresponding picture/words to the intended purpose (e.g., sock to shoe; hat to head; mitten to hand). <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify the word. EX: Point to the word or picture of the word when presented. EX: Touch an actual item that represents the word. |

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| Grade Level Objective | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>RLA.O.11.1.01 research, analyze, and evaluate the historical, cultural, political and biographical influences on literary works.</p> <p>RLA.O.11.1.02 analyze and evaluate literary styles according to genre:</p> <ul style="list-style-type: none"> • author's use • elements • expectations <p>RLA.O.11.1.03 increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts.</p> <p>RLA.O.11.1.05 analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.</p> <p>RLA.O.11.1.06 formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.</p> <p>RLA.O.11.1.08 analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.</p> <p>RLA.O.11.1.12 evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.</p> | <p>RLA.11.1.ES.2 comprehend and infer meaning from literary materials to make predictions and answer questions.</p> | <p>RLA.PD.11.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Apply meaning of the story to real life. EX: Determine whether the character's action could happen in real life. EX: Determine whether character's action is right or wrong/good or bad. EX: Find ways a character in the story is the same or different from himself/herself. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Comprehend meaning from literary materials to make predications and answer questions. EX: Answer who, what, where, when questions from the text. EX: Predict what will happen next. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Distinguish fact from fiction. EX: Compare a newspaper to a fairy tale. EX: Distinguish real people from fictional characters. EX: Distinguish real from fantasy actions in the story (i.e., "Peter Pan is flying, can you fly?" "Joey is running in the story, can you run?"). |

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|---|---|---|
| | | <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Distinguish actual and representational items. EX: Identify real items. EX: Identify representational items. EX: Identify from a group of items - real and representations. EX: Watch grade appropriate literature depicted in visual media (i.e., video, movie, DVD). |
| <p>RLA.O.11.1.04 apply appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task:</p> <ul style="list-style-type: none"> • rereading • paraphrasing • questioning • analyzing • chunking • activating prior knowledge <p>RLA.O.11.1.09 evaluate and justify the effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose.</p> | <p>RLA.11.1.ES.3 apply information from a variety of sources.</p> | <p>RLA.PD.11.1.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Locate and use information from a variety of sources. EX: Locate site and find information on the Internet on how to change the oil in a car. EX: Find information on health and beauty from magazines. EX: Locate information on a map (school map, town, state). EX: Complete job application. EX: Use personal information for its intended purpose. EX: Identify two differences between a Mexican and Italian restaurant. |

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| Grade Level Objective | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|--|
| <p>RLA.O.11.1.11 research literary criticism related to the genre being studied.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Apply information from a variety of sources. EX: Follow high school rules. EX: Look up friends phone number in school directory. EX: Select from school menu. EX: Select information from personal resources. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use materials to complete a task. EX: Locate and use material(s) to prepare a food item. EX: Locate and use material(s) to complete a task. EX: Locate personal information. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify material for intended purpose. EX: broom to sweep EX: marker on paper EX: cup to drink |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE ELEVEN EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 2: Writing (RLA.S.11.2)

Students will apply writing skills and strategies to communicate effectively for different purposes by

- using the writing process,
- applying grammatical and mechanical properties in writing and
- selecting and evaluating information for research purposes.
-

Essence of Standard: Students will communicate effectively using a variety of writing strategies.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>RLA.O.11.2.01 employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.</p> <p>RLA.O.11.2.02 generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.</p> <p>RLA.O.11.2.03 recognize the concepts of intellectual property and plagiarism in all media:</p> <ul style="list-style-type: none"> • media copyright laws • private/public domain | <p>RLA.11.2.ES.1 produce writing for practical uses with correct punctuation and capitalization.</p> | <p>RLA.PD.11.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Produce multiple types of writing, apply proper conventions of writing and self-correct. EX: Consistently punctuate sentences correctly (i.e., comma in dates; comma after greetings; question marks and periods). |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|---|
| <p>RLA.O.11.2.04 formulate a working research question, organize and consider the relevance of information gathered through the research process, create a detailed outline and produce a research paper with documented and cited sources, using an accepted format (e.g. MLA, APA, Chicago, ASA) with an accompanying multimedia presentation and/or Web page.</p> <p>RLA.O.11.2.05 plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.</p> <p>RLA.O.11.2.06 develop personal style and voice in writing, and create a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.</p> <p>RLA.O.11.2.07 summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism.</p> <p>RLA.O.11.2.08 evaluate the effectiveness of and apply various forms of transition in a composition:</p> <ul style="list-style-type: none"> • sentence links • repetition of key words or phrases • restating of main/key ideas | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Produce writing for practical uses with correct punctuation and capitalization. EX: Write paragraphs with correct punctuation and capitalization. (handwritten, communication devices, IntelliKeys, <i>Writing with Symbols 2000</i>). EX: Using correct capitalization and punctuation, complete a job application. EX: Compose a letter using correct capitalization and punctuation. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Arrange words to make phrases or simple sentences. EX: Arrange words to make phrases (i.e., word cards) <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Write name or other personal information. EX: Arrange letters to make name. EX: Use alternate modes of writing name (stamp). EX: Use adapted pencil/pen to write information. |

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|--|---------------------------------------|--------------------------------|
| <p>RLA.O.11.2.09 revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language:</p> <ul style="list-style-type: none"> • gerunds • infinitives • subordinate clauses • adjectival phrases, • word usage/choice variations • passive/active voice <p>RLA.O.11.2.10 use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools:</p> <ul style="list-style-type: none"> • spell check • grammar check • thesaurus • dictionary • style sheet or guide • readability score | | |

*West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE ELEVEN EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Reading and English Language Arts Content Standards and Objectives

Standard 3: Listening, Speaking and Media Literacy (RLA.S.11.3)

Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.

Essence of Standard: Students will communicate in different ways and for different purposes.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|--|
| <p>RLA.O.11.3.01 communicate using the transactional process to include the components of speaker, listener, message, channel, feedback, and noise.</p> <p>RLA.O.11.3.02 plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).</p> <p>RLA.O.11.3.03 use verbal and nonverbal strategies to listen and respond for diverse purposes:</p> <ul style="list-style-type: none"> • comprehension • evaluation • expression of empathy • persuasion • mediation • collaboration <p>RLA.O.11.3.04 analyze and create examples of the wide range of purposes embedded in media communications.</p> | <p>RLA.11.3.ES.1 listen in order to communicate effectively in different ways and for different purposes.</p> | <p>RLA.PD.11.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Listen in order to communicate effectively in different ways and different purposes within school and community. EX: Develop a short presentation (i.e., through pictures, speaking, computers). EX: Interact with non-typical peers and other adults in a variety of settings (other school settings and community settings) EX: Ask a grocery store clerk where the flour is located. EX: Send an invitation to a party to friends and family. EX: Send an email to Internet source to request information. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|---|
| <p>RLA.O.11.3.05 plan, compose, produce and evaluate an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.</p> <p>RLA.O.11.3.06 properly use private and public information.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Listen in order to communicate effectively in different ways and for different purposes. EX: Communicate directions (i.e., orally, pictorially, etc.). EX: Listen to and follow directional commands (i.e., going to another room in the school, leaving the building during a fire drill, gathering materials for completing a task). EX: Send a friend an e-mail. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Communicate with a variety of people through different means. EX: Call someone on the telephone. EX: Use personal communication system to engage in conversation with multiple people. EX: Send a personal note, made using a model from the teacher (words, pictures, drawing). <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Communicate a response through communication system. EX: Use object or communication system to answer questions and make requests. EX: Turn head to indicate “yes” or “no”. EX: Smile. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE THREE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Math Content Standards and Objectives

Standard 1: Number and Operations (MA.S.3.1)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

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

Essence of Standard: Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>M.O.3.1.1 read, write, order, and compare numbers to 10,000 using a variety of strategies (e.g., symbols, manipulatives, number line).</p> <p>M.O.3.1.2 read, write, order, and compare decimals to hundredths, with manipulatives.</p> <p>M.O.3.1.3 identify place value of each digit utilizing standard and expanded form to 10,000.</p> <p>M.O.3.1.4 apply estimation skills (rounding, benchmarks, compatible numbers) to solve and evaluate reasonableness of an answer.</p> | <p>MA.3.1.ES.1 count and recognize whole numbers to nine.</p> | <p>MA.PD.3.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize whole numbers to 20. EX: Identify correct numbers in a Bingo game with numbers to 20. • Count to 20. EX: Count fingers and toes (20). |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|---|
| <p>M.O.3.1.5 demonstrate an understanding of fractions as part of a whole/one and as part of a set/group using models and pictorial representations.</p> <p>M.O.3.1.6 create concrete models and pictorial representations to</p> <ul style="list-style-type: none"> • compare and order fractions with like and unlike denominators, • add and subtract fractions with like denominators, and verify results. <p>M.O.3.1.7 use concrete models and pictorial representations to demonstrate an understanding of equivalent fractions, proper and improper fractions, and mixed numbers.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize whole numbers to nine. EX: Identify numbers on a telephone. EX: Identify whole numbers using pictures cards that show objects represented. • Count to nine. EX: Draw number of objects indicated (draws five circles, two balls, eight stars, etc. and count the objects). <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize whole numbers to five. EX: Identify numbers one through five on a clock. • Count to five. EX: Match counters to pictures (i.e., picture of four balls place a counter on top of each ball). <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate the concept of one. EX: Hit the switch one time; give me one, etc. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| <p>M.O.3.1.8 add and subtract 2- and 3-digit whole numbers and money with and without regrouping.</p> <p>M.O.3.1.9 demonstrate and model multiplication (repeated addition, arrays) and division (repeated subtraction, partitioning).</p> <p>M.O.3.1.10 use and explain the operations of multiplication and division including the properties (e.g., identity element of multiplication, commutative property, property of zero, associative property, inverse operations).</p> <p>M.O.3.1.11 recall basic multiplication facts and the corresponding division facts.</p> <p>M.O.3.1.12 model the distributive property in multiplication of 2- and 3-digit numbers by a 1-digit number.</p> <p>M.O.3.1.13 use models to demonstrate division of 2- and 3-digit numbers by a 1-digit number.</p> <p>M.O.3.1.14 create grade-appropriate real-world problems involving any of the four operations using multiple strategies, explain the reasoning used, and justify the procedures selected when presenting solutions.</p> | <p>MA.3.1.ES.2 solve single-digit addition problems with sums to nine.</p> | <p>MA.PD.3.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Translate written number to a set of objects and then combine sets of objects. EX: Identify written numbers of two separate groups by showing them with objects and adding them together. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve single-digit addition problems with sums to nine. EX: Count two sets of objects with a sum of less than ten. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of addition as combining collections/counting on things. EX: Given two separate sets of objects, count both sets as one. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate one-to-one correspondence between sets of objects. EX: Match similar sets of objects. |

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**GRADE THREE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Math Content Standards and Objectives

Standard 2: Algebra (MA.S.3.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contexts.

Essence of Standard: The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.3.2.1 analyze and extend geometric and numeric patterns.</p> <p>M.O.3.2.3 analyze a given pattern and write the rule.</p> <p>M.O.3.2.4 write equivalent numerical expressions and justify equivalency.</p> <p>M.O.3.2.5 use symbol and letter variables to represent an unknown quantity and determine the value of the variable.</p> | <p>MA.3.2.ES.1 recognize and complete a two-object pattern.</p> | <p>MA.PD.3.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Find a missing part of a pattern. EX: In a repeated two-object pattern, find the missing element. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and complete a two-object pattern. EX: Using a calendar, continue a pattern using shapes and / or colors. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Copy a pattern. EX: Given a set of beads on a card, match beads to card. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| | | Level I students attempt to perform the following with assistance: Student will: <ul style="list-style-type: none"> • Identify a repeated event. EX: Put book-bag in appropriate place each day. |
| M.O.3.2.2 create an input/output model using addition, subtraction, multiplication or division. | (This objective is not developmentally appropriate for this population.) | |

*West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE THREE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 3: Geometry (MA.S.3.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.3.3.1 identify and create new polygons by transforming, combining and decomposing polygons.</p> <p>M.O.3.3.2 identify, describe, and classify the following geometric solids according to the number of faces, edges, and vertices:</p> <ul style="list-style-type: none"> • cube • rectangular solid • cylinder • cone • pyramid <p>M.O.3.3.3 construct and identify a solid figure from a plane drawing.</p> <p>M.O.3.3.4 identify, describe and draw lines of symmetry in two-dimensional shapes.</p> <p>M.O.3.3.5 model, describe, and draw</p> <ul style="list-style-type: none"> • lines • rays • angles including right, obtuse, and acute angles. <p>M.O.3.3.6 draw an example of a flip, slide and turn (reflection, translation, and rotation) given a model.</p> | <p>MA.3.3.ES.1 classify basic plane geometric shapes including square, circle, triangle and perform spatial relationships over, under, left, right.</p> | <p>MA.PD.3.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Label a circle, square, triangle. EX: When name of shape is verbally given, pick the shape that is said. • Describe spatial relationships of over, under, left and right. EX: While going through an obstacle course, student will say which relationship he/she is doing. • Recognition of a rectangle. EX: Identify rectangle in the classroom. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Classify basic plane geometric shapes including square, circle, triangle. EX: Given circles, squares and triangles of varying sizes put into categories. • Perform spatial relationships, over under, left, right. EX: Using felt board, place circles, squares and triangles in relative position named (e.g. square above circle, triangle below square). <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize that shapes are similar and different. EX: Sort the shapes by attributes. • Describe in and out. EX: Indicate that they are putting a shape toy (circle, square, triangle) in or out of box. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Manipulate concrete geometric shapes. EX: Touch and/or look at circle, square, triangle, rectangle. • Perform in and out relationships. EX: Put objects in box when directed. |
| M.O.3.3.7 name the location of a point on a first-quadrant grid, represent using ordered pairs. | (This objective is not developmentally appropriate for this population.) | |

*West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE THREE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 4: Measurement (MA.S.3.4)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and
- apply appropriate techniques, tools and formulas to determine measurements.

Essence of Standard: The Student will be able to understand the concept of measurement.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>M.O.3.4.1 Within a project based investigation, identify a real life situation, consider a number of variables and use appropriate measurement tools, overtime, make a hypothesis as to the change overtime; with more precision than whole units;</p> <ul style="list-style-type: none"> • length in centimeters and inches, • temperature in Celsius and Fahrenheit • weight/mass in pounds and kilograms, and design and implement a method to collect, organize, and analyze data; analyze results to make a conclusion; evaluate the validity of the hypothesis upon collected data; design a mode of presentation (with and without technology) <p>M.O.3.4.2 estimate and find the perimeter and area of familiar geometric shapes, using manipulatives, grids, or appropriate measuring tools.</p> | <p>MA.3.4.ES.1 classify measurement devices according to what they measure (length, weight, temperature).</p> | <p>MA.PD.3.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Determine which measurement tool will be used in certain circumstances. EX: When shown picture of winter weather, determine which measurement tool would be used to find out temperature. EX: When it is time to change classes, which measurement tool would be used to determine this? <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Classify measuring devices according to what they measure (length, weight and temperature).. EX: Given a ruler, yardstick, clock and watch, separate according to time and length. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.3.4.3 determine the formula the area of a rectangle and explain reasoning through modeling.</p> <p>M.O.3.4.4 read time to 5-minute intervals (am and pm) using analog and digital clocks, compute elapsed time to the quarter-hour using a clock.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match a ruler, scale, thermometer, and clock. EX: Point to or pick up a ruler on command. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Manipulate a ruler, scale, thermometer, and clock. EX: When shown a ruler, pick up a ruler. |
| <p>M.O.3.4.5 identify, count and organize coins and bills to display a variety of price values from real-life examples with a total value of \$100 or less and model making change using manipulatives.</p> | <p>MA.3.4.ES.2 identify coins as a penny, nickel, dime and quarter.</p> | <p>MA.PD.3.4.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify value of a coin. EX: When shown a penny, say “one cent.” EX: When directed “Give me one cent,” offer a penny from a group of coins. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify coins as a penny, nickel, dime and quarter. EX: When shown a penny, nickel, dime or quarter, indicate their name. EX: Draw coin from brown bag and be able to name each one correctly. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Discriminate between a penny, nickel, dime and quarter. EX: Sort the change into 4 different piles. (Pennies, nickels, dimes, and quarters). <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Determine if object is a coin. EX: Given a coin and a block, point to the coin. |

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**GRADE THREE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 5: Data Analysis and Probability (MA.S.3.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.3.5.1 collect and organize grade-appropriate real-world data from observation, surveys, and experiments, and identify and construct appropriate ways to display data.</p> <p>M.O.3.5.2 develop and conduct grade-appropriate experiments using concrete objects (e.g. counters, number cubes, spinners) to determine the likeliness of events and list all outcomes.</p> <p>M.O.3.5.3 analyze real-world data represented on a graph using grade-appropriate questions.</p> | <p>MA.3.5.ES.1 use interviews and observations to collect data.</p> | <p>MA.PD.3.5.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Develop a graph. EX: From data collected build a graph to represent information. • Identify patterns in a graph. EX: Given a graph, respond to questions “Which one is more?” <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use interviews to collect data. EX: Given picture of dog/cat, student will ask peer which one he/she likes. • Use observation to collect data. EX: Observe daily weather. EX: Record daily weather using picture symbols. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given objects, sort into categories. EX: Given weather symbols, sort into categories. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Add an object to similar collection. EX: From choice of two objects, eye gaze / touch the object that belongs to the collection on the desk. |

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**GRADE FOUR EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 1: Number and Operations (MA.S.4.1)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

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

Essence of Standard: The student will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.4.1.1 read, write, order, and compare whole numbers to the millions place and decimals to thousandths place using a variety of strategies (e.g. symbols, manipulatives, number line, pictorial representations).</p> <p>M.O.4.1.2 demonstrate an understanding of the place value of each digit utilizing standard and expanded form through 1,000,000 with multiples of 10 [(5 X 10,000) + (3 X 1,000) + (4 X 10) + 2].</p> <p>M.O.4.1.3 estimate solutions to problems including rounding, benchmarks, compatible numbers and evaluate the reasonableness of the solution, justify results.</p> | <p>MA.4.1.ES.1 count and recognize two-digit whole numbers to twenty and halves as two equal parts.</p> | <p>MA.PD.4.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize whole numbers greater than 20. EX: Looking through a book, identify the page numbers one to 20. • Identify two equal parts as the fractional part $\frac{1}{2}$. EX: Given a piece of paper, fold and cut in $\frac{1}{2}$ and label each piece as $\frac{1}{2}$. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---------------------------------------|--|
| <p>M.O.4.1.4 using concrete models, benchmark fractions, number line</p> <ul style="list-style-type: none"> • compare and order fractions with like and unlike denominators • add and subtract fractions with like and unlike denominators • model equivalent fractions • model addition and subtraction of mixed numbers with and without regrouping. <p>M.O.4.1.5 analyze the relationship of fractions to decimals using concrete objects and pictorial representations.</p> <p>M.O.4.1.6 round decimals to the nearest whole, 10th, or 100th place.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize two-digit whole numbers to 20. EX: Give corresponding card for the number. • Identify two equal parts as a whole. EX: Divide an object into two equal parts. EX: Color half a circle red and half green. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize whole numbers to ten. EX: Place the number of beans on the paper that corresponds to that number. • Recognize equal parts. EX: Given a group of manipulatives, divide into two equal groups. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a number from a non-number. EX: Shown an apple and a foam number, student will identify the number. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>M.O.4.1.7 add and subtract whole numbers(up to five – digit number) and decimals to the 1000th place, multiply (up to three digits by two-digits, and divide(up to a three digit number with a one and two-digit number) .</p> <p>M.O.4.1.8 solve multi-digit whole number multiplication problems using a variety of strategies, including the standard algorithm, justify methods used.</p> <p>M.O.4.1.9 quick recall of basic multiplication facts and corresponding division facts.</p> <p>M.O.4.1.10 create grade-level real-world appropriate story problems using multiple strategies including simple ratios, justify the reason for choosing a particular strategy and present results.</p> | <p>MA.4.1.ES.2 solve addition problems with sums to 19 and model subtraction.</p> | <p>MA.PD.4.1.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve addition problems with sums greater than twenty independently. EX: Correctly solve written addition problems. • Solve basic single-digit subtraction independently. EX: Correctly solve subtraction problems. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve addition problems with sums to nineteen. EX: Shown addition flash cards, give answer. • Model subtraction problems with or without manipulatives. EX: Choose two gummy bears from a group of eight. State how many are left. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Solve addition problems with sum of nine using manipulatives. EX: Given two groups of counters, add the two groups. • Compare two quantities as more or less. EX: Given two separate quantities, determine which is more or less. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|---|
| | | <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize one-to-one correspondence. EX: Given cards with two dots, place an object on each dot. • Give objects away as directed. EX: Hand pencil to teacher when asked. |

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**GRADE FOUR EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 2: Algebra (MA.S.4.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contexts.

Essence of Standard: The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>M.O.4.2.2 recognize and describe relationships in which quantities change proportionally.</p> <p>M.O.4.2.3 represent the idea of a variable as an unknown quantity using a letter, write an expression using a variable to describe a real-world situation.</p> <p>M.O.4.2.4 solve real-world problems involving order of operations including grouping symbols and the four operations.</p> | <p>MA.4.2.ES.1 recognize and complete a three-object/ item pattern.</p> | <p>MA.PD.4.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Predict and extend a pattern. EX: Predict next three objects in a continuing pattern. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and complete a three-object / item pattern. EX: Using three colored blocks, extend pattern to the next 3 places. EX: Follow a daily lunch routine, by picking up fork, napkin, straw on a daily basis. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Duplicate a pattern. EX: Given a word card, match individual letters to copy word. EX: Given pre-printed shape pattern and shape cards, match individual shape in pattern – circle, square, circle, square, etc. EX: For a Mother’s Day present make a necklace with beads as demonstrated by teacher. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify items in a pattern. EX: Touch objects as teacher identifies them. |
| <p>M.O.4.2.1 determine the rule and explain how change in one variable relates to the change in the second variable, given an input/output model using two operations.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

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**GRADE FOUR EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 3: Geometry (MA.S.4.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>M.O.4.3.1 identify, classify, compare and contrast two-dimensional (including quadrilateral shapes) and three-dimensional geometric figures according to attributes.</p> <p>M.O.4.3.2 recognize and describe three-dimensional objects from different perspectives.</p> <p>M.O.4.3.3 identify, draw, label, compare and contrast, and classify</p> <ul style="list-style-type: none"> • lines (intersecting, parallel, and perpendicular) • angles (acute, right, obtuse, and straight) <p>M.O.4.3.4 identify and create a two-dimensional design with one line of symmetry.</p> | <p>MA.4.3.ES.1 classify and model basic geometric shapes including square, circle, triangle, rectangle.</p> | <p>MA.PD.4.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify similarities and differences between geometric shapes. EX: When given two different shapes, determine how are they alike and different. EX: When given two different size of same shape, determine attributes that are the same (i.e., two rectangles that are different colors, size, but same shape). |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>M.O.4.3.6 draw and identify parts of a circle: center point, diameter, and radius.</p> <p>M.O.4.3.7 select, analyze and justify appropriate use of transformations (translations, rotations, flips) to solve geometric problems including congruency and tiling (tessellations).</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • classify and model basic geometric shapes including circle, square, rectangle, triangle. EX: Correctly name shape when shown an object, such as a quarter. EX: Put shapes into categories according to attributes. EX: Draw the shape. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize shapes circle, square, rectangle and triangle. EX: Name shapes on gym floor- circle, square. EX: Students will build a shape by pressing clay into a mold. EX: Show me the circle, square, etc. from two choices. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Matching identical shapes of circle, square or triangle. EX: When given a shadow of a shape, put matching item over shadow. EX: Sort and trace shapes. |
| <p>M.O.4.3.5 graph/plot ordered pairs on a first-quadrant grid and use the coordinate system to specify location and describe path.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

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**GRADE FOUR EXTENDED MATHEMATICS
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Mathematics Content Standards and Objectives

Standard 4: Measurement (MA.S.4.4)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and
- apply appropriate techniques, tools and formulas to determine measurements.

Essence of Standard: The Student will be able to understand the concept of measurement.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.4.4.1 select appropriate measuring tools, apply and convert standard units within a system to estimate, measure, compare and order real-world measurements including:</p> <ul style="list-style-type: none"> • lengths using customary (to the nearest one-fourth inch) and metric units, • weight, • capacity, • temperature, and justify and present results. <p>M.O.4.4.2 Quantify area by finding the total number of same sized units that cover a shape, develop a rule and justify the formula for the area of a rectangle using the area model representing multiplication.</p> | <p>MA.4.4.ES.1 recognize length as long/short, weight as heavy/light, and temperature as hot /cold.</p> | <p>MA.PD.4.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Compare length, mass temperature of objects. EX: Determine which object is the longest, i.e., ruler/yardstick. EX: Determine which object weighs more, i.e., apple/pumpkin. EX: Determine which object is the coldest, i.e., ice/coffee. |

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|-------------------------------|---------------------------------------|---|
| | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize length as long/short, weight as heavy/light, and temperature as hot/cold. EX: Pick up piece of paper and indicate if it is heavy or light. EX: Look at a piece of yarn and indicate if it short or long. EX: Look at a picture of ice cream and indicate if it is hot or cold. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Sort items by their length, and temperature. EX: Place all pictures of items that are hot in a pile. EX: Place all short items in a pile. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Touch the picture of the item that is short, long, hot, cold. EX: Use object board, touch the picture of the cold item, etc. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.4.4.3 read time to the minute, calculate elapsed time in hours/minutes within a 24-hour period.</p> | <p>MA.4.4.ES.2 recognize time in relationship to a daily schedule.</p> | <p>MA.PD.4.4.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Indicate time to the hour when presented with two clocks. EX: When shown two clocks, touch the clock that reads five o'clock, etc. • When shown a digital or analog clock, indicate time to the hour. Ex: Complete paper and pencil activities filling in time or drawing hands on clock. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize time in relationship to a daily schedule. EX: When asked what five o'clock is, indicate dinnertime. EX: When asked what three o'clock is, indicate time to go home. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Show appropriate action at a specific time, when associated with a timer. EX: Change learning station when timer goes off. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Associate an object with a scheduled activity. EX: Given a spoon and a ball, indicate which means gym. EX: Place object in "Finish" box when completed. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>M.O.4.4.4 given real-world situations, count coins and bills and determine correct change.</p> | <p>MA.4.4.ES.3 identify values of coins and determine their relative values.</p> | <p>MA.PD.4.4.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify mixed coins by values. EX: Given pile of mixed coins, find the coins said by picking it up and then indicate its value. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify values of coins and determine their relative value. EX: When shown a penny and nickel, indicate value and determine which is worth more. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match coin to its value. EX: Given a value cards, place the correct coin on its card. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Place coins into correct value container. EX: Pick up penny and drop into the one-cent can, etc. |

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**GRADE FOUR EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 5: Data Analysis and Probability (MA.S.4.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.4.5.1 read and interpret information represented on a circle graph.</p> <p>M.O.4.5.2 pose a grade-appropriate question that can be addressed with data, collect, organize, display, and analyze data in order to answer the question.</p> <p>M.O.4.5.3 design and conduct a simple probability experiment using concrete objects, examine and list all possible combinations using a tree diagram, represent the outcomes as a ratio and present the results.</p> <p>M.O.4.5.4 solve real world problems using mean, median and mode.</p> | <p>MA.4.5.ES.1 develop and interpret picture or object graphs.</p> | <p>MA.PD.4.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Develop and interpret graphs using words and numbers. EX: Record daily temperature on a chart. EX: Record data from interview questions, answer questions about graph, complete fill-in statement about graph (more girls or boys like to eat ice cream). <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Develop and interpret graphs using objects or pictures. Ex: Track daily weather using pictures and identify weather patterns. EX: Answer simple questions about graphs. (How many sunny days?). |

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|-------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Fill in appropriate areas of graph. EX: Place picture, sticker, or color in area of graph. Ex: Place picture of cold weather in cold weather column. EX: Color in appropriate square to indicate today's weather. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify items to be graphed. Ex: Select dictated picture to complete graph |

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**GRADE FIVE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 1: Number and Operations (MA.S.5.1)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

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

Essence of Standard: Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.5.1.1 read, write, order and compare all whole numbers, fractions, mixed numbers and decimals using multiple strategies (e.g., symbols, manipulatives, number line).</p> <p>M.O.5.1.2 demonstrate an understanding of place value of each digit utilizing standard and expanded form in any whole number using powers of 10 $[(3 \times 10^5) + (4 \times 10^3) + 7 \times 10^2) + (1 \times 10^1) + 6]$.</p> <p>M.O.5.1.3 estimate solutions to problems involving whole numbers, decimals, fractions, and percents to determine reasonableness using benchmarks.</p> <p>M.O.5.1.5 determine and apply greatest common factor and lowest common multiple to write equivalent fractions and to real-world problem situations.</p> | <p>MA.5.1.ES.1 recognize two-digit whole numbers to 40 and the fractional part $\frac{1}{2}$.</p> | <p>MA.PD.5.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify fractional parts $\frac{1}{3}$ and $\frac{1}{4}$. EX: Color a fractional part of a diagram. • Recognize two-digit numbers to 50. EX: Read numbers from computer. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize two-digit whole numbers to 40. EX: Use flashcards to read numbers. • Identify the fractional part $\frac{1}{2}$. EX: Cover one-half of a whole using manipulatives. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.5.1.6 model and write equivalencies of fractions decimals, percents, and ratios.</p> <p>M.O.5.1.7 analyze and solve application problems and justify reasonableness of solution in problems involving addition and subtraction of:</p> <ul style="list-style-type: none"> • fractions and mixed numbers • decimals. <p>M.O.5.1.8 apply the distributive property as it relates to multiplication over addition.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize two-digit numbers to 30. EX: Point to number on a calendar. • Identify that two equal parts make a whole. EX: Given two half circles, when put together, it makes a whole. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match single-digit numbers to five. EX: Given a number, find its match located in the room. • Identify a picture as complete. EX: Point to the picture that is a whole. |
| <p>M.O.5.1.4 use inductive reasoning to identify the divisibility rules of 2, 3, 5, 9 and 10 and apply the rules to solve application problems.</p> <p>M.O.5.1.9 solve multi-digit whole number division problems using a variety of strategies, including the standard algorithm and justify the solutions.</p> <p>M.O.5.1.10 demonstrate fluency in addition, subtraction, multiplication and division of whole numbers.</p> <p>M.O.5.1.11 solve real-world problems involving whole numbers, decimals and fractions using multiple strategies and justify the reasonableness by estimation.</p> | <p>MA.5.1.ES.2 solve double-digit addition without regrouping and single-digit subtraction.</p> | <p>MA.PD.5.1.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve double-digit addition with regrouping. EX: Use paper and pencil calculations. • Subtract two-digit numbers. EX: Use a calculator to solve two-digit subtraction. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve double-digit addition without regrouping. EX: Use paper and pencil calculations • Subtract single-digit numbers. EX: Use an abacus to subtract three from eight. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Solve single-digit addition without regrouping EX: Using manipulatives solve one-digit addition problems. • Model single-digit subtraction. EX: Take one object away from a set. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Model one more and one less. EX: Add one more to a set of objects; take one away from a set of objects. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE FIVE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 2: Algebra (MA.S.5.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contexts.

Essence of Standard: The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>M.O.5.2.1 use inductive reasoning to find missing elements in a variety of patterns (e.g., square numbers, arithmetic sequences).</p> <p>M.O.5.2.3 solve simple equations and inequalities using patterns and models of real-world situations, create graphs on number lines of the equations and interpret the results.</p> <p>M.O.5.2.4 model identify and describe square, prime and composite numbers.</p> | <p>MA.5.2.ES.1 recognize and complete a four-object/step pattern.</p> | <p>MA.PD.5.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Extend a pattern. EX: Given a pattern, add an item to enlarge the pattern. EX: Use M&M's (candy) and put in rows of four colors. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Complete a four-step pattern. EX: Following pattern of music, clap, stomp, jump, tap as directed. • Describe a four-object / step pattern. EX: Verbally identify each object in a continuing pattern by its attributes. EX: Using a communication talker, push matching pattern. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Follow a pictorial pattern. EX: Follow daily routine by using pictures of everyday schedule. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Continue a pattern based on a single attribute such as color, shape or rhythm. EX: Given an object on table, lay down matching object from choice of two. |
| <p>M.O.5.2.2 given an input/output model using two operations, determine the rule, output or input.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

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**GRADE FIVE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 3: Geometry (MA.S.5.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|--|
| <p>M.O.5.3.1 classify and compare triangles by sides and angles; measure the angles of a triangle using a protractor.</p> <p>M.O.5.3.2 construct and analyze three-dimensional shapes using properties (i.e. edges, faces or vertices).</p> <p>M.O.5.3.4 construct a circle with a given radius or diameter.</p> <p>M.O.5.3.5 draw a similar figure using a scale, given a real-world situation.</p> | <p>MA.5.3.ES.1 classify three-dimensional objects (cube, sphere, pyramid).</p> | <p>MA.PD.5.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Describe the attributes of plane and three-dimensional shapes. EX: Count the number of points on a given shape. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Classify three-dimensional objects (cube, sphere, pyramid). EX: Given three dimensional objects/shapes, sort into correct categories. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Sort three-dimensional plane shapes. EX: Given a pile of three-dimensional and plane shapes, sort plane from three-dimensional. EX: Put shapes in brown bag. Reach in and name shape being pulled out as three-dimensional or plane. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize geometric shapes as plane or three-dimensional. EX: Point to shape when prompted. |
| <p>M.O.5.3.3 create a design with more than one line of symmetry.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

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**GRADE FIVE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 4: Measurement (MA.S.5.4)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and
- apply appropriate techniques, tools and formulas to determine measurements.

Essence of Standard: The Student will be able to understand the concept of measurement.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>M.O.5.4.1 estimate, measure, compare, order and draw lengths of real objects in parts of an inch up to 1/8 of an inch and millimeters.</p> <p>M.O.5.4.2 model, calculate and compare area of triangles and parallelograms using multiples strategies (including, but not limited to, formulas).</p> <p>M.O.5.4.4 describe the effects on the measurements of a two-dimensional shape (such as its perimeter and area) when the shape is changed in some way, justify changes.</p> <p>M.O.5.4.5 solve real-world problems requiring conversions within a system of measurement.</p> | <p>MA.5.4.ES.1 measure length and weight using nonstandard forms of measurement (i.e. paperclips, counting bears).</p> | <p>MA.PD.5.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Use actual device to measure given items. EX: Use a ruler to measure the length of an object to an inch. EX: Use a scale to measure the weight in pounds. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Measure length and weight using nonstandard forms of measurement (paperclips, counting bears, etc.). EX: Use paperclips to measure the length of a book and then count number of paperclips. EX: Use a scale/balance to determine which is heavier. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>M.O.5.4.6 estimate and/or measure the weight/mass of real objects in ounces, pounds, grams, and kilograms.</p> <p>M.O.5.4.8 determine the actual measurements of a figure from a scale drawing, using multiple strategies.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Determine longer/shorter or heavier/lighter using nonstandard forms of measurement. EX: Using teddy bear counters, place in a straight line to cover the length of two pieces of paper. Select the longer one. EX: Pick up the heavier object from the choice of two. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Position items for measurement. EX: Place objects in a line on a felt board. |
| <p>M.O.5.4.7 collect, record, estimate and calculate elapsed times from real-world situations (with and without technology)</p> | <p>MA.5.4.ES.2 identify time to the hour.</p> | <p>MA.PD.5.4.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify time to the half hour. EX: Given a clock place the hands to read a specified half hour time. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify time to the hour. EX: Given an hour time card, move the clock hands to the specified hour. EX: Given a clock face draw the hour said. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match the clock to the hour. EX: Match clock picture to the hour card. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Manipulate a clock. EX: Move the clock hands to different positions. |
| <p>M.O.5.4.3 develop strategies (i.e. finding number of same sized units of volume)to determine the volume of a rectangular prism; solve application problems involving estimating or measuring volume of rectangular prisms.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

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**GRADE FIVE EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 5: Data Analysis and Probability (MA.S.5.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.5.5.2 construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.</p> <p>M.O.5.5.3 collect and organize real-world data to construct a circle graph (with and without technology), present data and draw conclusions.</p> <p>M.O.5.5.4 collect and analyze data using mean, median and mode to determine the best statistical measure.</p> | <p>MA.5.5.ES.1 develop bar graphs and interpret data.</p> | <p>MA.PD.5.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Interpret data from a bar graph containing multiple bars. EX: Use a bar graph and determine which graph is the most and least, out of three or more bars. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Develop bar graphs and interpret data. EX: Given data, color in a bar graph. EX: Given a completed bar graph, compare value of data. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Copy a bar graph. EX: Using manipulatives (M&M, post-it-notes), replicate a model of a bar graph. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize a paper graph from two items. EX: Given two pieces of paper, select the one showing the graph. |
| <p>M.O.5.5.1 construct a sample space and make a hypothesis as to the probability of a real life situation overtime, test the prediction with experimentation, and present conclusions (with and without technology).</p> | <p>(This objective is not developmentally appropriate for this population).</p> | |

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**GRADE SIX EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 1: Number and Operations (MA.S.6.1)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

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

Essence of Standard: Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>M.O.6.1.1 demonstrate an understanding of large numbers by converting and comparing numbers in scientific notation and standard notation (with and without technology).</p> <p>M.O.6.1.2 determine the greatest common factor and least common multiple using multiple strategies to solve real-world problems; find prime factorization of a number.</p> <p>M.O.6.1.3 compare and order integers using multiple strategies (e.g., symbols, manipulatives, number line).</p> <p>M.O.6.1.4 analyze and solve real-world problems involving addition, subtraction, multiplication and division of</p> <ul style="list-style-type: none"> • whole numbers, • fractions, mixed numbers, • decimals, • integers, and • justify the reasonableness by estimation. | <p>MA.6.1.ES.1 recognize whole numbers to 60 and fractional parts $\frac{1}{4}$ and $\frac{1}{3}$.</p> | <p>MA.PD.6.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Connect numerals to number words. EX: Write (stamp) numbers 1 – 10 under the word for the same number. • Recognize that $\frac{1}{3}$ is more than $\frac{1}{4}$. EX: Given a diagram representing $\frac{1}{3}$ and $\frac{1}{4}$, identify which is more. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize numbers one – 60. EX: Using flashcards, recognize number displayed. • Assign numbers one – 60 to corresponding set of objects. EX: Show a set of objects, label with corresponding numbers. • Identify the fractional part $\frac{1}{4}$ and $\frac{1}{3}$. EX: Cover one-fourth of a whole and one-third of a whole using manipulatives. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Compare two quantities of objects. EX: Given two sets of objects determine which is more or less or if they are equal. • Identify that $\frac{1}{4}$ and $\frac{1}{3}$ are less than a whole. EX: Given one cup of milk, pour into four $\frac{1}{4}$ and/or three $\frac{1}{3}$ measuring cups. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Count with one-to-one correspondence. EX: Pass out materials for class. • Identify $\frac{1}{4}$ of a whole. EX: Given a picture of a pizza divided into fourths, select $\frac{1}{4}$ as directed. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.6.1.7 compute the percent of a number to solve application problems and justify the reasonableness by estimation.</p> <p>M.O.6.1.8 demonstrate an understanding of the effect of multiplying and dividing, whole numbers, fractions and decimals by numbers including 0, 1 and values between 0 and 1 .</p> <p>M.O.6.1.9 develop and test hypotheses to derive the rules for addition, subtraction, multiplication and division of integers, justify by using real-world examples and use them to solve problems.</p> <p>M.O.6.1.6 convert between fractions/ratios, mixed numbers, decimals and percents in appropriate real-world problems.</p> | <p>MA.6.1.ES.2 solve two-digit numbers addition with and without regrouping and two-digit subtraction without regrouping.</p> | <p>MA.PD.6.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Apply addition and subtraction to solve real world problems. EX: Determine total cost of snacks from a vending machine. EX: Given a specific amount of money, determine which snacks that can be purchased. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Add two-digit numbers with and without regrouping. EX: Work problems on a worksheet. • Subtract two-digit numbers without regrouping. EX: Solve problems on a worksheet. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Model addition and subtraction problems using single-digit numbers. EX: Use manipulatives to model basic addition and subtraction facts using single-digit numbers. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify the number from a set of unrelated objects. EX: Given three objects and a foam numeral, identify the number from among other choices. |

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| M.O.6.1.5 apply the distributive, commutative, associative and identity properties to numeric expressions and use to prove equivalency. | (This objective is not developmentally appropriate for this population.) | |

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**GRADE SIX EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 2: Algebra (MA.S.6.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contexts.

Essence of Standard: The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>M.O.6.2.1 simplify numerical expressions and evaluate algebraic expressions using order of operations.</p> <p>M.O.6.2.2 use inductive reasoning to extend patterns to predict the nth term (e.g., powers and triangular numbers).</p> <p>M.O.6.2.3 create algebraic expressions that correspond to real-world situations; use the expressions to solve problems.</p> <p>M.O.6.2.5 solve real-world proportion problems involving rates, probability and measurements using multiple strategies, justify selection of strategies.</p> | <p>MA.6.2.ES.1 recognize and complete a pattern.</p> | <p>MA.PD.6.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Complete patterns by shapes/colors/numbers, more than 1 item in a pattern. EX: Use colors to create pattern. EX: Use shapes (circle, square, triangle) to create pattern. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and complete a pattern. EX: Count by rote by ten's. EX: Group objects by ten's. EX: Complete a pattern by shapes and color. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|--|
| <p>M.O.6.2.6 write and solve one-step equations using number sense, properties of operations and the idea of maintaining equality to represent and solve real-world problems.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Follow a pictorial/geometric pattern. EX: Using parquetry blocks, imitate a pattern provided by the teacher. • Continue a pattern. EX: Given an arrangement of manipulatives continue the pattern. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given a pattern, replicate/copy the pattern. EX: Match objects to a given pattern. |
| <p>M.O.6.2.4 determine the rule, output or input; given an input/output model using one operation, write an algebraic expression for the rule and use to identify other input/output values.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

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**GRADE SIX EXTENDED MATHEMATICS
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Mathematics Content Standards and Objectives

Standard 3: Geometry (MA.S.6.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|--|
| <p>M.O.6.3.1 analyze characteristics using defining properties of</p> <ul style="list-style-type: none"> • lines, • angles, • polygons, • triangles, and compare these geometric figures. <p>M.O.6.3.2 use inductive reasoning with the measures of interior angles in polygons and derive the formula to determine the sum of the measures of the interior angles.</p> <p>M.O.6.3.3 apply the concepts of parallel, perpendicular, intersecting, and skew lines to real-world situations (i.e. roads and routes).</p> | <p>MA.6.3.ES.1 recognize and replicate right and obtuse angles.</p> | <p>MA.PD.6.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Select pictorial representations of objects with right and obtuse angles. EX: Find pictures in a magazine that have right and obtuse angles. • Draw a right and obtuse angle. EX: Given draft paper, draw a right angle. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and replicate right and obtuse angles. EX: Identify right and obtuse angles in the environment. EX: Replicate a right and obtuse angle by using a piece of string. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>M.O.6.3.5 predict, describe, and perform transformations on two-dimensional shapes</p> <ul style="list-style-type: none"> • translations • rotations • reflections <p>M.O.6.3.6 use geometric representations to solve real-world problems.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given two items, select the one with a angle. EX: Given a ball and a book, identify the book as having angles. • Trace a right angle or an obtuse angle. EX: Given a model of a right angle, trace the angle with a finger, crayon, or other writing tool. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match angles. EX: Given a model, find one that matches. |
| <p>M.O.6.3.4 create designs using line and rotational symmetry</p> <p>M.O.6.3.7 plot polygons on coordinate grids, determine lengths and areas from the graph..</p> | <p>(These objectives are not developmentally appropriate for this population.)</p> | |

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**GRADE SIX EXTENDED MATHEMATICS
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Mathematics Content Standards and Objectives

Standard 4: Measurement (MA.S.6.4)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement, and
- apply appropriate techniques, tools and formulas to determine measurements.

Essence of Standard: The Student will be able to understand the concept of measurement.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|--|
| <p>M.O.6.4.2 develop and test hypotheses to determine formulas for</p> <ul style="list-style-type: none"> • perimeter of polygons, including composite figures • area of parallelograms • area of triangles • area of composite figures made of parallelograms and triangles • circumference of a circle • area of a circle • volume of a rectangular prism | <p>MA.6.4.ES.1 determine perimeter or area of an object.</p> | <p>MA.PD.6.4.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Find the area of a figure by multiplying its length by its width. EX: Measure the length and width of a table and multiply to find the area. • Determine and measure the perimeter of a rectangle. EX: Measure length and width of classroom and find perimeter. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Find the perimeter or area for an object using nonstandard measurements. EX: Using graph paper, sketch polygon around word, count # of squares around figure, count squares inside figure. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given a object with squares, count the squares for area or perimeter. EX: Count the floor tiles in a given area. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Color within the lines of a polygon. EX: The student will color in various polygon shapes. |
| <p>M.O.6.4.3 investigate, model and describe surface area of rectangular prisms and cylinders; develop strategies to determine the surface area of rectangular prisms</p> <p>M.O.6.4.5 given a two-dimensional polygon, construct a scale drawing given the scale factor.</p> | <p>MA.6.4.ES.2 use a ruler to measure length in inches.</p> | <p>MA.PD.6.4.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Measure real world objects with an inch ruler. EX: Use a ruler to measure objects in the environment. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use a ruler to measure length in inches. EX: Arrange 1 inch blocks in a row. Then measure with an inch ruler to determine length. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Sort by length. EX: Arrange classmates in order from shortest to tallest. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| | | <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a ruler from a non-ruler. <p>EX: Given two objects, choose the ruler.</p> |
| <p>M.O.6.4.4 develop strategies to determine volume of cylinders; solve real-world problems involving volume of cylinders, justify the results.</p> | <p>MA.6.4.ES.3 tell time to the half hour.</p> | <p>MA.PD.6.4.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Tell time to five-minute intervals. <p>EX: Read a clock to 5 minutes intervals.</p> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Tell time to the half hour. <p>EX: Read a clock to 30 minutes intervals.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Tell time to the hour. <p>EX: Read a clock to the hour.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a clock. <p>EX: Given a clock and another item student will point, touch, or name a clock.</p> |

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|---|--|--------------------------------|
| M.O.6.4.1 determine an approximation for pi using actual measurements. | (This objective is not developmentally appropriate for this population.) | |

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**GRADE SIX EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 5: Data Analysis and Probability (MA.S.6.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>M.O.6.5.1 collect, organize, display, read, interpret and analyze real-world data using appropriate graphs and tables (with and without technology).</p> <p>M.O.6.5.2 identify a real life situation using statistical measures (mean, median, mode, range, outliers) overtime, make a hypothesis as to the outcome; design and implement a method to collect, organize and analyze data; analyze the results to make a conclusion; evaluate the validity of the hypothesis based upon collected data, design a mode of presentation using words, graphs, models, and/or tables (with and without technology).</p> | <p>MA.6.5.ES.1 collect, display and read data using appropriate graphs (pictorial, bar and line graphs).</p> | <p>MA.PD.6.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Interpret graphs. EX: Given a graph from a newspaper or magazine interpret information. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Collect, display and read data using appropriate graphs (pictorial, bar and line graphs). EX: Conduct a simple survey. (What is your favorite candy?) Record data. Create a bar graph. Compare findings-most, least, equal. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>M.O.6.5.3 perform simple probability events using manipulatives; predict the outcome given events using experimental and theoretical probability; express experimental and theoretical probability as a ratio, decimal or percent.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Fill in bars on a graph. EX: Given a piece of one inch grid paper, color in a specified number of squares. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a bar graph. EX: When given a choice between two objects, choose a graph. |
| <p>M.O.6.5.4 determine combinations and permutations of given real-world situations by multiple strategies, including creating lists.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

***West Virginia Extended Academic Content Standards and Performance Descriptors
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**GRADE SEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 1: Number and Operations (MA.S.7.1)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

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

Essence of Standard: Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>M.O.7.1.1 compare, order, and differentiate among integers, decimals, fractions, and irrational numbers using multiple representations (e.g., symbols, manipulatives, graphing on a number line).</p> <p>M.O.7.1.2 model the relationship between perfect squares and square roots using physical representations; estimate square root and evaluate using technology.</p> <p>M.O.7.1.5 analyze and solve grade-appropriate real-world problems with whole numbers, integers, decimals, fractions and percents including problems involving</p> <ul style="list-style-type: none"> • discounts, • interest, • taxes, • tips, • percent increase or decrease, and justify solutions including using estimation and reasonableness. | <p>MA.7.1.ES.1 recognize whole numbers to 100 and the difference among $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$.</p> | <p>MA.PD.7.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Write numbers up to 20. EX: Using pencil and paper or stamps “write” the numbers 1 – 20. • Recognize $\frac{1}{2}$ as greater than $\frac{1}{3}$ and $\frac{1}{3}$ as greater than $\frac{1}{4}$. EX: Given three flashcards with $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$, place in order from greatest to smallest. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize numbers up to 100. Recognize whole numbers 1 to 100 and the difference among $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$. EX: Using flash cards, recognize the number. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|------------------------|--------------------------------|--|
| | | <ul style="list-style-type: none"> • Assign a number 1 – 100 to a correct value. EX: Count number of erasers in a container and select correct number. EX: Use number line to plot whole numbers. EX: Given the number, place point on number line. • Match fractions ($\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$) with corresponding picture or object. EX: Given diagrams depicting $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$, match with corresponding flashcards. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize numbers to 20. EX: Given a number, identify using flashcards. • Identify whole numbers on a number line EX: Identify where a particular point is located. • Identify $\frac{1}{2}$ as one of two parts, $\frac{1}{3}$ as one of three parts and $\frac{1}{4}$ as one of four parts. EX: Using manipulatives, separate an object into two equal parts, three equal parts and four equal parts. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Point to a given point on a number line. EX: Match number cards to number on the number line and point to the number. • Select $\frac{1}{2}$ of a picture or object representation EX: Given a picture or object depicting $\frac{1}{2}$, select the fractional part as directed. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|--|
| <p>M.O.7.1.3 using simple computation and problem-solving situations, demonstrate fluency and justify solutions in performing operations with rational numbers including negative numbers for</p> <ul style="list-style-type: none"> • adding • subtracting • multiplying • dividing <p>M.O.7.1.4 justify the use of the commutative, associative, distributive, identity and inverse properties to simplify numeric expressions.</p> <p>M.O.7.1.6 use inductive reasoning to find and justify the laws of exponents with numeric bases</p> <p>M.O.7.1.7 solve problems using numbers in scientific notation (positive and negative exponents) with and without technology, and interpret from real life contexts.</p> | <p>MA.7.1.ES.2 solve two-digit addition and subtract with and without regrouping and single-digit multiplication.</p> | <p>MA.PD.7.1.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate the concept of multiplication. EX: $4 \times 4 = 4 + 4 + 4 + 4$. • Use more than one operation (add, subtract, multiply) to solve practical problems. EX: If you purchase two drinks at 2 drinks at \$1.00 each and 3 chips at \$.70 each, what is your change, if you pay with a \$5.00. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Multiply single-digit numbers. EX: $3 \times 5 = 15$. EX: Using blocks, grid paper, build rectangular by arranging blocks. EX: Complete worksheets. • Use addition and subtraction to solve an application problem. EX: "If you have \$10 and you buy item for \$6, what is the change?" EX: Use blocks or objects to represent the problem or solution. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Multiply single-digits up to 5. EX: Using blocks, grid paper, build rectangle by arranging blocks (4 x 2). • Recognize and indicate whether items are added or subtracted from group. EX: Given four items, remove two items when instructed. EX: Given eight items, add 3 items when instructed. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Multiply 1 and 2. EX: Using blocks, show 1 x 2 and 2 x 2. • Recognize that when items are added to or subtracted from the results is more or less. EX: Given four items, indicate whether the result is more or less after two are removed. EX: Given two items, indicate whether the result is more or less when one item is added. |

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**GRADE SEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 2: Algebra (MA.S.7.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contents.

Essence of Standard: The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.7.2.1 use inductive reasoning to find missing elements in a variety of arithmetic and geometric patterns including algebraic sequences and series.</p> <p>M.O.7.2.2 evaluate algebraic expressions with whole numbers, integers, absolute value and exponents using the order of operations.</p> <p>M.O.7.2.3 solve problems by creating an input/output function table(including, but not limited to, spreadsheets) to predict future values, given a real-world situation involving rational numbers.</p> <p>M.O.7.2.4 analyze proportional relationships in real-world situations, select an appropriate method to determine the solution and justify reasoning for choice of method to solve.</p> | <p>MA.7.2.ES.1 recognize and complete a counting pattern.</p> | <p>MA.PD.7.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Predict a pattern. EX: Given a specific day, predict the next day in a month. EX: Given a schedule, predict what activity comes next. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and complete a counting pattern. EX: Count by two's, five's and ten's. EX: Use manipulatives to model counting by two's, five's or ten's. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Sort, manipulate, and group by number values. EX: Place items in groups of two's, five's ten's. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Group like colors and shapes. EX: Use blocks, color cards, squares, circles, etc. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>M.O.7.2.5 solve one-step linear equations and inequalities using a variety of strategies containing rational numbers with integer solutions; graph solutions, and justify the selection of the strategy and the reasonableness of the solution.</p> <p>M.O.7.2.8 represent algebraically and solve real-world application problems and justify solutions.</p> <p>M.O.7.2.9 identify a real life problem involving proportionality; make a hypothesis as to the outcome; develop, justify, and implement a method to collect, organize, and analyze data; generalize the results to make a conclusion; compare the hypothesis and the conclusion; present the project using words, graphs, drawings, models, or tables.</p> | <p>MA.7.2.ES.2 given two whole numbers identify which is greater than/less than.</p> | <p>MA.PD.7.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Represent an inequality. EX: Represent five is greater than three using blocks, grid paper, objects and worksheets. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Given two whole numbers which is greater or less than. EX: Given two partial items (glass that is $\frac{1}{2}$, $\frac{1}{3}$ full), indicate which is greater or less. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given groups of items, indicate which is more. EX: Using two blocks and three blocks, indicate which is greater. EX: Using four pretzels and one pretzel, indicate which is greater. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given a whole item and a partial item, indicate which is bigger. EX: Use whole cookie, partial cookie, whole paper, partial paper, etc. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--------------------------------|
| <p>M.O.7.2.6 plot lines within the Cartesian coordinate plane from a table of values to solve mathematical real-world problems.</p> <p>M.O.7.2.7 determine the slope of a line from its graphical representation.</p> | <p>(These objectives are not developmentally appropriate for this population.)</p> | |

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**GRADE SEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AN PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 3: Geometry (MA.S.7.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.7.3.1 identify and construct</p> <ul style="list-style-type: none"> • angle-pairs adjacent, complementary, supplementary, vertical • congruent segments and angles • perpendicular bisectors of segments • angle-bisectors <p>M.O.7.3.2 apply line symmetry to classify plane figures.</p> <p>M.O.7.3.3 apply rotations, reflections, translations to plane figures and determine the coordinates of its transformation and compare and contrast the new figure with the original.</p> <p>M.O.7.3.4 pose and solve ratio and proportion problems including scale drawings and similar polygons.</p> | <p>MA.7.3.ES.1 recognize and replicate angles: right, acute, obtuse.</p> | <p>MA.PD.7.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify and locate different angles in this classroom. EX: Find and name the different angles in the classroom (corner blocks, doorframes, tables, windows). <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and replicate different types of angles: right, acute, and obtuse. EX: Use manipulation to represent the angles (e.g., Geoboard, sand, shaving cream, grid paper). |

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|---|---------------------------------------|--|
| <p>M.O.7.3.5 solve problems and explain the relationships among scale factor and area and volume including</p> <ul style="list-style-type: none"> • square of a scale factor • cube of a scale factor <p>M.O.7.3.6 solve mathematical real-world problems using compound geometric figures.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a specified angle on a familiar object. EX: Trace the angle on tangible items: corner of book/angle copied on paper. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Duplicate an angle. EX: Complete shapes, trace angles. |

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**GRADE SEVEN EXTENDED MATHEMATICS
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Mathematics Content Standards and Objectives

Standard 4: Measurement (MA.S.7.4)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurements, and
- apply appropriate techniques, tools and formulas to determine measurements.

Essence of Standard: The Student will be able to understand the concept of measurement.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>M.O.7.4.1 select and apply an appropriate method to solve (including, but not limited to, formulas) justify the method and the reasonableness of the solution, given a real-world problem solving situation involving</p> <ul style="list-style-type: none"> • perimeter • circumference • area • surface area of prisms (rectangular and triangular) • volume of prisms and cylinders • distance and temperature (Celsius, Fahrenheit) | <p>MA.7.4.ES.1 determine the volume of an object using non-standard measurement.</p> | <p>MA.PD.7.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Predict volume. EX: Predict the number of objects that can fit in a given container and test. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Determine the volume of a given object using non-standard measurement. EX: Given a set of blocks and 2 containers of differing sizes, select the appropriate container. EX: Given a rectangular box, determine how many blocks it can hold. EX: How many cups does it take to fill a bucket? |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|--|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Determine capacity: more or less. EX: Given two containers, determine which will hold more. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Place objects in containers. EX: Manipulate objects to fill containers of varying sizes. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.7.4.2 use the Pythagorean Theorem to find the length of any side of a right triangle and apply to problem solving situations.</p> | <p>MA.7.4.ES.2 measure length with a customary ruler and yardstick.</p> | <p>MA.PD.7.4.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Select which item for measuring is more appropriate when measuring an object. EX: Given an object student will state whether a ruler or yardstick would be used to measure object. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use a ruler or yardstick to measure length. EX: Measure line or object to nearest inch. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a ruler and a yardstick. EX: Given a ruler, a yardstick and two unrelated items, identify the yardstick and the ruler. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a ruler. EX: Given a ruler and an unrelated item, identify the ruler. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.7.4.3 convert units of measurement, linear, area and volume, within customary and metric systems.</p> | <p>MA.7.4.ES.3 tell time to the nearest five-minute intervals.</p> | <p>MA.PD.7.4.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify time to the nearest 15 minute intervals. EX: Given a clock, indicate the specified time (e.g., 5:15; 10:30; 1:45). EX: Manipulate the hands of the clock to indicate a specified time. EX: Sketch hands of a clock on a worksheet to indicate a specified time. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Tell time to the nearest five minute intervals. EX: Given a clock, indicate the specified time (e.g., 5:05; 10:35; 1:45). EX: Manipulate the hands of the clock to indicate a specified time. EX: Sketch hands of a clock on a worksheet to indicate a specified time. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|-------------------------------|---------------------------------------|---|
| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify time in the hour and half-hour intervals. EX: Given a clock, indicate the specified time (e.g., 5:00; 10:30; 1:00). EX: Manipulate the hands of the clock to indicate a specified time to the hour and the half hour. EX: Sketch hands of a clock on a worksheet to indicate a specified time. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify time in hour intervals. EX: Given a clock, indicate the specified time (e.g., 4:00; 10:00; 3:00). EX: Manipulate the hands of the clock to indicate a specified time to the hour. EX: Sketch hands of a clock on a worksheet to indicate a specified time. |

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**GRADE SEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 5: Data Analysis and Probability (MA.S.7.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.7.5.2 determine combinations and permutations by constructing sample spaces (e.g., listing, tree diagrams, frequency distribution tables).</p> <p>M.O.7.5.3 collect, organize, graphically represent, and interpret data displays including frequency distributions, line-plots, scatter plots, box and whiskers, and multiple-line graphs.</p> <p>M.O.7.5.4 analyze and solve application problems involving measures of central tendency (mean, median, mode) and dispersion (range) from data, graphs, tables, and experiments using appropriate technology to compare two sets of data.</p> | <p>MA.7.5.ES.1 organize given data by category, frequency, and range.</p> | <p>MA.PD.7.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Given data, categorize it, determine frequency of occurrence for each category, and organize by range. EX: Given pictures of fall, winter, spring, and summer, categorize pictures to determine the number for each season, and arrange to form a bar graph from fewest to most. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Given data, organize into frequency of occurrence and range. EX: Given two-weeks of temperatures, organize by category of weather, how often of each type of weather occurs and from high to low. |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given a category, identify items that belong in the category. EX: Give the student the category, find items or objects from magazines, flashcards, pictures, books, etc. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify objects in a category. EX: Identify forks, spoons, identify seasons and colors, etc. |
| <p>M.O.7.5.1 determine theoretical probability of an event, make and test predictions through experimentation.</p> | <p>(This objective is not developmentally appropriate for this population.)</p> | |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

**GRADE EIGHT EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 1: Number and Operations (MA.S.8.1)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

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

Essence of Standard: Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

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| M.O.8.1.1 analyze, describe and compare the characteristics of rational and irrational numbers. | MA.8.1.ES.1 recognize numbers to 100 including fractional halves, fourths, tenths and their decimals. | MA.PD.8.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will: <ul style="list-style-type: none"> • Recognize numbers through 100 and match them with their word name. EX: Using flash cards, match numbers with their word name. • Count groups of 10s to 100. EX: Given a group of objects, which are divisible by 10, student will sort them into groups of 10s and count. • Recognize decimal, fraction, percent equivalences. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$). EX: Given flash cards, group the equivalent numbers together (e.g. $\frac{1}{2}$, 0.5, 50% or $\frac{1}{2}$ and $\frac{1}{2}$ = \$0.50). |

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| | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize numbers up to 100. EX: Using flashcards, name the number. • Use a 100s chart, counts by 10s to 100. EX: Given a 100s chart, highlight the multiples of 10 then count to 100. • Recognize decimal and fraction equivalences. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$). EX: Given flash cards, group the equivalent numbers together (e.g. $\frac{1}{2}$ = \$0.50). <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> • Compare sets of objects to find more, less, equal. EX: Given two groups of paperclips, determine which group has more. • Recognize that 0.5 ($\frac{1}{2}$) is less than a whole. EX: Recognize that \$0.50 is less than a dollar. • Recognize single-digit numbers and match them with the number word. EX: Using flash cards, match numbers with their word name. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify numbers 1 - 5 with corresponding objects. EX: Using flash cards, match numbers with their word name. • Identify a part of an object versus a whole object. EX: Indicate the partial object (i.e., cookies) when asked. |

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| <p>M.O.8.1.2 analyze and solve application problems with</p> <ul style="list-style-type: none"> • powers, • squares, • square roots, • scientific notation, and <p>verify solutions using estimation techniques.</p> <p>M.O.8.1.3 analyze and solve grade-appropriate real-world problems with</p> <ul style="list-style-type: none"> • whole numbers, • decimals, • fractions, • percents, percent increase and decrease, • integers, and <p>including, but not limited to, rates, tips, discounts, sales tax and interest and verify solutions using estimation techniques.</p> | <p>MA.8.1.ES.2 apply various strategies and operations to solve practical problems involving whole numbers.</p> | <p>MA.PD.8.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Choose the correct operation for a given problem. EX: Eight servings are in a box but only four servings are needed. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use various strategies and operations to solve problems involving real numbers. (addition, subtraction and multiplication). EX: Given a number between 1 and 25, use different combinations of numbers to represent the number ($24 + 1$, $25 - 1$, 5×5, etc.). EX: Regroup 10 items into different sums ($8 \text{ apples} + 2 \text{ apples} = 10 \text{ apples}$ just as $7 \text{ apples} + 3 \text{ apples} = 10 \text{ apples}$). <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Combine items to create a specified number. EX: In the grocery store, select various fruits to equal ten. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Match a number to a given set. EX: The number four to a set of four forks. |

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**GRADE EIGHT EXTENDED MATHEMATICS
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Mathematics Content Standards and Objectives

Standard 2: Algebra (MA.S.8.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contexts.

Essence of Standard: The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.8.2.1 use a variety of strategies to solve one and two-step linear equations and inequalities with rational solutions; defend the selection of the strategy; graph the solutions and justify the reasonableness of the solution.</p> <p>M.O.8.2.2 identify proportional relationships in real-world situations, then find and select an appropriate method to determine the solution; justify the reasonableness of the solution.</p> | <p>MA.8.2.ES.1 recognize and extend mathematical patterns.</p> | <p>MA.PD.8.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Extend a counting pattern. EX: Given a pattern of 20, 22, 24, 26, __?. What fills in the blank? <p>Level III students perform once in one setting without support the following: Student will:</p> <ul style="list-style-type: none"> • Recognize and extend mathematical patterns. EX: Given three packs of gum containing five pieces in each, extend the pattern by adding packs containing equal numbers of pieces. EX: Given a pattern of two, four, six, eight, ____. What fills in the blank? |

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| | | <p>Level II students perform without assistance the following: Student will:</p> <ul style="list-style-type: none"> • Follow a counting pattern by counting two's, five's, ten's. EX: If you have two packs of gum with five pieces each, how many pieces of gum do you have? EX: Using a number line, starting with the number five, add five and give the next number. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Follow a counting pattern. EX: Repeat a counting pattern stated by the teacher by counting two's to ten. |
| <p>M.O.8.2.3 add and subtract polynomials limited to two variables and positive exponents.</p> <p>M.O.8.2.4 use systems of linear equations to analyze situations and solve problems.</p> <p>M.O.8.2.6 graph linear equations and inequalities within the Cartesian coordinate plane by generating a table of values (with and without technology).</p> <p>M.O.8.2.7 formulate and apply a rule to generate an arithmetic, geometric and algebraic pattern.</p> | <p>MA.8.2.ES.2 given fractions one-half, one third, one-fourth, and decimal .5, .25, .75 identify which is greater than/less than.</p> | <p>MA.PD.8.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate the concept of one-half, one third, and one-fourth through daily activities and decimals .5, .25, .75 through provided coins. EX: Pass out $\frac{1}{3}$ of the pencils and $\frac{1}{2}$ of the stack of paper, and $\frac{1}{4}$ of the erasers. EX: Given a jar of coins select .5, .75, .25, which is more money? |

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| <p>M.O.8.2.9 represent and solve real-world grade-appropriate problems using multiple strategies and justify solutions.</p> <p>M.O.8.2.10 identify a real life problem involving change over time; make a hypothesis as to the outcome; develop, justify, and implement a method to collect, organize, and analyze data; generalize the results to make a conclusion; compare the hypothesis and the results of the investigation; present the project using words, graphs, drawings, models, or tables.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Given fractions one-half, one third, one-fourth, and decimals .5, .25, .75 identify which is greater than/less than. EX: Represent $\frac{1}{2} > \frac{1}{3}$ using blocks, grid paper, objects and worksheets and $.5 < .75$. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given fractional representation of two objects identify with is more. EX: Given $\frac{1}{2}$ a stick of gum and $\frac{1}{3}$ a stick, identify which is greater, which is less. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given a whole object and a partial object, identify which is “more than” which is “less than”. EX: Given a whole sandwich and a half of a sandwich, which is more than/less than? |
| <p>M.O.8.2.5 apply inductive and deductive reasoning to write a rule from data in an input/output table, analyze the table and the rule to determine if a functional relationship exists.</p> <p>M.O.8.2.8 determine the slope of a line using a variety of methods including</p> <ul style="list-style-type: none"> • graphing • change in y over change in x • equation | <p>These objectives are not developmentally appropriate for this population.</p> | |

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**GRADE EIGHT EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 3: Geometry (MA.S.8.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will:

- analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformation and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.8.3.1 justify the relationships among corresponding, alternate interior, alternate exterior and vertical angles when parallel lines are cut by a transversal using models, pencil/paper, graphing calculator, and technology.</p> <p>M.O.8.3.2 classify polyhedrons according to the number and shape of faces; use inductive reasoning to determine the relationship between vertices, faces and edges (edges + 2 = faces + vertices).</p> <p>M.O.8.3.3 identify, apply, and construct perpendicular and angle bisectors with and without technology) given a real-world situation,.</p> | <p>MA.8.3.ES.1 identify angles and lines in the environment.</p> | <p>MA.PD.8.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify and locate different kinds of angles. EX: Find the different angles in the classroom (table, book, etc.). EX: Given a rectangle and a triangle, tell which figure has a right angle. EX: Identify the number of angles in a stop sign. • Identify parallel lines. EX: While walking in the community, indicate the streets that are parallel to a stated street. |

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|---|---------------------------------------|--|
| <p>M.O.8.3.6 make and test a conjecture concerning</p> <ul style="list-style-type: none"> • regular polygons, • the cross section of a solid such as a cylinder, cone, and pyramid, • the intersection of two or more geometric figures in the plane (e.g., intersection of a circle and a line), and justify the results. | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify the angles of an object in the environment. EX: Tell which angles in the classroom are right angles (corners of the room, corner of a picture frame, bulletin board, etc.) • Identify lines. EX: Find examples of lines in the community. <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> • Assemble different kinds of angles. EX: Use manipulatives (e.g. Geoboard) to create angles. • Assemble lines. EX: Arrange erasers in lines. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize an angle. EX: Given a drawing or shape, student will point to an angle. • Recognize points. EX: Move to a specific location when directed (work station, restroom, lunchroom, etc.). |

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| <p>M.O.8.3.4 create geometric patterns including tiling, art design, tessellations and scaling using transformations (rotations, reflections, translations) and predict results of combining, subdividing, and changing shapes of plane figures and solids.</p> <p>M.O.8.3.5 create scale models of similar figures using ratio, proportion with pencil/paper and technology and determine scale factor</p> | <p>(These objectives are not developmentally appropriate for this population.)</p> | |

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**GRADE EIGHT EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Mathematics Content Standards and Objectives

Standard 4: Measurement (MA.S.8.4)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurements, and
- apply appropriate techniques, tools, and formulas to determine measurements.

Essence of Standard: The Student will be able to understand the concept of measurement.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.8.4.1 select and apply an appropriate method to solve; justify the method and the reasonableness of the solution of problems involving volume of</p> <ul style="list-style-type: none"> • prisms • cylinders • cones • pyramids • spheres <p>given real-world problem solving situations.</p> <p>M.O.8.4.2 solve problems involving missing measurements in plane and solid geometric figures using formulas and drawings including irregular figures, models or definitions.</p> | <p>MA.8.4.ES.1 apply the concepts of area, perimeter and time to real-life situations.</p> | <p>MA.PD.8.4.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Determine and measure the perimeter of a rectangle. EX: Measure length and width of classroom and find perimeter. • Given the area formula, find the area of a figure. EX: $A = s \times s$ $S = 3$ in. $A = l \times w$ $l = 2$ft. $w = 3$ ft. • Identify and use the measurement tool needed to measure different lengths. EX: Select the tool needed to measure the classroom (ruler, meter or yard stick, tape measure, etc.). EX: Use the measure of time with clocks and calendars to manage daily life activities; show knowledge of scheduled times of daily events (lunch time, play time, toileting time). |

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| | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • With or without a calculator, determine the perimeter and area of a rectangle. EX: A rectangular yard is 50 feet long and 30 feet wide, if you wanted to enclose the yard with fencing, how much fence would be needed? • Utilize the concept of time in real life. EX: Use a picture-symbol or written schedule to manage daily activities. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Compare objects by linear features. EX: Stand back to back to determine who is taller. • Follow a daily schedule of two or more events. EX: Respond to directives of “snack time” or “time to go to P.E.” <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Follow a daily schedule for a minimum of one activity. EX: Follow daily schedule established by the teacher in which there are specific lengths of time for each activity (e.g. meal time, toileting, PT exercises, independent work time). |

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| M.O.8.4.3 solve right triangle problems where the existence of triangles is not obvious using the Pythagorean Theorem and indirect measurement in real-world problem solving situations. | (This objective is not developmentally appropriate for this population.) | |

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**GRADE EIGHT EXTENDED MATHEMATICS
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Mathematics Content Standards and Objectives

Standard 5: Data Analysis and Probability (MA.S.8.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.8.5.1 determine and explain whether a real-world situation involves permutations or combinations, then use appropriate technology to solve the problem.</p> <p>M.O.8.5.2 compare the experimental and theoretical probability of a given situation (including compound probability of a dependent and independent event).</p> <p>M.O.8.5.3 create and extrapolate information from multiple-bar graphs, box and whisker plots, and other data displays using appropriate technology.</p> <p>M.O.8.5.4 Analyze problem situations, games of chance, and consumer applications using random and non-random samplings to determine probability, make predictions, and identify sources of bias.</p> | <p>MA.8.5.ES.1 solve problems to determine possible combinations.</p> | <p>MA.PD.8.5.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Make a graph from a survey. EX: Survey at least ten students and make a bar graph showing the results. • Make a prediction based on a real-life situation. EX: If the weatherman says 70% chance of rain, take a raincoat. EX: Use manipulatives to find combinations, then predict that an event will occur (e.g. predict that a blue shirt and red pants will be chosen). |

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| | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve problems to determine possible combinations. EX: Use shirts and pants (no more than three of each) made of construction paper and pair them to show different combinations. EX: How many different dinner combinations can be made from three food groups? <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Make a prediction based on two choices. EX: Predict which colored blocks will be pulled out after teacher places a blue block and a red block in a container. EX: Having two choices of drinks, predict which will be chosen the most. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Predict the effect of an action. EX: Touch the on “button” of a toy, anticipate what will happen. |

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**GRADE ELEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

Grade 9 – 12 Conceptual Mathematics Content Standards and Objectives

Note: Numbers and Operations extended standards have been included in Standard 2-Algebra; Measurement has been included in Standard 3-Geometry.

Standard 2: Algebra (M.S.CM.2)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- demonstrate understanding of patterns, relations and functions,
- represent and analyze mathematical situations and structures using algebraic symbols,
- use mathematical models to represent and understand quantitative relationships, and
- analyze change in various contexts.

Essence of Standard: Students will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.CM.2.1 use a variety of problem solving strategies (e.g., draw a diagram, look for a pattern, work backwards) to solve real-world problems.</p> <p>M.O.CM.2.3 solve application problems using linear, quadratic and exponential functions with emphasis on data collection and analysis.</p> <p>M.O.CM.2.4 choose the appropriate formulas to solve workplace problems and judge the reasonableness of the solutions.</p> <p>M.O.CM.2.6 identify a real life situation that involves investing money over time; pose a question; make a hypothesis as to the answer; develop, justify, and implement a method to collect, organize, and analyze related data; generalize the results to make a conclusion;</p> | <p>MA.CM.2.ES.1 calculate groups of numbers using four basic operations, divide a whole unit into $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$, find the value of a combination of coins/currency.</p> | <p>MA.PD.CM.2.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Chooses correct operations to solve application problems. EX: Determine amount of money need to purchase two items. EX: Determine how much money is needed to purchase more than two items. • Divide whole unit into equal portions. EX: Divide candy (M & Ms, Skittles) into equal parts for your group. EX: Given a pizza, divide it into equal parts for your group (fractional part not given). • Determine amount of dollars/change needed for a purchase. EX: Determine how much money is needed to purchase a drink or snack from a vending machine. EX: At various stores, determine if he/she has enough money to purchase an item. EX: Use next dollar strategy to make a purchase at various stores. |

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| <p>compare the hypothesis and the conclusion; present the project numerically, analytically, graphically and verbally using words, graphs, models, or tables (with and without technology).</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Calculate groups of numbers using four basic operations. EX: Complete worksheet of problems, (same operations moving to mixed operations). EX: Add and subtract money problems, (items on a menu, grocery items, etc.). EX: Make an inventory of items. • Divide a whole unit into $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$. EX: Divide a whole item into parts according to direction. EX: Divide a whole cup of sugar into two (three, four) equal parts. • Find the value of a combination of coins/currency. EX: Count by nickels, dimes and quarters to one dollar. EX: Count mixed currency from \$1.00 to \$20.00. EX: Count money from a vending machine or cashier's money drawer. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use manipulatives to add or subtract whole numbers up to twenty. EX: Using real items (make-up, earrings, CDs, candy bars), complete addition and subtraction problems. • Arrange parts to complete a whole. EX: Use a template to place parts on whole (slices on pizza). EX: Place parts (puzzle/picture divided into equal parts) together to make a whole without a template. |

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| | | <ul style="list-style-type: none"> • Identify name and value of money: coins – one, five, ten, and 25 cents and dollars - \$1, \$5, \$10 and \$20. EX: State name or point to name when shown sample. EX: Given money, indicate amount. EX: Given amount, indicate coin or dollar. EX: Given amount, indicate name of coin or dollar. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Given a quantity of objects, recognize when items are added or taken away. EX: Using piles of real items – candy, money, etc., add or subtract by one. EX: Increase number of items removed or added. • Differentiate between a whole unit and a fraction. EX: Whole cookie versus a part of a cookie. EX: Whole glass versus partly empty glass. • Differentiate between a coin and a non-coin. EX: Coin versus book (non-coin-like objects). EX: Poker chip versus coins (other coin-like objects). |

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| <p>M.O.CM.2.5 describe and illustrate how calculating costs, simple and compound interest, finance charge, loan payment and tax functions are used to solve real-world problems.</p> <p>M.O.CM.2.6 identify a real life situation that involves investing money over time; pose a question; make a hypothesis as to the answer; develop, justify, and implement a method to collect, organize, and analyze related data; generalize the results to make a conclusion; compare the hypothesis and the conclusion; present the project numerically, analytically, graphically and verbally using words, graphs, models, or tables (with and without technology).</p> | <p>MA.CM.2.ES.2 use algebraic symbols (<, >, =) to compare two sets.</p> | <p>MA.PD.CM.2.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Demonstrate the concepts of greater than, less than, and equal to when dealing with money. EX: Go to the grocery store determine if there is enough money or if the item will cost more than amount of money. <p>Level III students perform without assistance the following Student will:</p> <ul style="list-style-type: none"> • Use algebraic symbols (<, >, =) to compare two sets. EX: Recognize that a dime is less than a quarter; a nickel is less than a dime, etc. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a missing part in a sequence. EX: Given a (piecework) work task that requires the student to put something together, identify for the missing part. • Show “more than”, “less than”, “most”, “least”, “same”. EX: Distinguish between two groups (objects, sports records, money). |

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| | | <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Identify a missing part. EX: Given a set of objects, indicate that an object is missing (utensils, shoes, socks, hearing aids). • Show “more than”. EX: Look at two groups of items and indicate which group is more (food items, CDs, work related items). |

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| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>M.O.CM.2.2 interpret graphs of functions including linear, quadratic, and exponential.</p> <p>M.O.CM.2.6 identify a real life situation that involves investing money over time; pose a question; make a hypothesis as to the answer; develop, justify, and implement a method to collect, organize, and analyze related data; generalize the results to make a conclusion; compare the hypothesis and the conclusion; present the project numerically, analytically, graphically and verbally using words, graphs, models, or tables (with and without technology).</p> | <p>MA.CM.2.ES.3 use a graph to represent relations in numbers.</p> | <p>MA.PD.CM.2.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Identify the slope of a line graph (rising, falling, constant). EX: Given a line graph of temperature, the student will indicate the trend. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use a graph to represent relations in numbers. EX: Plot data on a line graph (earnings, weight, test scores). EX: Using pictorial models of thermometers marked with temperatures, student will connect temperature markings to form a line graph. EX: Plot information on bar graph. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Model horizontal and vertical lines. EX: Using a game (Connect Four, checkers, chess), place same-colored pieces in a row to make a vertical or horizontal line. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize lines as going “up” or “across” (vertical/horizontal). EX: Touch a line as directed (up or across). |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

**GRADE ELEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Grade 9 – 12 Conceptual Mathematics Content Standards and Objectives

Note: Numbers and Operations extended standards have been included in Standard 2-Algebra; Measurement has been included in Standard 3-Geometry.

Standard 3: Geometry (MA.CM.3)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling.

Essence of Standard: The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.CM.3.1 apply concepts of geometry including the Pythagorean Theorem, similar triangles, and right triangle trigonometry.</p> <p>M.O.CM.3.3 analyze the connections of various geometric shapes and patterns to art, architecture, and nature.</p> | <p>MA.CM.3.ES.1 use spatial relationships (geometric shapes, forms and figures, i.e., points, lines, angles, and shapes) to solve problems.</p> | <p>MA.PD.CM.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize and use lines in real-life situations. EX: Identify and follow boundary lines in community (bowling lanes, parking spaces, road lines, crosswalks, ticket lines, etc.). • Use lines and points to follow directions within the community. EX: Follow oral, written, visual directions to locate various places in the community (includes concepts such as parallel streets, intersections, etc.). • Find and name different angles within the community (right, straight, obtuse, acute). EX: Find and name different angles within the community (intersections, utility poles, fences). • Apply spatial relations in real-world settings EX: Pack a lunch box, choose correct size container for leftovers, etc.). |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|------------------------|--------------------------------|--|
| | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Use spatial relationships (geometric shapes, forms and figures, i.e., points, lines, angles, and shapes) to solve problems. EX: Identify which items will fit in designated container shapes (locker, desk, backpack some items need to be turned in order to fit through a space). EX: Use a map to determine most direct route to a given location. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Model lines within the environment. EX: Arrange desks in parallel lines. EX: Place containers of supplies in a straight line. • Reproduce (copy) different kinds of angles. EX: Use various manipulatives to copy different types of angles (geo-boards, popsicle sticks). • Locate geometric shapes in the environment. EX: Lunchbox, storage containers, locker, desk, CD. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize lines. EX: Discriminate between a line and non-line (point, object, shape). • Represent angles. EX: Imitate hand positions/body gestures that create angles (peace sign). • Sort objects according to shapes. EX: Sort real-life objects according to shape (cans vs. boxes, football vs. baseball, plates vs. glasses, Frisbees vs. Nerf balls). |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>M.O.CM.3.2 compute measures to solve real-world problems, using relationships involving perimeter, area, surface area and volume of geometric figures.</p> | <p>MA.CM.3.ES.2 solve practical problems involving length, weight and capacity.</p> | <p>MA.PD.CM.3.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Use measurement skills to perform in real life situations. EX: Identify and use appropriate tool and correct measures for the task in a given situation (measuring cups and spoons for recipes; measuring container for gas, kerosene, etc.; rulers or tape measures for home and personal purchases such as clothing or carpeting). <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Solve practical problems involving length, weight and capacity. EX: Use liters and gallons to measure liquids, use pounds and ounces to measure weight, use inches, feet, yards, and miles to measure length. <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Use appropriate tools for measurement. EX: Match the correct measuring cup size to recipe direction; scale to weigh themselves or the produce at the grocery, etc. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize the differences in measure terminology. EX: When given select objects, identify long/short, heavy/light, full/empty. |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

**GRADE ELEVEN EXTENDED MATHEMATICS
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Grade 9 – 12 Conceptual Mathematics Content Standards and Objectives

Note: Numbers and Operations extended standards have been included in Standard 2-Algebra; Measurement has been included in Standard 3-Geometry.

Standard 5: Data Analysis and Probability (MA.CM.5)

Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them,
- select and use appropriate statistical methods to analyze data,
- develop and evaluate inferences and predictions that are based on models, and
- apply and demonstrate an understanding of basic concepts of probability.

Essence of Standard: The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|---|
| <p>M.O.CM.5.1 relate mathematical content to its historical development.</p> <p>M.O.CM.5.2 integrate other disciplines into the study of mathematics through simulations, research, and projects.</p> <p>M.O.CM.5.3 determine possible outcomes using tree diagrams and the counting principles of permutations and combinations, develop conclusions and offer solutions for new situations, using real-world data.</p> <p>M.O.CM.5.4 design and conduct probability investigations and then determine, analyze, and communicate the results.</p> | <p>MA.CM.5.ES.1 collect, organize and utilize numerical information and data.</p> | <p>MA.PD.CM.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • Use collected data to make personal decisions. EX: Based on their budget, can a desired item be purchased? EX: Based on their work schedule, can they attend the movie on Saturday? |

***West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities***

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|--|
| <p>M.O.CM.5.5 collect and interpret data using various methods of displaying numerical data, including frequency distributions, graphs, histograms, stem-and-leaf plots, and box-and-whiskers plots, using technology when appropriate.</p> <p>M.O.CM.5.6 relate the measures of central tendency and the measures of dispersion to a normal distribution.</p> <p>M.O.CM.5.7 apply the measures of central tendency and the measures of dispersion to workplace situations.</p> <p>M.O.CM.5.8 use statistical tools for workplace applications such as quality control, marketing and predicting trends.</p> | | <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • Collect, organize and utilize numerical information and data. EX: Create and maintain a personal phone book, birthday list. EX: Create and maintain a calendar (personal planner) with doctors/therapy appointments, work schedules, sporting events, school holidays, etc. EX: Create and maintain a budget. <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> • Classify information using charts, logs, checklist. EX: Record similar events such as doctors appointments, birthdays or holidays with visual cues (such as stickers, stamps or pictures). EX: Identify like items for grouping (pets, favorite music, food). <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • Recognize like items. EX: Match real-life items (picture of a spoon with a spoon). |

***West Virginia Extended Academic Content Standards
and Performance Descriptors***

for

Students with the Most Significant Cognitive Disabilities

Incorporating

Science

Grades 3 – 8 and 10 and 11

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Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.16: Alternate Academic Achievement Standards for students with the most significant cognitive disabilities.

A committee of general educators, special educators, and content specialists from across the state and the WVDE gathered to determine the essence of the content standards for science for grades 3 – 8, 10 and 11 so that appropriate grade level extended standards could be developed for this population and performance descriptors could be defined. The committee’s work was guided by the federal requirement that, for this population, the State must adopt challenging academic achievement standards that are linked to the State’s grade-level academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

Throughout the process, the committee was sensitive to the requirement to include for each content area at least three levels of achievement. The committee ultimately included four levels of achievement. Descriptions of the competencies associated with each achievement level were also produced by the committee.

The essence of the content standards, extended standards, and performance descriptors included here combine to give teachers a powerful resource for planning instruction. Identification of the essence of the standards, derivation of the extended grade level standards that are appropriate for this group of students and creation of grade level performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on keeping expectations high, acquiring mastery of skills that are essential for independent living, and offering students with significant cognitive disabilities in West Virginia rigorous and challenging instruction.

This policy is unique in that it adds science standards to both reading/language arts and mathematics standards. The West Virginia Content Standard in each of these areas for grades 3 – 8 and 10, and grade 11 for science only is shown specifically and is then followed with the essence of the standard, the extended grade level standard, and then the performance descriptor which answers the question “How well does the student perform on the extended standard at any given grade level?”

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Alternate Academic Achievement Standards encompass the essence of State Content Standards, their linked extended standards, performance levels, performance descriptors aligned with the extended standards, and cut scores based on these

extended standards and performance descriptors. As with State Content Standards, Alternate Academic Achievement Standards describe the level students with the most significant cognitive disabilities must reach to achieve proficiency on the extended standards when they complete their formal education.

Essence of the Standard is that which conveys the same ideas, skills and content of the Standard, expressed in simpler terms.

Extended Standards evolve from the essence of the standard, which provides linkage to the fundamental content of the State Content Standard. This extension ensures that students with the most significant cognitive disabilities have access to, and make progress in, the general curriculum.

Performance Descriptors describe, in narrative format, how students demonstrate achievement of the extended standards. Four performance levels have been adopted for West Virginia's alternate academic achievement standards: Above Mastery, Mastery, Partial Mastery, and Novice. **Mastery is considered to be demonstrated at Levels III and IV** and is identified as meeting the proficient level specified in *No Child Left Behind*.

A general description of each of these categories is included below:

- **Level IV: Above Mastery**

A student at this level performs complex tasks without assistance, i.e., independently.

- **Level III: Mastery**

A student at this level performs tasks without assistance and is considered progressing toward independence.

- **Level II: Partial Mastery**

A student at this level performs tasks with assistance.

- **Level I: Novice**

A student at this entry level attempts to perform tasks with assistance.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Extended Standards

The number for each extended standard is composed of five parts, each part separated by a period:

- The content area code is SC for Science and CC for Chemistry
- The grade level
- The Content Standard number
- The letter ES, for Extended Standard; and
- The Extended Standard number

Illustration: SC.3.1.ES.2: Science, Grade 3, Standard 1, Extended Standard 2

Numbering of Performance Descriptors

The number for each group of four performance descriptors is composed of five parts, each part separated by a period:

- The content area is SC for science, BTC for biology and CTC for chemistry;
- The letters PD, for Performance Descriptor;
- The grade level,
- The Content Standard number; and
- The Extended Standard number.

Illustration: SC.PD.CC.1.ES.1: Science, Performance Descriptor, Chemistry, Standard 1, Extended Standard 1

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.16 is available on the Web, each standard, each objective, and each group of four performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.16 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that particular versions of Policy 2520.1 and Policy 2520.2 are approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.16 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.16 are revised, UENs will be changed to reflect the new approval date.

UENs facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Alternate Academic Achievement Standards – Policy 2520.16

Alternate academic achievement standards clarify appropriate knowledge and skills in science for students with the most significant cognitive disabilities. These students are assessed with the West Virginia Alternate Performance Task Assessment. The extended grade level standards distill the essence of the three science standards that are included in the West Virginia Content Standards and then link extensions of those standards that are appropriate for this group of students. Performance descriptors for each grade describe observable behavior that meets Novice, Partial Mastery, Mastery and Above Mastery requirements. Cut scores based on the extended standards and their aligned performance descriptors define the thresholds between these performance levels.

These standards, written collaboratively by special education teachers, general education teachers, and WVDE content specialists, are based on the collective knowledge and expertise of this group with revisions by a statewide review team. The standards describe what students with the most significant cognitive disabilities should be able to accomplish across grade levels in the areas of science.

**GRADE THREE EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Nature of Science (SC.S.3.1)

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.
- demonstrate the abilities and understanding necessary to do scientific inquiry.
- demonstrate the ability to think and act as scientists by engaging in active inquires and investigations, while incorporating hands-on activities.

Essence of Standard: S.1 demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---|--|
| <p>SC.O.3.1.1 recognize that science explanations may lead to new discoveries (e.g., knowledge leads to new question).</p> <p>SC.O.3.1.2 study the lives and discoveries of scientists of different cultures and backgrounds.</p> <p>SC.O.3.1.3 explore science careers in the community.</p> <p>SC.O.3.1. demonstrate curiosity, initiative and creativity by planning and conducting simple investigations.</p> <p>SC.O.3.1.5 recognize that developing solutions to problems takes time, patience and persistence through individual and cooperative ventures.</p> <p>SC.O.3.1.6 support statements with facts found through research from various sources, including technology.</p> | <p>SC.3.1. ES.1 recognize tools used to investigate scientific concepts (e.g., magnifying glass, thermometer, ruler).</p> | <p>SC.PD.3.1. ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • apply scientific tool to its use. EX: use a microscope to view a cell. EX: use a ruler to measure an object. EX: use a measuring cup to measure a cup of sugar. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • recognize tools used to investigate scientific concepts (e.g., magnifying glass, thermometer, ruler). EX: given three instruments (magnifying glass, thermometer, ruler), determine instrument used to measure temperature. EX: given the item, determine which objects will be viewed through a magnifying glass. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|--|
| <p>SC.O.3.1.7 use scientific instruments, technology, and everyday materials to investigate the natural world.</p> <p>SC.O.3.1.8 use safe and proper techniques for handling, manipulating and caring for science materials (e.g., following safety rules, maintain a clean work area, or treat living organisms humanely).</p> <p>SC.O.3.1.9 apply mathematical skills and use metric units in measurements.</p> <p>SC.O.3.1.10 interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on patterns of evidence.</p> <p>SC.O.3.1.11 identify and control variables.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • recognize use of a scientific tool. EX: given two scientific instruments, show how to use the provided tool. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • find a scientific tool. EX: point to magnifying glass, thermometer, rain gauge or magnet. |

**GRADE THREE EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.S.3.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space science.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|--|
| <p>SC.O.3.2.1 identify the structures of living things, including their systems and explain their functions.</p> <p>SC.O.3.2.2 observe, measure and record changes in living things (e.g., growth and development, or variations within species).</p> <p>SC.O.3.2.3 compare physical characteristics and behaviors of living organisms and explain how they are adapted to a specific environment (e.g., beaks and feet in birds, seed dispersal, camouflage, or different types of flowers.).</p> <p>SC.O.3.2.4 observe and describe relationships among organisms and predict the effect of adverse factors.</p> <p>SC.O.3.2.5 relate the buoyancy of an object to its density.</p> <p>SC.O.3.2.6</p> | <p>SC.3.2.ES.1 categorize characteristics of living and non-living matter.</p> | <p>SC.PD.3.2. ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • describe how living and non living things are different. EX: describe how a tree can grow but a table cannot; a child can run and jump but rock cannot move on its own. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • categorize characteristics of living and non-living matter. EX: categorize pictures into groups according to specific characteristics e.g., organisms that breathe through the air versus through the water. <hr/> <p>Level II students perform the following with</p> |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|--|
| <p>identify physical and chemical properties.</p> <p>SC.O.3.2.7 relate changes in states of matter to changes in temperature.</p> <p>SC.O.3.2.8 investigate the dissolving of solids in liquids.</p> | | <p>assistance: Student will</p> <ul style="list-style-type: none"> • sort matter into living and non-living groups. EX: sort living and non-living matter into appropriate groups. EX: select picture of living matter from groups of pictures representing both living and non-living matter. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify living/non-living things. EX: point to an animal. EX: point to a plant. EX: point to a rock. EX: point to a car. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|--|
| <p>SC.O.3.2.9 investigate the reflection and refraction of light by objects.</p> <p>SC.O.3.2.10 relate how the color of an object is based upon the reflection of light.</p> <p>SC.O.3.2.11 recognize that it takes work to move objects over a distance.</p> <p>SC.O.3.2.12 examine the relationships between speed, distance, and time.</p> <p>SC.O.3.2.13 recognize that the greater a force is exerted on an object, the greater the change of its motion.</p> <p>SC.O.3.2.14 identify examples of potential and kinetic energy.</p> | <p>SC.3.2 ES. 2 recognize influences of force on motion.</p> | <p>SC.PD.3.2. ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • compare influences of force on motion. EX: determine, if 2 motorcycles leave point A at the same time , one driving 30 mph, one at 10 mph, which will arrive at point B first. EX: determine which ball will move farther, one rolled on a smooth surface versus a rough surface. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • recognize influences of force on motion. EX: do a simple experiment: recognize that when two balls are different sizes pushed with the same force one will go further. EX: recognize that a toy car will go further being pushed than letting it roll on its own. EX: recognize what effects gravity and friction have on a person going down a slide. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • recognize that forces can cause motion. EX: recognize when a bat hits a baseball it will move. EX: recognize a swing will move when pushed. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify motion EX: given picture of wheel, will it roll- yes /no? EX: given 2 pictures, point to the one that moves (car, building). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.3.2.15 identify fossils as a record of time.</p> <p>SC.O.3.2.16 explore erosion of different materials by water and wind (e.g., sand, soil, or rocks).</p> <p>SC.O.3.2.17 describe how volcanoes and earthquakes affect the earth.</p> <p>SC.O.3.2.18 recognize the relative movement of the earth and moon in reaction to the sun.</p> <p>SC.O.3.2.19 describe the similarities and differences among the planets.</p> <p>SC.O.3.2.20 identify properties of minerals and recognize that rocks are composed of different minerals.</p> <p>SC.O.3.2.21 explain how igneous, sedimentary and metamorphic rocks are formed.</p> <p>SC.O.3.2.22 identify geographical features using a model or map.</p> <p>SC.O.3.2.23 compare and contrast the layers of the earth and their various features.</p> | <p>SC.3.2.ES.3 describe basic characteristics of landforms.</p> | <p>SC.PD.3.2. ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • locate different geographical landforms on map. EX: find geographical landform on map i.e., island, mountain, ocean. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe basic characteristics of landforms. EX: describe mountains (mountains are high). EX: describe rivers (contain water). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • label pictures of different landforms (rock, soil, water). EX: label picture of river, mountain or island. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify natural materials that make up geographical landforms (rock, soil, water). EX: identify rock from pictures of a rock, tree, and leaf. |

**GRADE THREE EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.3.3)

Students will

- identify how the parts of a system interact.
- recognize and use models as representations of real things.
- observe and identify patterns of change, consistency or regularity within the environment.
- demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions.
- identify that a solution to a problem often creates new problems.
- demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population, resources and environmental practices while working in collaborative groups.

Essence of Standard: S.3 demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performances Descriptors |
|--|--|---|
| <p>SC.O.3.3.1 identify that systems are made of parts that interact with one another.</p> <p>SC.O.3.3.2 use models as representations of real things.</p> <p>SC.O.3.3.3 observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.</p> <p>SC.O.3.3.4 given a set of objects, group order the objects according to an established scheme.</p> | <p>SC.3.3.ES.1 classify scientific systems within the environment.</p> | <p>SC.PD.3.3. ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • compare different systems in the environment. EX: compare animals to their ecosystem (e.g., How is a camel suited to live in the desert? How is a polar bear suited for the North Pole?). EX: compare plants to their ecosystems. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • classify scientific systems within the environment. EX: sort animals into those that live on land versus those that live in water. EX: classify eight pictures into the four seasons. |

| Grade Level Objectives | Extended Grade Level Standards | Performances Descriptors |
|---|--------------------------------|--|
| <p>SC.O.3.3.5 given a set of events, objects, shapes, designs, or numbers, formulate patterns of constancy or regularity.</p> <p>SC.O.3.3.6 cite examples of the uses of science and technology in common daily events and in the community.</p> <p>SC.O.3.3.7 explain a simple problem and identify a specific solution describing the use of tools and/or materials to solve the problem or to complete the task.</p> <p>SC.O.3.3.8 recognize that a solution to one scientific problem often creates new problems (e.g., recycling, pollution, conservation, or waste disposal).</p> <p>SC.O.3.3.9 listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.</p> <p>SC.O.3.3.10 develop respect and responsibility for the environment by engaging in conservation practices.</p> <p>SC.O.3.3.11 describe how modern tools and appliances have positively and/or negatively impacted their daily lives</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match a component of a scientific systems to a whole. EX: match a picture of a fish to a picture of an ocean. EX: match a picture of a deer to a picture of a forest. EX: select picture of a rainforest. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • select scientific systems. EX: select picture of a forest. EX: select picture of an ocean. |

**GRADE FOUR EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Nature of Science (SC.S.4.1)

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures, scientists, and careers.
- demonstrate the abilities and understanding necessary to do scientific inquiry.
- demonstrate the ability to think and act as scientists by engaging in active inquires and investigations, while incorporating hands-on activities.

Essence of Standard: S.1 demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>SC.O.4.1.1 explain how new discoveries lead to changes in scientific knowledge.</p> <p>SC.O.4.1.2 study the lives and discoveries of scientists of different cultures and backgrounds.</p> <p>SC.O.4.1.3 explore science careers in West Virginia.</p> <p>SC.O.4.1.4 demonstrate curiosity, initiative and creativity by developing questions that lead to investigations; designing simple experiments; and trusting observations of discoveries when trying new tasks and skills.</p> <p>SC.O.4.1.5 recognize that developing solutions to problems, requires persistence, flexibility, open-mindedness, and alertness for the unexpected.</p> | <p>SC. 4.1. ES.1 apply tools in the investigation of scientific concepts (i.e., magnifying glass, thermometer, ruler, microscope, magnet).</p> | <p>SC.PD.4.1. ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • interpret information yielded by a variety of tools. EX: given a picture of a thermometer with a Fahrenheit temperature marked (e.g. 72 degrees), indicate the temperature on the thermometer given 3 choices (e.g. 52, 72, 84 degrees). <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • apply tools in the investigation of scientific concepts (e.g., magnifying glass, thermometer, ruler, microscope, and magnet). EX: given two pictures (e.g., cell and a pencil) indicate which item could be viewed through a microscope. EX: choose which tool given two or more tools (e.g., magnifying glass, and microscope), is used to observe an object (e.g., insect, etc). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|---|
| <p>SC.O.4.1.6 support statements with facts found through research from various sources, including technology.</p> <p>SC.O.4.1.7 use scientific instruments, technology and everyday materials to investigate the natural world.</p> <p>SC.O.4.1.8 demonstrate safe and proper techniques for handling, manipulating and caring for science materials.</p> <p>SC.O.4.1.9 construct a hypothesis when provided a problem</p> <p>SC.O.4.1.10 establish variables and controls in an experiment; test variables through experimentation.</p> <p>SC.O.4.1.11 interpret data presented in a table, graph, or diagram and use it to answer questions and make decisions.</p> <p>SC.O.4.1.12 draw and support conclusions, make predictions and inferences based on patterns of evidence (e.g., weather maps, variation of plants, or frequency and pitch of sound).</p> <p>SC.O.4.1.13 apply mathematical skills and use metric units in measurements and calculations.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match scientific instrument or tool to its appropriate use. EX: given a picture of a magnet and in a field of two objects (e.g., paper clip, tree) match the magnetic object. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a scientific instrument. EX: point to the microscope or magnet. |

**GRADE FOUR EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.S.4.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space science.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.4.2.1 describe the different characteristics of plants and animals, which help them to survive in different niches and environments.</p> <p>SC.O.4.2.2 associate the behaviors of living organisms to external and internal influences (e.g., hunger, climate, or seasons).</p> <p>SC.O.4.2.3 identify and classify variations in structures of living things including their systems and explain their functions (e.g., skeletons, teeth, plant needles, or leaves).</p> | <p>SC.4.2 ES.1 describe characteristics of matter in the environment.</p> | <p>SC.PD.4.2. ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • compare different characteristics of living organisms and different characteristics of non-living organisms. EX: compare how a rock and dirt are different. EX: compare how a dog and a horse are different. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.4.2.4 compare and sequence changes in cycles in relation to plant and animal life..</p> <p>SC.O.4.2.5 give examples how plants and animals closely resemble their parents and that some characteristics are inherited from the parents and others results from interaction with the environment.</p> <p>SC.O.4.2.6 identify human uses of plants and animals (e.g., food sources, or medicines).</p> <p>SC.O.4.2.7 describe the effects of altering environmental barriers on the migration of animals.</p> <p>SC.O.4.2.8 construct and explain models of habitats, food chains, and food webs.</p> <p>SC.O.4.2.9 investigate how properties can be used to identify substances.</p> <p>SC.O.4.2.10 design an experiment to investigate the dissolving of solids and analyze the results.</p> | | <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> describe characteristics of matter in the environment. EX: describe characteristics of animals in the north versus animals in the desert. EX: identify pictures representing physical properties as solid, liquid or gas. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> identify characteristics of living matter. EX: match pictures of different animal's life cycles: baby/adult, puppy/dog. EX: place living/non-living thing into appropriate groups. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> indicate example of living/non living things. EX: Indicate which of two objects is living (dog or rock). |
| <p>SC.O.4.2.11 examine simple chemical changes (e.g., tarnishing, rusting, or burning).</p> <p>SC.O.4.2.12 explain that materials including air take up space and are made of parts that are too small to be seen without magnification.</p> <p>SC.O.4.2.13 differentiate changes in states of matter due</p> | <p>SC.4.2.ES.2 recognize different types of forces of motion.</p> | <p>SC.PD.4.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> compare different types of forces of motion. EX: given a picture of pulling a sled up a slope and a picture of a person riding down the slope, compare the two types of forces. EX: given a picture of a ball being hit by a bat and picture of a ball falling through a net, determine which demonstrates gravity. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|---|
| <p>to heat loss or gain.</p> <p>SC.O.4.2.14 investigate variables that affect the rate of evaporation of a liquid.</p> <p>SC.O.4.2.15 compare and classify liquids based on density.</p> <p>SC.O.4.2.16 identify different forms of energy and describe energy transformations that occur between them (e.g., electrical to heat, or radiant to chemical).</p> <p>SC.O.4.2.17 examine types and properties of waves (e.g., transverse, longitudinal, frequency, or wavelengths).</p> <p>SC.O.4.2.18 investigate static electricity and conductors/nonconductors of electricity.</p> <p>SC.O.4.2.19 construct simple electrical circuits.</p> <p>SC.O.4.2.20</p> | | <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • recognize different types of forces of motion. EX: determine which ball would go faster, one released on a level surface or one released on a slope. EX: determine whether the beach ball or bowling ball would go further when pushed with the same force. <hr/> <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • classify objects according to how they move (i.e., roll, swing, float, fly). EX: separate pictures of items into categories of movement (roll vs. swing). <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify an object that rolls and one that does not. EX: indicate which one will roll and which one will not: ball and a concrete block; a wheel and a book. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>describe and explain the relationship between a compass and a magnetic field.</p> <p>SC.O.4.2.21 relate motion of an object to its frame of reference.</p> <p>SC.O.4.2.22 predict and investigate the motion of an object if the applied force is changed.</p> <p>SC.O.4.2.23 explore that sounds are produced by vibrating objects and columns of air and form conclusions about the relationship between frequency and pitch of sound.</p> <p>SC.O.4.2.24 investigate the change in the length, tension, or thickness of the vibrating object on the frequency of vibration (e.g., string, wire, or rubber band).</p> <p>SC.O. 4.2.25 examine the geologic time scale.</p> <p>SC.O.4.2.26 locate and identify patterns of stars and their change in location throughout the year.</p> <p>SC.O.4.2.27 compare and explain the relative time differences to erode materials.</p> <p>SC.O.4.2.28 investigate the cause and effects of volcanoes, earthquakes and landslides.</p> <p>SC.O.4.2.29 interpret a weather chart or map and predict outcomes.</p> <p>SC.O.4.2.30</p> | <p>SC 4.2. ES.3 compare the effects of different natural events on the environment (volcanoes, floods/rain, droughts).</p> | <p>SC.PD.4.2. ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict the effect of different natural events on the environment. EX: given a picture of a volcanic eruption, predict which picture shows what will happen (e.g., lava over house vs. house surrounded by water). EX: predict what will happen with excessive rain (provide pictures of a drought and a flood). <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • compare the effects of different natural events on the environment. EX: compare the effects of a flood and a fire on the environment. EX: sort the effects of natural events according to their causes (floods, lava flow, fire). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • describe the effects of a natural event on the environment. EX: point to the natural event (volcano) associated with a lava flow. EX: point to a representation of the weather that would cause a flood (rain). <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify natural events. EX: identify which picture shows a landslide. EX: identify which picture shows a volcano. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|-------------------------|
| <p>identify the sun as a star.</p> <p>SC.O.4.2.31 explain the effects of alignment of earth, moon and sun on the earth.</p> <p>SC.O.4.2.32 describe and explain the planets orbital paths.</p> <p>SC.O.4.2.33 differentiate between types of rock and describe the rock cycle.</p> <p>SC.O.4.2.34 compare ocean water and fresh water.</p> <p>SC.O.4.2.35 investigate soil types and soil composition.</p> | | |

**GRADE FOUR EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.4.3)

Students will

- identify how the parts of a system interact.
- recognize and use models as representations of real things.
- observe and identify patterns of change, consistency or regularity within the environment.
- demonstrate the ability to utilize technology to gather and organize data to communicate designs, results and conclusions.
- identify that a solution to a problem often creates new problems.
- demonstrate the ability to listen to, be tolerant of, and evaluate the impact of different points of view on health, population, resources and environmental practices while working in collaborative groups.

Essence of Standard: S.3 demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| <p>SC.O.4.3.1 identify that systems are made of parts that interact with one another.</p> <p>SC.O.4.3.2 create models as representations of real things.</p> <p>SC.O.4.3.3 observe that changes occur gradually, repetitively, or randomly within the environment and question causes of change.</p> <p>SC.O.4.3.4 given a set of objects, group or order the objects according to an established scheme.</p> <p>SC.O.4.3.5 given a set of events, objects, shapes, designs, or numbers, find patterns of constancy or regularity.</p> | <p>SC.4.3.ES.1 compare scientific systems and patterns within the environment.</p> | <p>SC.PD.4.3.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • complete parts of a scientific system/patterns within environment EX: order parts to whole from components of a system. (human cells, tissue, organs). EX: using pictures, complete moon phase pattern. EX: using pictures, complete the water cycle. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • compare scientific systems and patterns within the environment. EX: compare the difference of how humans fish breathe using pictures. EX: associate weather patterns with a particular season. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|---|
| <p>SC.O.4.3.6 identify and explain a simple problem or task to be completed; identify a specific solution; and list task requirements.</p> <p>SC.O.4.3.7 use an appropriate engineering design to solve a problem or complete a task.</p> <p>SC.O.4.3.8 recognize that a solution to one scientific problem often creates new problems (e.g., recycling pollution, conservation, waste disposal, or need for technology).</p> <p>SC.O.4.3.9 listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.</p> <p>SC.O.4.310 describe the positive and negative consequences of the application of technology on personal health and the environment.</p> <p>SC.O.4.3.11 develop respect and responsibility for the environment by engaging in conservation practices.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • select scientific systems/patterns. EX: indicate which pattern shows the correct order of the seasons. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify scientific systems/patterns. EX: identify day from pictures representing night and day. |

**GRADE FIVE EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives.

Standard 1: Science (SC.S.5.1)

Students will

- demonstrate an understanding of the history of science and the evolution of scientific knowledge.
- demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate an understanding of the characteristics of a scientist.
- demonstrate skills of scientific inquiry.

Essence of Standard: S.1. demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.0.5.1.1 realize that scientists formulate and test their explanations of nature using observation and experiments.</p> <p>SC.0.5.1.2 recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.</p> <p>SC.O.5.1.3 examine the careers and contributions of men and women of diverse cultures to the development of science.</p> <p>SC.O.5.1.4 compare and contrast the historical significance of scientific discoveries.</p> <p>SC.O.5.1.5 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.</p> | <p>SC.5.1.ES.1 interpret information yielded by a variety of scientific tools.</p> | <p>SC.PD.5.1.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • apply scientific knowledge to interpret collected data. EX: apply scientific knowledge to draw conclusions from a temperature chart. EX: apply scientific knowledge to determine the weather for a given area (rain, snow, wind) from a weather map/pictorial chart. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • interpret information yielded by a variety of scientific tools. EX: use a ruler to measure length of object and compare the sizes. EX: use a thermometer to track daily temperature and identify the day with the highest temperature. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.5.1.6 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data.</p> <p>SC.O.5.1.7 apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.</p> <p>SC.O.5.1.8 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.</p> <p>SC.O.5.1.9 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.</p> <p>SC.O.5.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).</p> <p>SC.O.5.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.</p> <p>SC.O.5.1.12 use inferential reasoning to make logical conclusions from collected data.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • select appropriate scientific tool for use. EX: given a picture of a ruler, thermometer and an apple, point to the instrument that measures temperature. EX: when shown two pictures, a ruler and a magnifying glass point to the picture that indicates what is used to measure the length of a book. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a scientific instrument from a nonscientific instrument. EX: given pictures of two objects (e.g., piano and microscope), point to picture of scientific instrument. |

**GRADE FIVE EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.S.52)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space science.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.5.2.1 demonstrate an understanding of the interconnections of biological, earth and space, and physical science.</p> <p>SC.O.5.2.2 identify and explain common energy conversions in cycles of matter including photosynthesis and the carbon dioxide cycle.</p> <p>SC.O.5.2.3 identify the structures of living organisms and explain their function.</p> <p>SC.O.5.2.4 observe and identify cells of organisms using a microscope.</p> | <p>SC.5.2.ES.1 describe adaptations that allow survival in different environments.</p> | <p>SC.PD.5.2.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict which animals or plants will survive better in various ecosystems. EX: predict which would survive better in a desert, a daisy versus a cactus. EX: predict which would survive better eating from tall trees, a giraffe or a goat. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe adaptations that allow survival in different environments. EX: describe why porcupines have quills. EX: describe the adaptation that protects a skunk. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.5.2.5 compare variations of plant growth and reproduction.</p> <p>SC.O.5.2.6 contrast how the different characteristics of plants and animals help them to survive in different niches and environments including adaptations, natural selection, and extinction.</p> <p>SC.O.5.2.7 through the use of research and technology, explore the extinction of a species due to environmental conditions.</p> <p>SC.O.5.2.8 trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.</p> | | <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> • recognize an adaptation in a living organism. EX: given a picture of a white bunny in snow and a picture of a dog sitting in a yard, identify the animal with an adaptation. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify living and non-living organisms. EX: point to the picture of something that is living, point to the picture of the item that is not alive (flower, rock). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.5.2.9 explain that the mass of a material is conserved whether it is together, in parts, or in a different state.</p> <p>SC.O.5.2.10 recognize the elements are composed of only one type of matter.</p> <p>SC.O.5.2.11 using the periodic table, identify common elements according to their symbols.</p> <p>SC.O.5.2.12 through experimentation, identify substances by their relative densities (mass/volume=density).</p> <p>SC.O.5.2.13 analyze diagrams of electrical circuits.</p> <p>SC.O.5.2.14 measure electricity using voltage and wattage.</p> <p>SC.O.5.2.15 investigate the properties of an electromagnet by selecting appropriate materials, designing and testing an electromagnet, and evaluating differences in design.</p> <p>SC.O.5.2.16 describe how the variables of gravity and friction affect the motion of objects.</p> <p>SC.O.5.2.17 compare and contrast the change in length, tension, or thickness of a vibrating object on the frequency of vibration.</p> | <p>SC.5.2.ES.2 identify the effects of different types of forces (i.e., electrical, magnetic, gravitational, friction).</p> | <p>SC.PD.5.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • describe the forces that control environmental situations. EX: describe how gravity is different on the earth verses the moon. EX: describe what force would be applicable when moving a dolly over smooth versus bumpy surfaces. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • identify the effects of different types of forces (i.e., electrical, magnetic, gravitational, friction). EX: given a paperclip and a magnet, identify which force is demonstrated. EX: identify what force causes an apple to fall from a tree. EX: given a picture of an object representing a force (e.g., magnet) identify which object would be influenced by that force (e.g., nail or beaker). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify the effects of forces. EX: identify the effects of gravity. EX: identify the effects of friction. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a force from a non-force. EX: identify which picture shows a moving object and which shows a stationary object. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.5.2.18 describe the layers of the earth and their various features.</p> <p>SC.O.5.2.19 identify and describe natural landforms and explain how they change and impact weather and climate.</p> <p>SC.O.5.2.20 use a variety of instruments and sources to collect and display weather data to describe weather patterns.</p> <p>SC.O.5.2.21 compare and explain the different rates of weathering, erosion and deposition on various materials.</p> <p>SC.O.5.2.22 analyze a topographical map to make inferences related to elevation and land features.</p> <p>SC.O.5.2.23 identify resources as being renewable or non-renewable.</p> <p>SC.O.5.2.24 explore and explain how fossils and geologic features can be used to determine the relative age of rocks and rock layers.</p> <p>SC.O.5.2.25 recognize that the Earth is made of plates (plate tectonics).</p> | <p>SC.5.2.ES.3 describe the impact of natural influences on landforms.</p> | <p>SC.PD.5.2.ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict changes in landforms due to natural influences. EX: predict the effects of a volcanic eruption on a mountain. EX: predict the effect of an earthquake in a forest. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the impact of natural influences on landforms. EX: describe what happens to the land following an earthquake. EX: describe the affects of a forest fire on the mountain. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • recognize different natural influences (e.g., fire, floods, wind). EX: point to a picture of a forest fire. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify land forms. EX: point to a picture of peninsula, cliffs, and mountain. |

**GRADE FIVE EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.5.3)

Students will

- explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system.
- demonstrate an understanding of the interdependence between science and technology.
- demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.
- demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices.

Essence of Standard: S.3 demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.5.3.1 explore the relationship between the parts of a system to the whole system.</p> <p>SC.O.5.3.2 construct a variety of useful models of an object, event, or process.</p> <p>SC.O.5.3.3 compare and contrast changes that occur in an object or a system to its original state.</p> <p>SC.O.5.3.4 compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, or flight</p> | <p>SC.5.3.ES.1 describe the relationship between the parts of an electrical system to the whole system.</p> | <p>SC.PD.5.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> • predict what would happen if a part of a system was removed. EX: predict what will happen when there is no cord on a lamp. <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> • describe the relationship between the parts of an electrical system to the whole system. EX: describe how the parts of a lamp work together (light switch, bulb, cord). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>characteristics of different-sized model airplanes).</p> <p>SC.O.5.3.5 research everyday applications and interactions of science and technology.</p> <p>SC.O.5.3.6 evaluate and critically analyze mass media reports of scientific developments and events.</p> <p>SC.O.5.3.7 explore the connections between science, technology, society and career opportunities.</p> | | <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • identify all parts of a given system. EX: label parts of an electrical system (light bulb, switch, cord). <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • name one part of a given system. EX: given a lamp, point to an electrical cord. |

**GRADE SIX EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Science (SC.S.6.1)

Students will

- demonstrate an understanding of the history of science and the evolution of scientific knowledge.
- demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate an understanding of the characteristics of a scientist.
- demonstrate skills of scientific inquiry.

Essence of Standard: S.1. demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.6.1.1 realize that scientists formulate and test their explanations of nature using observation and experiments.</p> <p>SC.O.6.1.5 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.</p> <p>SC.O.6.1.6 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.</p> <p>SC.O.6.1.7 apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.</p> | <p>SC 6.1.ES.1 apply scientific processes used in problem solving.</p> | <p>SC.PD.6.1.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • sequence a scientific process to solve a problem. EX: sequence the steps to conduct a simple experiment (e.g., a stalk of celery in water and a stalk of celery in water with food coloring to study changes). EX: explain the changes that occur to the ingredients in baking (e.g., liquid to solids). <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • apply scientific processes used in problem solving. EX: mix colors to create a new color. EX: given a thermometer with a temperature marked, show a place on the thermometer that would indicate an increase in temperature when heat is added. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|---|
| <p>SC.O.6.1.8 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.</p> <p>SC.O.6.1.9 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.</p> <p>SC.O.6.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).</p> <p>SC.O.6.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.</p> <p>SC.O.6.1.12 use inferential reasoning to make logical conclusions from collected data.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match a scientific process to a task. EX: given a set of pictures (e.g., drop of water, ice cube, sand) match the pictures that represents different forms of the same substance. EX: given a bag of un-popped popcorn, indicate what process is needed to make it pop. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify items relating to scientific processes. EX: identify the microscope, thermometer, or scales from a desk, chalkboard, tree. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.6.1.2 recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.</p> <p>SC.O.6.1.3 examine the careers and contributions of men and women of diverse cultures to the development of science.</p> <p>SC.O.6.1.4 compare and contrast the historical significance of scientific discoveries.</p> | <p>SC.6.1.ES.2 recognize the contributions of science.</p> | <p>SC.PD.6.1.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • explore the contributions of science. EX: compare the contributions of a scientific discovery (stove vs. microwave). EX: contrast the contributions of a scientific discovery (candle vs. light bulb). <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • recognize the contributions of science. EX: complete a fill-in-the-blank activity involving scientific discoveries. EX: identify how the computer makes life easier. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match scientific developments and their functions. EX: match the discovery and the product (plane to space shuttle, old fashioned phone to cell phone). EX: match discovery to its use in society (cell phone to communication). <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • select picture of a scientific invention that has made life easier. EX: select a picture of a car versus a horse. |

**GRADE SIX EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.S.6.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space science.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>Life science SC.O.6.2.1 demonstrate the interrelationships among physics, chemistry, biology, earth and environmental science, and astronomy.</p> <p>SC.O.6.2.2 use pictures to show cyclical processes in nature (e.g., nitrogen cycle, carbon cycle, or water cycle).</p> <p>SC.O.6.2.3 classify living organisms according to their structure and functions.</p> <p>SC.O.6.2.4 compare the similarities of internal features of organisms, which can be used to infer relatedness.</p> | <p>SC.6.2.ES.1 describe the life cycles in nature.</p> | <p>SC.PD.6.2.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • interpret the life cycles in nature. EX: sequence pictures illustrating the stages of the life cycle of a butterfly. EX: chart the growth of a seed over a two week period. <p>Level III students perform the following without the assistance: Student will</p> <ul style="list-style-type: none"> • describe the life cycles in nature. EX: describe a egg to chicken cycle. EX: describe seeds to plant cycle. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.6.2.5 examine how abiotic and biotic factors affect the interdependence among organisms.</p> <p>SC.O.6.2.6 construct models of plant and animal cells and compare the basic parts (e.g., cytoplasm, cell wall, cell membrane, nucleus, or chloroplasts).</p> <p>SC.O.6.2.7 compare growth cycles in different plants (e.g., mosses, ferns, perennials, biennials, woody plants, or herbaceous plants).</p> <p>SC.O.6.2.8 predict changes in populations of organisms due to limiting environmental factors (e.g., food supply, predators, disease, or habitat).</p> <p>SC.O.6.2.9 analyze the ecological consequences of human interactions with the environment (e.g., renewable and non-renewable resources).</p> <p>SC.O.6.2.20 correlate the relationship of mass to gravitational force (e.g., larger the mass the larger the gravitational force, or the closer the objects the stronger the force).</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match stage of a life cycle to an animal. EX: match a cocoon to a butterfly. EX: match a tadpole to a frog. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • select a stage in a life cycle. EX: point to a picture of an egg or a hen. |
| <p>Physical science SC.O.6.2.10 classify and investigate properties and processes (changes) as either physical or chemical.</p> <p>SC.O.6.2.11 investigate the formation and separation of simple mixtures of matter concluding that matter is composed of tiny particles and</p> | <p>SC.6.2.ES.2 classify the properties and processes of energy.</p> | <p>SC.PD.6.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • determine the processes and properties of energy and matter. EX: select simple machines (inclined plane, wheel and axle, levers, etc) that would be used to complete a task (e.g., simple machine that would be used to load a heavy box into a truck). EX: classify items as having kinetic or potential |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>that the particles are the same for the same type of matter.</p> <p>SC.O.6.2.12 use indicators to classify substances as acidic, basic or neutral.</p> <p>SC.O.6.2.13 using the periodic table, identify the symbols of elements as solids, liquids, and gases; metals or nonmetals.</p> <p>SC.O.6.2.14 describe the composition and properties of matter (e.g., particles, malleability, melting point, density, inertia, or specific heat).</p> <p>SC.O.6.2.15 investigate the properties of the electromagnetic spectrum (e.g., wavelengths, frequencies, visible light); relate wavelengths and/or frequencies to position on the electromagnetic spectrum (e.g., colors, x-ray).</p> <p>SC.O.6.2.16 recognize that an object's color is based upon the absorption and reflection of light waves.</p> <p>SC.O.6.2.17 describe light and sound in terms of longitudinal or transverse waves.</p> <p>SC.O.6.2.18 describe the flow of heat between objects (e.g., hot air rises, or absorption and release of heat by metals).</p> <p>SC.O.6.2.19 diagram simple parallel and series circuits</p> | | <p>energy. EX: determine whether a substance is an acid, base or neutral using litmus paper.</p> <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • classify the properties and processes of energy. EX: classify the processes of energy that result in heat (sun, fire). EX: classifying object by temperature using a thermometer. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify the properties and processes of energy. EX: label pictures that are associated to light or sound energy. EX: match pictures of items that are hot to a thermometer. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • choose objects that represent the properties and processes of energy. EX: given three pictures, point to the one that represents heat. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>(e.g., hot air rises, or absorption and release of heat by metals).</p> <p>SC.O.6.2.21 examine simple machines and the forces involved.</p> <p>SC.O.6.2.22 apply the effects of balanced and unbalanced forces on motion of objects.</p> <p>SC.O.6.2.23 explain motion in terms of frames of reference and analyze graphs depicting motion and predicted future motion.</p> | | |
| <p>Earth and space</p> <p>SC.O.6.2.24 monitor major atmospheric events using a variety of resources including technology.</p> <p>SC.O.6.2.25 compare and contrast continental drift hypothesis to the plate tectonic theory.</p> <p>SC.O.6.2.26 associate plant and animal life forms with specific geologic time periods.</p> <p>SC.O.6.2.27 recognize the phases of the moon.</p> <p>SC.O.6.2.28 investigate models of earth-moon-sun relationships (e.g., gravity, time, or tides).</p> <p>SC.O.6.2.29 compare the earth's tilt and revolution to the seasonal changes.</p> | <p>SC.6.2.ES.3 explain the relationships between the earth, moon and sun.</p> | <p>SC.PD.6.2.ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • interpret the impact of the moon and sun on earth. EX: interpret the seasonal changes in relation to the sun. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • explain the relationships between the earth, moon and sun. EX: sequence planets in order from the sun. EX: label the phases of the moon. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match relationships between the earth, moon and sun. EX: identify/describe a season. EX : point to the picture of the crescent, new or full moon. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify the earth, moon and sun. EX: point to the picture of the sun given pictures of sun, moon and earth. EX: identify the moon when given photos/pictures of the moon and the sun. |

**GRADE SIX EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.6.3)

Students will

- explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system.
- demonstrate an understanding of the interdependence between science and technology.
- demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.
- demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices.

Essence of Standard: S.1 demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.6.3.1. explore the relationship between the parts of a system to the whole system.</p> <p>SC.O.6.3.2. construct a variety of useful models of an object, event, or process.</p> <p>SC.O.6.3.3 compare and contrast changes that occur in an object or a system to its original state.</p> <p>SC.O.6.3.4 compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, or flight characteristics of different-sized model airplanes).</p> | <p>SC.6.3.ES.1 describe changes in the earth's systems.</p> | <p>SC.PD.6.3.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict changes in systems. EX: construct a model of an active volcano and predict the changes that will occur. EX: predict the changes that occur in the environment as a result of a tornado. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe changes in the earth's systems. EX: describe the four layers of earth's geosphere (crust, mantle, outer core, inner core). EX: using an apple sliced in quarters, identify and label the names of the layers of the atmosphere. EX: using technology (internet, TV,) find and list the weather conditions for a one week period. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|---|
| <p>SC.O.6.3.5 research everyday applications and interactions of science and technology.</p> <p>SC.O.6.3.6 evaluate and critically analyze mass media reports of scientific developments and events</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match parts of a system to the whole. EX: given three pictures identify types of weather (e.g., snowy, raining, sunny) EX: given three pictures identify the parts of a water system (river, streams, lakes). <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a system. EX: given a globe point to the ocean. |

**GRADE SEVEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Science (SC.S.7.1)

Students will

- demonstrate an understanding of the history of science and the evolution of scientific knowledge.
- demonstrate an understanding of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate an understanding of the characteristics of a scientist.
- demonstrate skills of scientific inquiry.

Essence of Standard: S.1. demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.7.1.5 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.</p> <p>SC.O.7.1.6 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.</p> <p>SC.O.7.1.7 apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.</p> <p>SC.O.7.1.8 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.</p> | <p>SC.7.1.ES.1 apply the scientific methods to collect and record data.</p> | <p>SC.PD.7.1.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • apply the scientific method to identify a question that can be answered given a simple scenario. EX: given liquid in three different shaped containers, determine if they contain the same amount. EX: given a chart comparing the rate of growth of a plant grown in darkness and one grown in the light, tell which data indicates the growth of plant grown in light. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • apply the scientific method to collect and record data. EX: measure the volume of liquids in different shape containers and record the measurements on a chart. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.7.1.9 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.</p> <p>SC.O.7.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).</p> <p>SC.O.7.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.</p> <p>SC.O.7.1.12 use inferential reasoning to make logical conclusions from collected data.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match tools and scientific instruments to their use. EX: determine which of these tools can be used to compare the mass of two objects, a scale or a ruler. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify scientific tools and instruments. EX: microscopes, telescopes, graduated cylinder, scales. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>SC.O.7.1.1 realize that scientists formulate and test their explanations of nature using observation and experiments.</p> <p>SC.O.7.1.2 recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.</p> <p>SC.O.7.1.3 examine the careers and contributions of men and women of diverse cultures to the development of science.</p> <p>SC.O.7.1.4 compare and contrast the historical significance of scientific discoveries.</p> | <p>SC.7.1.ES.2 explore the contributions of science innovations to modern day life.</p> | <p>SC.PD.7.1.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • describe the importance of scientific innovations. EX: describe the fastest way to communicate information (email vs general mail vs. instant messaging). <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • explore the contributions of science innovations to modern day life. EX: compare benefits of transportation by car vs airplane vs bicycle. EX: contrast home cooked food with fast food. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match scientific developments to their uses. EX: match a picture of a telephone to someone communicating on one. EX: match a microwave to a bag of microwave popcorn. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a modern innovation. EX: identify a telephone. EX: identify a computer. |

**GRADE SEVEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.S.7.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth /environmental science and astronomy.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.7.2.1 demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy.</p> <p>SC.O.7.2. 2 identify and describe disease causing organisms (such as bacteria, viruses, protozoa, fungi) and the diseases they cause.</p> <p>SC.O.7.2. 3 explain how skeletal, muscular, and integumentary systems work together in the human body.</p> <p>SC.O.7.2. 4 compare the level of organization of cells, tissues and organs in living things.</p> | <p>SC.7.2.ES.1 describe the effects of environmental changes on plants and animals.</p> | <p>SC.PD.7.2.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict the effects of environmental changes on plants and animals. EX: predict how air pollution will affect air quality. EX: predict how water pollution will affect drinking water. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the effects of environmental changes on plants and animals. EX: describe how air pollution can make it difficult to breathe. EX: describe how water pollution kills fish. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.7.2.5 construct simple keys to differentiate among living things with similar characteristics.</p> <p>SC.O.7.2.6 use pictures to show cyclical processes in nature (e.g., water cycle, nitrogen cycle, or carbon cycle).</p> <p>SC.O.7.2.7 evaluate how the different adaptations and life cycles of plants and animals help them to survive in different niches and environments (e.g., inherited and acquired adaptations).</p> <p>SC.O.7.2.8 analyze how changes in the environment have led to reproductive adaptations through natural selection.</p> <p>SC.O.7.2.9 explain how an organism's behavior response is a combination of heredity and the environment.</p> <p>SC.O.7.2.10 analyze the differences in the growth, development and reproduction in flowering and non-flowering plants.</p> <p>SC.O.7.2.11 predict the trends of interdependent populations if one of the limiting factors is changed.</p> <p>SC.O.7.2.12 evaluate the consequences of the introduction of chemicals into the ecosystem (e.g., environmental consequences, human health risks, or mutations).</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify sources of pollution. EX: select pictures representing sources of pollution such as oil spills, litter, smoke stacks, or cars from non-polluting items such as bicycle, recycling bin. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify pollution (air, water, and land). EX: choose the picture that represents pollution given two or more choices (e.g., dirty streams or a clean stream; litter or a trash can). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.7.2.13 compare differences among elements, compounds, homogeneous and heterogeneous mixtures.</p> <p>SC.O.7.2.14 examine the differences in types of solutions (e.g., solutes and solvents, relative concentrations, conductivity, pH)</p> <p>SC.O.7.2.15 examine chemical reactions involving acids and bases by monitoring color changes of indicator(s) and identifying the salt formed in the neutralization reaction.</p> <p>SC.O.7.2.16 write word equations to describe how sound is perceived by the ear.</p> <p>SC.O.7.2.17 describe the movement of individual particles and verify the conservation of matter during the phase changes (e.g., melting, boiling, or freezing)</p> <p>SC.O.7.2.18 identify the characteristics of sound waves and describe how sound is perceived by the ear.</p> <p>SC.O.7.2.19 define the absorption and reflection of light as translucent, opaque and transparent.</p> <p>SC.O.7.2.20 interpret and illustrate changes in waves as they encounter various mediums (e.g., mirrors, or lenses).</p> <p>SC.O.7.2.21</p> | <p>SC.7.2.ES.2 describe the properties and processes of matter and energy.</p> | <p>SC.PD.7.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict the properties of processes of matter and energy. EX: determine what will happen when you mix vinegar and baking soda (acid and base). EX: determine what will happen when you mix salt and water (makes a solution). EX: determine what will happen when you mix water and sand (makes a heterogeneous mixture). <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the properties and processes of matter and energy. EX: describe what happens to water when you heat or cool it. (liquid to gas or liquid to solid). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match the properties and processes of matter and energy. EX: match pictures that demonstrate one of the states of matter. (solid, liquid, gas). EX: match pictures of thermometers with pictures of objects that are hot or cold. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify the properties of matter and energy. EX: point to the picture that shows a solid object. EX: point to the picture that shows light energy (light bulb). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>investigate absorption and reflection of light by an object.</p> <p>SC.O.7.2.22 characterize AC and DC circuits.</p> <p>SC.O.7.2.23 explain conservation of matter and energy and investigate the different forms of energy (e.g., mechanical, potential, kinetic, or gravitational).</p> <p>SC.O.7.2.24 perform experiments with simple machines to demonstrate the relationship between forces and distance; use vectors to represent motion.</p> <p>SC.O.7.2.25 explain the effect of gravity on falling objects (e.g., $g=9.8\text{m/s}^2$, object dropped on earth and on moon).</p> | | |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.7.2.26 describe and compare the causes of tides, surfs and currents.</p> <p>SC.O.7.2.27 examine the effects of the sun's energy on oceans and weather (e.g., air masses, or convection currents).</p> <p>SC.O.7.2.28 interpret GIS maps and create and interpret topographical maps.</p> <p>SC.O.7.2.32 explain how changing latitude affects climate.</p> <p>SC.O.7.2.29 describe rock (e.g., crystal/particle size, or mineral composition and uses).</p> <p>SC.O.7.2.30 classify rocks (e.g., rock cycle).</p> <p>SC.O.7.2.31 determine the relevant age of rock layers using index fossils and the law of superposition.</p> <p>SC.O.7.2.33 trace the life cycle of a star.</p> | <p>SC.7.2.ES.3 describe the factors that affect weather.</p> | <p>SC.PD.7.2.ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • interpret simple weather charts. EX: indicate the month with the most rainfall from a chart. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the factors that affect weather (climate and location). EX: describe how living near a body of water affects the weather (more or less rain depending on your location). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify seasonal weather patterns. EX: identify the season in which you would mostly likely have hot, sunny days. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify different types of weather. EX: given a choice of three pictures, show the picture of rain. |

**GRADE SEVEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.7.3)

Students will

- explore the relationship between the parts and the whole system; construct a variety of useful models; examine changes that occur in an object or system.
- demonstrate an understanding of the interdependence between science and technology.
- demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.
- demonstrate the ability to evaluate the impact of different points of view on health, population, resource and environmental practices.

Essence of Standard: S.3 The student will demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>SC.O.7.3.1 explore the relationship between the parts of a system to the whole system.</p> <p>SC.O.7.3.2 construct a variety of use full models of an object, event, or process.</p> <p>SC.O.7.3.3 compare and contrast changes that occur in an object or a system to its original state.</p> <p>SC.O.7.3.4 compare and contrast the influence that a variation in scale will have on the way an object or system works (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, or flight characteristics of different-sized model airplanes</p> | <p>SC.S.7.3.ES.1 describe the relationship of the various components of a system with the overall system.</p> | <p>SC.PD.7.3.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict the changes in systems and relate them to practical uses in technology. EX: predict what happens to the respiratory system if you inhale smoke. EX: predict how the earth would be affected if the sun no longer existed. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the relationship of the various components of a system with the overall system. EX: describe the relationship of the parts of a water cycle to the whole. EX: describe the relationships of animals within the food chain. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|--|
| <p>SC.O.7.3.5 research every day applications and interactions of science and technology.</p> <p>SC.O.7.3.6 evaluate and critically analyze mass media reports of scientific developments and events.</p> <p>SC.O.7.3.7 explore the connections between science, technology, society and career opportunities</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify the function of system. EX: point to a picture of lungs when asked what helps us to breathe. EX: identify what plants need to live. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • point to the components of a system. EX: point to the picture of a major organ of one of the systems (heart, lungs, brain). |

**GRADE EIGHT EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Nature of Science (SC.S.8.1)

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate the ability to use inquiry process to solve problems.

Essence of Standard: S.1. demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| <p>SC.O.8.1.1 formulate scientific explanations based on historical observations and experimental evidence, accounting for variability in experimental results.</p> <p>SC.O.8.1.2 demonstrate how a testable methodology is employed to seek solutions for personal and societal issues. (e.g., “scientific method”).</p> <p>SC.O.8.1.3 relate societal, cultural and economic issues to key scientific innovations.</p> <p>SC.O.8.1.4 conduct and/or design investigations that incorporate the skills and attitudes and/or values of scientific inquiry (e.g., established research protocol, accurate record keeping,</p> | <p>SC.8.1.ES.1 use scientific processes and skills to organize data.</p> | <p>SC.PD.8.1.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • draw conclusions from collected data. EX: use the leaf chart to draw conclusions. EX: use the rain information collected to draw conclusions. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • use scientific processes and skills to organize data. EX: graph number of broad flat leaves and long thin leaves in a simple histogram or bar graph. EX: record the amount of rain collected each day on a chart or graph. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--------------------------------|--|
| <p>replication of results and peer review, objectivity, openness, skepticism, fairness, or creativity and logic).</p> <p>SC.O.8.1.5 implement safe procedures and practices when manipulating equipment, materials, organisms, and models.</p> <p>SC.O.8.1.6 use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.</p> <p>SC.O.8.1.7 design, conduct, evaluate and revise experiments (e.g., compose a question to be investigated, design a controlled investigation that produces numeric data, evaluate the data in the context of scientific laws and principles, construct a conclusion based on findings, propose revisions to investigations based on manipulation of variables and/or analysis of error, or communicate and defend the results and conclusions).</p> <p>SC.O.8.1.8 draw conclusions from a variety of data sources to analyze and interpret systems and models (e.g., use graphs and equations to measure and apply variables such as rate and scale, evaluate changes in trends and cycles, predict the influence of external variances such as potential sources of error, or interpret maps).</p> | | <p>Level II students perform the following with assistance Student will</p> <ul style="list-style-type: none"> • use scientific processes and skills to collect data. EX: in a leaf collection, sort the leaves according to shape and record the number of each. EX: use a rain gauge to collect rain. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match an appropriate conclusion with data. EX: select picture that shows what happens when you burn something. EX: select the picture that shows what happens when ice cream is left in the sun. |
| SC.O.8.1.1 | SC.8.1. ES.2 | SC.PD.8.1.ES.2 |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|--|
| <p>formulate scientific explanations based on historical observations and experimental evidence, accounting for variability in experimental results.</p> <p>SC.O.8.1.2 demonstrate how a testable methodology is employed to seek solutions for personal and societal issues. (e.g., “scientific method”).</p> <p>SC.O.8.1.3 relate societal, cultural and economic issues to key scientific innovations.</p> <p>SC.O.8.1.4 conduct and/or design investigations that incorporate the skills and attitudes and/or values of scientific inquiry (e.g., established research protocol, accurate record keeping, replication of results and peer review, objectivity, openness, skepticism, fairness, or creativity and logic).</p> <p>SC.O.8.1.5 implement safe procedures and practices when manipulating equipment, materials, organisms, and models.</p> <p>SC.O.8.1.6 use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.</p> <p>SC.O.8.1.7 design, conduct, evaluate and revise experiments (e.g., compose a question to be investigated, design a controlled investigation that produces numeric data, evaluate the data in the context of scientific laws and</p> | <p>describe the importance of scientific innovations.</p> | <p>Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • explain the importance of scientific innovations. EX: explain the benefits of having a computer in your room. EX: explain the benefit of using an airplane, washing machine, etc. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the importance of scientific innovations. EX: describe the quickest way to cook a meal. EX: describe the quickest way to travel long distance. <p>Level II students perform the following with assistance Student will</p> <ul style="list-style-type: none"> • identify a discovery that has made life easier. EX: circle the picture showing a transportation discovery (give choice of horse and buggy to a car). EX: circle the picture of a discovery that makes home life easier. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify the use of a scientific discovery. EX: choose the picture of a person using a scientific discovery (e.g., a picture of a person talking on a cell phone). EX: point to a picture that represents a scientific discovery. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|--------------------------------|
| <p>principles, construct a conclusion based on findings, propose revisions to investigations based on manipulation of variables and/or analysis of error, or communicate and defend the results and conclusions).</p> <p>SC.O.8.1.8 draw conclusions from a variety of data sources to analyze and interpret systems and models (e.g., use graphs and equations to measure and apply variables such as rate and scale, evaluate changes in trends and cycles, predict the influence of external variances such as potential sources of error, or interpret maps.</p> | | |

**GRADE EIGHT EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.S.8.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth /environmental science and astronomy.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|--|
| <p>SC.O.8.2.1 demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy.</p> <p>SC.O.8.2.2 examine and describe the structures and functions of cell organelles.</p> <p>SC.O.8.2.3. explain how the circulatory, respiratory and reproductive systems work together in the human body.</p> <p>SC.O.8.2.4 compare the variations in cells, tissues and organs of the circulatory, respiratory and reproductive systems of different organisms.</p> | <p>SC.8.2.ES.1 determine patterns in nature.</p> | <p>SC.PD.8.2.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • model patterns in nature. EX: given 3-4 pictures of a seed growing to plant, put in order. EX: arrange pictures of the stages of the moon in order. <p>Level III students perform the following without the assistance: Student will</p> <ul style="list-style-type: none"> • describe patterns in nature. EX: describe the pattern in nature for plant stages. EX: describe a simple food chain. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.8.2.5 discuss how living cells obtain the essentials of life through chemical reactions of transpiration, respiration and photosynthesis.</p> <p>SC.O.8.2.6 analyze how behaviors of organisms lead to species continuity (e.g., reproductive/mating behaviors, or seed dispersal).</p> <p>SC.O.8.2.7 demonstrate the basic principles of genetics; introduce Mendel's law, monohybrid crosses, production of body and sex cells (mitosis/meiosis), genes, chromosomes, and inherited traits.</p> <p>SC.O.8.2.8 compare patterns of human development to other vertebrates.</p> <p>SC.O.8.2.9 organize groups of unknown organisms based on observable characteristics (e.g., create dichotomous keys).</p> <p>SC.O.8.2.10 trace matter and energy flow in a food web as it flows from sunlight to producers and consumers, design an environment in which the chemical and energy needs for the growth, reproduction and development of plants are met (e.g., food pyramids, decomposition).</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify patterns in nature. EX: identify the ending point of a pattern (i.e., a seed becoming a plant). <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match a pattern in nature. EX: match like pictures representing patterns of nature (winter to winter, seed to seed). |
| <p>SC.O.8.2.11 use the periodic table to locate and classify elements as metallic, non-metallic or metalloid.</p> | <p>SC.8.2.ES.2 recognize sources of energy in nature.</p> | <p>SC.PD.8.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • categorize sources of energy in nature . EX: categorize sources of energy as light, temperature or sound. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|--|
| <p>SC.O.8.2.12 reconstruct development models of the atom (e.g., Crookes, Thompson, Becquerel, Rutherford, or Bohr).</p> <p>SC.O.8.2.13 calculate the number of protons, neutrons, and electrons and use the information to construct a Bohr model of the atom.</p> <p>SC.O.8.2.14 classify elements into their families based upon their valence electrons.</p> <p>SC.O.8.2.15 evaluate the variations in diffusion rates and examine the effect of changing temperatures.</p> <p>SC.O.8.2.16 conduct and classify chemical reactions by reaction type (e.g., synthesis, decomposition, single replacement or double replacement); energy type (e.g., endothermic and exothermic); and write word equations for the chemical reactions.</p> <p>SC.O.8.2.17 identify and describe factors that affect chemical reaction rates, including catalysts, temperature changes, light energies and particle size.</p> <p>SC.O.8.2.18 examine the various sources of energy (e.g., fossil fuels, wind, solar, geothermal, nuclear, biomass).</p> <p>SC.O.8.2.19 explain the Doppler effect (e.g., sound).</p> <p>SC.O.8.2.20</p> | | <p>EX: categorize a set of pictures as either kinetic or potential energy (car moving, piece of fire wood, basketball bouncing, and a match).</p> <hr/> <p>Level III students perform the following without the assistance: Student will</p> <ul style="list-style-type: none"> • recognize sources of energy in nature. EX: identify the sources of energy found in nature (coal, oil, natural gas, wind, sun). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify objects that use various fuel sources. EX: point to pictures of objects that use gasoline or electricity. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • select a source of energy in nature. EX: point to a picture of the sun. EX: point to the picture of a windmill. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>quantitatively represent wavelength, frequency and velocity (e.g., $V=\lambda f$).</p> <p>SC.O.8.2.21 relate the conservation of energy theory to energy transformations (e.g., electrical/heat, or mechanical/heat).</p> <p>SC.O.8.2.22 quantitatively represent work, power, pressure (e.g., $Work=Force \times distance$, $Power=Work/time$, or $pressure=force/area$) from collected data.</p> <p>SC.O.8.2.23 graph and interpret the relationships of distance versus time, speed versus time, and acceleration versus time.</p> <p>SC.O.8.2.25 illustrate and calculate the mechanical advantage of simple machines.</p> <p>SC.O.8.2.24 describe Newton's Laws of Motion; identify examples, illustrate qualitatively and quantitatively drawing vector examples.</p> | | |
| <p>SC.8.2.26 research and draw conclusions related to the quality and quantity of surface and ground water.</p> <p>SC.O.8.2.27 identify and explain the principle forces of plate tectonics and related geological events (e.g., earthquakes, volcanoes, or landforms).</p> | <p>SC.8.2.ES.3 identify the components of patterns in earth and space science.</p> | <p>SC.PD.8.2.ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> sequence patterns in earth and space science. EX given a list of planet names or pictures of planets, arrange them in order by size (smallest to largest). EX: given a list of the stages of the water cycle with one stage blank, select the missing stage from 3 choices. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|---|
| <p>SC.O.8.2.28 determine the impact of oceans on weather and climate; relate global patterns of atmospheric movement on local weather.</p> <p>SC.O.8.2.29 analyze the forces of tectonics, weathering and erosion that have shaped the earth's surface</p> <p>SC.O.8.2.30 model processes of soil formation and suggest methods of soil preservation and conservation.</p> <p>SC.O.8.2.31 research and recognize the societal concerns of exploration and colonization of space.</p> <p>SC.O.8.3.32 explain phenomena associated with motions in sun-earth-moon system. (e.g., eclipses, tides, or seasons).</p> <p>SC.O.8.2.33 describe the origin and orbits of comets, asteroids, and meteoroids.</p> | | <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • identify the components of patterns in earth and space science. EX: identify objects found in space, given pictures of sun, stars, planets and objects not found in space, such as trees, dogs and houses. EX: identify the components of the water cycle. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match patterns in earth and space science using a model. EX: Put picture of the season in correct order following a model. EX: Put pictures of planets in the correct order following a model. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a concepts in earth and space science. EX: point to a picture that represents a season. EX: point to a picture of a planet. |

**GRADE EIGHT EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.8.3)

Students will

- demonstrate the ability to use inquiry process to explore systems, models, and changes.
- demonstrate an understanding of the interdependence between science and technology.
- demonstrate an understanding of the utilization of technology to gather data and communicate designs, results and conclusions.
- demonstrate an understanding of the personal and societal benefits of science, and an understanding of public policy decisions as related to health, population, resource and environmental issues.

Essence of Standard: S.3 The student will demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--|---|
| <p>SC.O.8.3.1 synthesize concepts across various science disciplines to better understand the natural world (e.g., form and function, systems, or change over time).</p> <p>SC.O.8.3.2 investigate, compare and design scientific and technological solutions to personal and societal problems.</p> <p>SC.O.8.3.3 communicate experimental designs, results and conclusions using advanced technology tools.</p> <p>SC.O.8.3.4 collaborate to present research on current environmental and technological issues to predict possible solutions.</p> | <p>SC.8.3.ES.1 determine scientific and technological solutions for everyday problems.</p> | <p>SC.PD.8.3.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • apply scientific and technological solutions to everyday problems. EX: use the computer to communicate to a classmate. EX: use a microwave oven to reheat food. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • determine scientific and technological solutions for everyday problems. EX: determine solution to carrying a stack of CDs (Mp3 player). EX: determine an alternative to using a land-line phone. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|--------------------------------|---|
| <p>SC.O.8.3.5 explore occupational opportunities in science, engineering and technology and evaluate the required academic preparation.</p> <p>SC.O.8.3.6 given a current science-technology-societal issue, construct and defend potential solutions.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match scientific and technological solutions to everyday problems EX: indicate which of the following items would be used to measure liquids: a beaker, a Bunsen burner or a dinner plate., <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a scientific or technological solution to an everyday problem. EX: point to the picture of the microwave oven. EX: point to the picture of a computer. |

**GRADE TEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Nature of Science (SC.S.1)

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate the ability to use inquiry process to solve problems.

Essence of Standard: S.1. demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| <p>SC.O.CB.1.1 formulate scientific explanations based on historical observations and experimental evidence, accounting for variability in experimental results.</p> <p>SC.O.CB.1.2 demonstrate how a testable methodology is employed to seek solutions for personal and societal issues (e.g., “scientific methods”).</p> <p>SC.O.CB.1.3 relate societal, cultural and economic issues to key scientific innovations.</p> <p>SC.O.CB.1.5 implement safe procedures and practices when manipulating equipment, materials, organisms, and models.</p> | <p>SC.CB.1.ES.1 safely use laboratory equipment.</p> | <p>SC.PD.CB.1.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • sequence the steps to safely conduct lab experiments. EX: given safety rules, determine the order in which they would be completed. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • safely use laboratory equipment. EX: given a lab experiment (pour liquid from a beaker into graduated cylinder) choose the correct safety equipment (eye protection and apron). EX: given a lab experiment (Bunsen burner, beaker) choose the correct safety equipment (oven mitt, tongs, hot hands). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|--|---|
| | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> select the correct safety laboratory equipment for conducting experiments. EX: match items to correct usage: goggles to eyes, apron to body, hair tie to hair, closed vs. open shoes. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> identify laboratory safety equipment. EX: given pictures of an object choose the requested item: goggles, apron, shoes, hair tie, oven mitts, tongs or hot hands. |
| <p>SC.O.CB.1.4 conduct and/or design investigations that incorporate the skills and attitudes and/or values of scientific inquiry (e.g., established research protocol, accurate record keeping, replication of results and peer review, objectivity, openness, skepticism, fairness, or creativity and logic).</p> <p>SC.O.CB.1.6 use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.</p> <p>SC.O.CB.1.7 design, conduct, evaluate and revise experiments (e.g., compose a question to be investigated, design a controlled investigation</p> | <p>SC.CB.1.ES.2 connect historical scientific innovations to modern day usage.</p> | <p>SC.PD.CB.1.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> sequence related scientific innovations. EX: sequence Bunsen burner, hot plate, microwave in the order in which they were invented. EX: sequence pictures of crank phone, rotary dial phone, touchtone phone, and cell phone in order of development. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> connect historical scientific innovations to modern day usage. EX: connect magnifying glass to microscope. EX: connect slide of bacteria to picture of pill (antibiotic). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>that produces numeric data, evaluate the data in the context of scientific laws and principles, construct a conclusion based on findings, propose revisions to investigations based on manipulation of variables and/or analysis of error, or communicate and defend the results and conclusions).</p> <p>SC.O.CB.1.8 draw conclusions from a variety of data sources to analyze and interpret systems and models (e.g., use graphs and equations to measure and apply variables such as rate and scale, evaluate changes in trends and cycles, or predict the influence of external variances such as potential sources of error).</p> | | <p>Level II students perform the following with assistance Student will</p> <ul style="list-style-type: none"> • choose the appropriate use of a scientific instrument. EX: choose a microscope to view a slide. EX: choose x-ray to see broken bone. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a scientific instrument/innovations. EX: given a picture of a scientific instrument (e.g., microscope, Bunsen burner, hot plate, microwave, pill), identify the scientific instrument. EX: given picture of a x-ray and a different item, choose the requested item. |

**GRADE TEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives; demonstrate an understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.CB.2.27 compare the characteristics, structures and life cycles of simple to complex organisms.</p> | <p>SC.CB.2.ES.1 classify organisms according to their characteristics and structures.</p> | <p>SC.PD.CB.2.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • classify organisms according to their methods of reproduction. EX: identify that birds lay eggs, dogs have puppies, etc. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • classify organisms according to their characteristics and structures. EX: classify birds and fish according to features (scales, feathers, fur). <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify animals according to characteristics. EX: identify an animal that has fur (feathers, scales). EX: Identify an aquatic animal, identify land animal. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| | | Level I students attempt to perform the following with assistance: Student will <ul style="list-style-type: none">• identify animals. EX: point to a horse. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.CB.2.4 analyze the flow of matter and energy through cellular processes such as photosynthesis, respiration and fermentation.</p> <p>SC.O.CB.2.11 compile GIS and traditional map data to locate patterns in biological and environmental systems.</p> <p>SC.O.CB.2.12 characterize complex interactions of organisms within ecosystems based on their niches including interspecific and interaspecific.</p> <p>SC.O.CB.2.13 evaluate the use of a particular sampling technique to study ecosystems.</p> <p>SC.O.CB.2.14 predict changes in a ecosystem's productivity when environmental variables are altered.</p> <p>SC.O.CB.2.15 analyze graphs reflecting changes in populations to predict future populations.</p> <p>SC.O.CB.2.22 compare and contrast the morphology, reproduction and life cycles of plants in view of the habitats supporting the plants.</p> <p>SC.O.CB.2.23 evaluate forest management practice for short and long-term resource utilization.</p> <p>SC.O.CB.2.24 assess the importance of wild and cultivated plants to human society, economics and environment.</p> <p>SC.O.CB.2.25</p> | <p>SC.CB.2.ES.2 apply the knowledge of populations and ecology to the environment.</p> | <p>SC.PD.CB.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • predict the outcome of plant growth with limited factors. EX: predict what will happen if too many seeds are planted in one container. EX: predict what will happen if there is drought, extreme cold, or flooding. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • apply the knowledge of populations and ecology to the environment. EX: perform experiments with plants; adding too much water to plant versus no water no sunlight with sunlight. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify factors that allow plant growth. EX: given pictures, identify factors that seeds need to grow (sun, rain soil, rock). EX: given pictures of rock, car, boat, sun determine which will help plants grow. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • recognize a seed. EX: identify pictures of seeds. EX: identify seed given a seed/another item. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>analyze animal behaviors and reproductive strategies as they lead to evolutionary success in specific environment.</p> <p>SC.O.CB.2.26 compare the characteristics, structures and life cycles of simple to complex organisms.</p> | | |
| <p>SC.O.CB.2.7 assess water use practices based on water supply and quality.</p> <p>SC.O.CB.2.8 defend the use of recycling as a tool for energy and resource conservation.</p> <p>SC.O.CB.2.9 illustrate the functioning of modern sanitary landfills and compare them with historic disposal methods.</p> <p>SC.O.2.10.10 predict the effects of human activity on cycles of matter and energy in the biosphere over time.</p> <p>SC.O.CB.2.16 model cycles in soil including natural and human interactions that influence soil development.</p> <p>SC.O.CB.2.17 evaluate the effects of biocide use and chemical hazards on the diversity of life in ecosystems.</p> | <p>SC.CB.2.ES.3 recognize how humans impact the environment.</p> | <p>SC.PD.CB.2.ES.3 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • describe how humans lessen their impact on the environment. EX: describe benefits of recycling versus landfill. EX: identify benefits of purchasing recyclable items vs. non recyclable items. EX: discuss whether people should dispose of their trash or recycle. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • recognize how humans impact the environment. EX: tell why turning lights off when no one is in the room impacts the environment. EX: describe how people should dispose of trash or recycle. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify items that can be recycled. EX: given pictures of a soda can and a cat, point to object that can be recycled. (Other examples of items: glass bottle and Styrofoam; leaf and rock). |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| | | Level I students attempt to perform the following with assistance: Student will <ul style="list-style-type: none">• choose the appropriate method for disposing trash. EX: identify trash can, recycle bin, garbage bag. |

**GRADE TEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.S.3)

Students will

- demonstrate the ability to use inquiry process to explore systems, models, and changes.
- demonstrate an understanding of the interdependence between science and technology.
- demonstrate an understanding of the utilization of technology to gather data and communicate designs, results and conclusions.
- demonstrate an understanding of the personal and societal benefits, the impact of different points of view, predict the long-term societal impact and an understanding of public policy decisions as related to health, population, resource and environmental issues.

Essence of Standard: S.3 demonstrate the ability to evaluate the personal and societal benefits of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.CB.3.1 synthesize concepts across various science disciplines to better understand the natural world (e.g., form and function, systems, or change over time).</p> <p>SC.S.CB.3.2 investigate, compare and design scientific and technological solutions to address personal and societal problems.</p> <p>SC.S.CB.3.3 communicate experimental designs, results and conclusions using advanced technology tools.</p> <p>SC.S.CB.3.4 collaborate to present research on current environmental and technological issues to predict possible solutions.</p> | <p>SC.CB.3.ES.1 evaluate the impact of science and technology on the environment.</p> | <p>SC.PD.CB.3.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • use technology to predict the impact of science on the environment. EX: given daily temperature, rainfall , wind direction, the student will chart and interpret weather information. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • evaluate the impact of science and technology on the environment. EX: read the temperature on a thermometer and record it. EX: using a picture of a rain gauge, read and record the amount of rain. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.S.CB.3.5 explore occupational opportunities in science, engineering and technology and evaluate the required academic preparation.</p> <p>SC.S.CB.3.6 given a current science-technology-societal issue, construct and defend potential solutions.</p> | | <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify science and technology tools. EX: given pictures of a thermometer, rain gauge, weather vane identify requested item. EX: given a thermometer and a rock, select the thermometer. <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> • match science-technology tools. EX: given 3 pictures, a thermometer and two pictures (thermometer and rock) match. |

**GRADE ELEVEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 1: Nature of Science (SC.S.CC.1)

Students will

- demonstrate an understanding of the history and nature of science as a human endeavor encompassing the contributions of diverse cultures and scientists.
- demonstrate the ability to use inquiry process to solve problems.

Essence of Standard: S.1. demonstrate the understanding of the history of science and the ways the inquiry process is used to solve problems.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.CC. 1.4 conduct and/or design investigations that incorporate the skills and attitudes and/or values of scientific inquiry (e.g., established research protocol, accurate record keeping, replication of results and peer review, objectivity, openness, skepticism, fairness, or creativity and logic</p> <p>SC.O.CC. 1.5 implement safe procedures and practices when manipulating equipment, materials, organisms, and models.</p> <p>SC.O.CC. 1.6 use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.</p> <p>SC.O.CC. 1.7 design, conduct, evaluate and revise experiments (e.g., compose a question to be investigated, design a controlled investigation that produces numeric data, evaluate the</p> | <p>SC.CC.1.ES.1 safely use laboratory equipment to measure items.</p> | <p>SC.PD.CC.1.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • interpret and graph collected data. EX: graph the amount of liquid in various beakers. EX: given a bar graph of different temperatures, answer questions about the data . <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • safely use laboratory equipment to measure items. EX: select and use laboratory equipment to measure volume. EX: determine which object should be used to safely handle a hot pan or beaker on a Bunsen burner. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match the instrument to its function. EX: given a beaker and a thermometer, choose the one that measures amount. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>data in the context of scientific laws and principles, construct a conclusion based on findings, propose revisions to investigations based on manipulation of variables and/or analysis of error, or communicate and defend the results and conclusions).</p> <p>SC.O.CC. 1.8 draw conclusions from a variety of data sources to analyze and interpret systems and models (e.g., use graphs and equations to measure and apply variables such as rate and scale, evaluate changes in trends and cycles, predict the influence of external variances such as potential sources of error, or interpret maps).</p> | | <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify laboratory equipment. EX: select requested item (goggles, beaker, thermometer). |
| <p>SC.O.CC.1.1 formulate scientific explanations based on historical observations and experimental evidence, accounting for variability in experimental results.</p> <p>SC.O.CC.1.3 relate societal, cultural and economic issues to key scientific innovations.</p> | <p>SC.CC.1.ES.2 identify scientific innovations in chemistry</p> | <p>SC.PD.CC.1.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • sequence chronologically related scientific innovations. EX: sequence pan balance, triple beam balance and electronic balance in order that they were invented. EX: given pictures of fire, stove, microwave, sequence them in order of discovery. <p>Level III students perform the following without assistance: Student will identify scientific innovations in chemistry EX: discuss the use and benefits of plastic in modern day life.</p> |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • match a modern scientific instrument to its use. EX: match a thermometer to taking temperature, microwave to heating food, stopwatch to keeping time. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify a modern scientific instrument. EX: choose which is a more modern instrument, an electronic scale or a balance scale. EX: choose which is a more modern instrument, a digital thermometer or a mercury thermometer. |
| <p>The following objective was not included in the extended standards: SC.O.CC.1.2 demonstrate how a testable framework is employed to seek solutions for personal and societal issues. (e.g., “scientific method”).</p> | | |

**GRADE ELEVEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 2: Content of Science (SC.CC.2)

Students will

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories, and models as delineated in the objectives.
- demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth /environmental science and astronomy.
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Essence of Standard: S.2 apply knowledge, understanding and skills of science subject matter.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
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| <p>SC.O.CC.2.1 classify examples of matter as pure substance or mixture.</p> <p>SC.O.CC.2.2 compare and contrast the properties of metals, nonmetals and metalloids.</p> <p>SC.O.CC.2.3 research the sources and uses of elements.</p> <p>SC.O.CC.2.4 using kinetic energy explain the physical states of matter.</p> <p>SC.O.CC.2.5 perform calculations using the gas laws.</p> <p>SC.O.CC.2.6 predict the physical and chemical properties of an element based on the relationship between its group and period on the periodic table.</p> <p>SC.O.CC.2.7 examine experimentally the methods of separating mixtures (e.g., filtration, distillation, or chromatography).</p> | <p>SC.CC.2.ES.1 classify examples of matter based on their properties.</p> | <p>SC.PD.CC.2.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • organize examples of solids into non-metals and metals. EX: sort real metal and non-metal items. EX: sort pictures of metal and non-metal items. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • classify examples of matter based on their properties. EX: classify substances as pure substances or mixtures. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • sort items based on properties of matter. EX: sort items into solids, liquids and gases. |

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| <p>SC.O.CC.2.20 compare and contrast the properties of strong and weak acids and bases.</p> | | <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> identify an item as a solid or a liquid. EX: choose a solid item; rock or book. EX: choose a liquid item; water, coke, juice. |
| <p>SC.O.CC.2.8 generate the correct formula and/or name for ionic and molecular compounds.</p> <p>SC.O.CC.2.11 write and balance a chemical equation, given the information in a sentence.</p> <p>SC.O.CC.2.12 classify a balanced equation into one of the five basic types (e.g., synthesis or combination, decomposition, single replacement, double replacement, or combustion).</p> <p>SC.O.CC.2.19 recognize that water's role as a solvent is dependent upon its polarity.</p> <p>SC.O.CC.2.21 predict the product of an acid-base reaction.</p> <p>SC.O.CC.2.23 classify reactions as exothermic and endothermic reactions by the direction of heat flow in a chemical reaction.</p> | <p>SC.CC.2. ES.2 identify the difference between a chemical change and a physical change.</p> | <p>SC.PD.CC.2.ES.2 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> apply knowledge of chemical changes. EX: given a log (insert other similar items), describe what needs to happen to cause a chemical change. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> identify the difference between a chemical change and a physical change. EX: participate in an experiment: when vinegar and baking soda are combined in one glass and oil and water in a second glass, identify which one produces a chemical change. <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> identify a chemical change. EX: given two pictures of cutting a log versus burning a log, identify which picture shows a chemical change. |

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| | | <p>Level I students attempt to perform the following with assistance:</p> <p>Student will</p> <ul style="list-style-type: none"> • identify a physical change. EX: given two pictures (cutting paper and burning paper) identify which is a physical change. EX: given two pictures (burning log and cutting log), identify which shows a physical change. |
| <p>SC.O.CC.2.13 perform unit conversions using dimensional analysis.</p> <p>SC.O.CC.2.14 apply the mole concept to chemical formulas to find the molar mass.</p> <p>SC.O.CC.2.15 calculate the percent composition by mass of the elements in a compound.</p> <p>SC.O.CC.2.16 perform mole conversions to generate values for theoretical yield, percentage yield and to identify the limiting reactant.</p> <p>SC.O.CC.2.18 perform solution concentration calculations (e.g., molarity, or ppm).</p> <p>SC.O.CC.2.24 perform experiments to determine this specific capacity of metal.</p> | <p>SC.CC.2. ES.3 compare substances by mass, temperature or concentration.</p> | <p>SC.PD.CC.2.ES.3 Level IV students perform the following complex task without assistance:</p> <p>Student will</p> <ul style="list-style-type: none"> • predict the changes in mass, temperature or concentration, given different circumstances. EX: Mass- given a deflated balloon, predict what will happen as the balloon is blown-up. EX: Temperature- determine what happens to a snowman as temperature increases. EX: Concentration- determine what happens when a teaspoon of sugar is added to lemonade, tea or water (tastes sweeter). <p>Level III students perform the following without assistance:</p> <p>Student will</p> <p>compare substances by mass, temperature or concentration. EX: Mass - Weigh 2 different substances on a pan balance and determine which has more mass. EX: Temperature - given 2 buckets of water, one in the sun and one in the snow, determine which will be warmer and which will be colder. EX: Concentration - given two glasses of tea with different amounts of sugar, indicate which has a greater concentration of sugar (tastes sweeter).</p> |

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| | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> recognize that mass and temperature can be changed. EX: given one block of wood first and another one on top, describe what happens to the mass when the second block is added. EX: describe what happens to the temperature of water when it boils. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> identify that temperature is a measure of heat in a substance and that mass is the amount of matter in a substance. EX: given substances of two different temperatures indicate which is hotter. EX: given a large block and a small block, identify which has more mass. |
| <p>The following objectives were not included in the extended standards:</p> <p>SC.O.CC.2.9 classify compounds of having an ionic or covalent bonds. SC.O.CC.2.17 determine experimentally the effects of temperature and concentration on solution properties (e.g., solubility, conductivity, or density and colligative properties). SC.O.CC.2.22 compare and contrast the concepts of heat and temperature. SC.O.CC.2.10 predict the polarity of a bond by calculating the electronegativity difference between the two elements in the bond. SC.O.CC.2.25 interpret a phase change diagram.</p> | | |

**GRADE ELEVEN EXTENDED SCIENCE
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

Science Content Standards and Objectives

Standard 3: Application of Science (SC.CC.3)

Students will

- demonstrate the ability to use inquiry process to explore systems, models, and changes.
- demonstrate an understanding of the interdependence between science and technology.
- demonstrate an understanding of the utilization of technology to gather data and communicate designs, results and conclusions.
- demonstrate an understanding of the personal and societal benefits of science, and an understanding of public policy decisions as related to health, population, resource and environmental issues.

Essence of Standard: S.3 demonstrate an understanding of everyday applications and interactions of science and technology.

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|---|---|---|
| <p>SC.O.CC.3.1 synthesize concepts across various science disciplines to better understand the natural world (e.g., form and function, or systems and change over time).</p> <p>SC.O.CC.3.2 investigate, compare and design scientific and technological solutions to address personal and societal problems.</p> <p>SC.O.CC.3.3 communicate experimental designs, results and conclusions using advanced technology tools.</p> <p>SC.O.CC.3.4 collaborate to present research on current environmental and technological issues to predict possible solutions.</p> | <p>SC.CC.3.ES.1 describe the impact of technology on the environment.</p> | <p>SC.PD.CC.3.ES.1 Level IV students perform the following complex task without assistance: Student will</p> <ul style="list-style-type: none"> • determine solutions to environmental problems. EX: determine solution to air pollution – electric cars, car pools. EX: determine solution to water pollution- prevent oil spills, clean up spills. EX: determine solution to trash/litter- recycle, composting, buying recycled products. <p>Level III students perform the following without assistance: Student will</p> <ul style="list-style-type: none"> • describe the impact of technology on the environment. EX: use pictures to identify the impact of water, land and air pollution. EX: describe how impact of solar panels reduces dependence on electricity. EX: describe how trash is reduced through recycling and reuse. |

| Grade Level Objectives | Extended Grade Level Standards | Performance Descriptors |
|--|---------------------------------------|---|
| <p>SC.O.CC.3.5 explore occupational opportunities in science, engineering and technology and evaluate the required academic preparation.</p> <p>SC.O.CC.3.6 given a current science-technology-societal issue, construct and defend potential solutions.</p> | | <p>Level II students perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • recognize causes of pollution. EX: using pictures, match pollutions with their cause: Air pollution- caused by cars and factories Water pollution- caused by factories, oil spills Trash/litter – people. <p>Level I students attempt to perform the following with assistance: Student will</p> <ul style="list-style-type: none"> • identify different types of pollution. EX: use pictures to match water pollution to dead fish; air pollution to smog. |