

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Extended Content Standards: A Support Resource for the Georgia Alternate Assessment

English Language Arts, Mathematics, Science, and Social Studies

High School

2022-2023

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Georgia educators with expertise in teaching students with significant cognitive disabilities

Background

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state's content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics for use beginning with the 2018-2019 school year.

Purpose of the Extended Content Standards Resource Guide

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state's content standards and, when appropriate, their related indicators. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or "extended") from the grade level standard. Each extension is an entry point that demonstrates how educators can teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia educators who work with students with significant disabilities worked toward developing extensions for content standards that appear on the GAA 2.0 Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA 2.0 resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and as a support for assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, and instructional strategies, to appropriately instruct each student and plan for their assessment. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score within the GAA 2.0 assessment.

Overview of Extended Content Standards

Specific skills contained within the extended content standard utilize directional vocabulary. Directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage, which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. It is possible to teach an isolated skill within a level, but there are many benefits to teaching multiple skills within and across levels. Students can gain a deeper understanding of a concept when instructed on multiple skills within a level. By teaching skills across levels, students can learn concepts which will lead to an understanding closer to meeting the general education content standard.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Least Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

Utilizing Extended Content Standards

Utilizing the Extended Content Standards Resource for Instruction

The extended content standards within this resource are appropriate for assisting educators in identifying skills to teach within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/indicator may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

Utilizing the Extended Content Standards Resource for Assessment

The extended content standards are an important resource for both instruction and assessment. Incorporating these extensions into daily instruction will provide opportunities for students to participate in standards-based instruction. It is also important to note that there is a strong linkage between instruction and assessment, as tasks on the GAA 2.0 are aligned to these same extensions.

Providing instruction on the extended content standards does not detract from the importance of individualized instruction, which will continue to be the hallmark of special education. In addition to individualizing instruction on the extended content standards, teachers will need to provide instruction in other skills (e.g., communication, behavioral, life) to meet student needs.

Identifying Current and Possible Future Student Skills

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and in the rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

Implicit Understandings

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant cognitive disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

Additional Considerations

Additional Considerations for Language Extended Content Standards

The Language Extended Content Standards are related to a) the use of conventions of standard English grammar and usage when writing or speaking, b) the use of the conventions of capitalization, punctuation, and spelling when writing, and c) the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text or texts written by the student.

Language 1 and Language 2 standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student skills into the speaking or writing tasks in which the student engages.

For Language Standards, students may utilize adapted communication strategies, adapted text, and/or adapted writing strategies.

Additional Considerations for Reading Foundations and Reading Extended Content Standards

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text: informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the

skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Writing Extended Content Standards

The writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative.

The Georgia Standards of Excellence writing standards in grades 3 – 8 and high school include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. However, the Writing Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student work into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

Additional Considerations for Speaking/Listening Extended Content Standards

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. Speaking/Listening Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to allow student participation in discussions within the classroom and school environment. To complete these

standards, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals.

Additional Considerations for Mathematics Extended Content Standards

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

Additional Considerations for Science Extended Content Standards

The Georgia Standards of Excellence for Science have shifted away from the use of the Characteristics of Science to asking the student to actively engage in Science and Engineering Practices and apply Crosscutting Concepts to deepen the understanding of Core Disciplinary Ideas. The Science Extended Content Standards for GAA assessed grades 5 and 8, and high school courses of Biology and Physical Science reflect this shift. The extensions include learning verbs focused on the involvement of the student in the Science and Engineering Practices, which reflect an understanding of the Core Disciplinary Idea contained in the standard/element. Some extensions involve the use of visual/tactile representations and models, student involvement in scientific investigations (experiments) and the student communicating ideas using their primary mode of communication.

Additional Considerations for Social Studies Extended Content Standards

The Social Studies Extended Content Standards utilize the Georgia Standards of Excellence in grades 5 and 8, and in the High School History and Economics courses. The standards and elements included in the extensions mirror those in the GAA Blueprint.

Several social studies elements relate to the role of people and events within a historical context. These elements require more than the identification of a picture of a person or place. While visual identification may be included within a learning activity, the extensions focus on the importance and role of that person or event within the time period being studied.

Understanding the Format of the Extended Content Standards

Samples of the extended content standards are presented on the next two pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the sample.

Understanding the Format of the Extended Content Standards

		Standard Description								
		▼								
Grade, Subject, Domain ►	High School : ELA Writing (W)									
Standard Abbreviation ►	ELAGSE11-12.W.1									
Indicator /Element Letter ►	c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					◀ Indicator / Element Description				
Level ►	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					◀ Level				
Implementation Text ►	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>					◀ Extended Content Standards				
Extended Content Standards ►	Least Complex ← → Most Complex									
Footer ►	<p>Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.</p> <p>Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.</p>									

Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
 - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
 - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
 - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified components, at a slower pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
 - the student utilizing a preferred and consistent mode of communication; and
 - the student utilizing adapted materials to assist in the production of a written product.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refers to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refers to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted in terms of complexity, format, and/or presentation to meet the needs of the student. In addition, materials can reflect a real-world application so that the content and skill become more relevant to the student.
- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and

often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:

- **Consistent Eye Gaze** in which a student maintains a look at materials/picture/communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
- **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
- **Sign language;**
- **Speech; and**
- **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refer to materials which reflect activities or utilization of skills which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards includes:
- **Informational text**, which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
- **Literary text**, which is fictional and includes dramas, poems, and stories.
- **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

High School: English Language Arts

High School: ELA: Language (L)

ELAGSE9-10.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
Least complex		Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify a phrase based on its function within a given sentence.	Identify a phrase or clause used to convey specific meaning in a sentence.	Complete a sentence using an appropriate phrase or clause to convey specific meaning.	Develop a sentence using a phrase or clause to appropriately convey specific meaning.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
	c. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		
Least complex			
<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify end punctuation and capitalization within writing.	Identify the correct use of end punctuation (period, question mark) in a given sentence. Identify correct use of capitalization (beginning of sentence) in a given sentence.	Identify the correct use of end punctuation (exclamation point) in writing. Identify the correct use of capitalization (personal pronoun "I", names of people, months, and days of the week) in writing.	Produce/Identify writing with correct end punctuation and capitalization (beginning of sentence, personal pronoun "I", names of people, months, days of the week). Identify the correct use of commas (between day and year and between city and state) in writing. Identify the correct use of capitalization (cities, states, and countries) in writing. Identify the correct use of spelling in writing.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Least complex  **Most complex**

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify words that provide a context clue to the meaning of a word/phrase.	Match an unknown word/phrase to a possible meaning found in a given sentence/paragraph.	Identify the word(s) within a text that may provide a context clue to the meaning of an unknown word/phrase.	Define an unknown word/phrase within a sentence using context clues.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Least complex

Most complex

	Identify one use of a word from two examples that depict a word change (e.g., “Turn on a light.” [lamp] and “A cotton ball is lighter than a rock.” [less heavy]).	Identify the meaning of two or more word changes (e.g., “Ali switched on the light.” [illumination source such as a lamp] and “Jon’s sweater is a lighter blue color.” [less vibrant]).	Identify the meaning of three or more word changes (e.g., “We are going to the sensory room for a break.” [relating to the five senses] and “Throwing money away is senseless.” [unwise] and “I sense you are angry.” [upset]).

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Least complex

Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify a reference material.	Use reference materials to identify the part of speech of a word.	Use reference materials to find the meaning of a word.	Use reference materials to clarify the precise meaning of a word as used in a given sentence.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Least complex  **Most complex**

	Complete a sentence by replacing an unknown word/phrase with its definition.	Identify the possible meaning of an unknown word by using meaning to correctly complete a sentence.	Identify whether a possible meaning of a word “makes sense” within the context of a sentence.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
Least complex		Most complex

	<p>Match a figurative word or phrase with possible meaning.</p>	<p>Match an example of a figure of speech (e.g., hyperbole, metaphor, onomatopoeia) used in a text to its meaning.</p> <p>Identify the correct figure of speech to complete a sentence.</p>	<p>Identify the meaning of a figure of speech (e.g., hyperbole, metaphor, onomatopoeia) found within a text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Language (L)

ELAGSE11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Least complex	b. Analyze nuances in the meaning of words with similar denotations.	Most complex

	Identify two words with similar meanings.	Identify three or more words with similar meanings.	Identify a word which provides the best nuance within a context.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
Least complex			Most complex

Make a differentiated response to identify details related to specific questions about an informational text.	Identify specific details from an informational text that address basic comprehension questions (who, what, where, and/or when).	Locate a specific quote or sentence within an informational text to answer explicit (who, what, where, and/or when) questions.	Identify an appropriate inference drawn from an informational text. Identify a statement within an informational text that provides information needed to make an inference (e.g., if the text was about different dogs and their characteristics, “Which one might make the best pet?”). Identify unanswered questions based upon text where matters are left uncertain.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Least complex	Most complex

Make a differentiated response to identify a central idea within an informational text. Make a differentiated response to identify key details that relate to central ideas within an informational text.	Identify a central idea of an informational text. Identify key supporting ideas of a central idea within an informational text. Identify key facts to include in a summary of an informational text.	Complete a statement to describe at least one central idea of an informational text(s). Sequence key supporting details of a central idea within an informational text. Identify and sequence sentences to summarize an informational text.	Identify how at least one central idea or theme of an informational text is supported by key details. Complete sentences to summarize an informational text.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)****may use any high school literature**

ELAGSE11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Least complex	Most complex

Communicate a response to identify an interaction happening in an informational text. Identify materials related to an interaction happening in an informational text.	Identify the connection between key individuals, settings, events, or ideas in an informational text (e.g., individuals who can be found in the same setting). Sequence key events within an informational text.	Sort individuals and corresponding settings and/or events from an informational text. Sequence the development of key individuals, ideas, or events within an informational text.	Sort information about key individuals, ideas, or events by development over the course of an informational text (e.g., beginning, middle, end of the text). Compare information about key individuals, ideas, or events from the beginning to the end of an informational text. Contrast information about key individuals, ideas, or events from the beginning to the end of an informational text.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Least complex	Most complex

Communicate a response giving the meaning of figurative, connotative, and/or technical words and phrases within an informational text. Touch or manipulate materials representing figurative, connotative, and/or technical words and phrases within an informational text.	Locate specific figurative, connotative, or technical words (language that implies meaning without being explicit, or conveys attitudes and feelings) within an informational text. Identify unknown words/phrases within an informational text.	Locate words and phrases in various passages of an informational text. Match words and phrases (figurative, connotative, and/or technical) found in an informational text with sentences/phrases giving the meaning.	Identify words/phrases with figurative, connotative, or technical meanings within an informational text. Identify the meaning of a given word within the context of informational text. Sequence the meanings of key terms within an informational text that change over the course of a text.
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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Least complex	Most complex

	Identify clear and concise sentences from the informational text.	Sort clear and concise sentences from the informational text from sentences that are confusing, unclear, or misleading.	State whether clear or unclear sentences and overall structure within an informational text is largely effective or ineffective.
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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Least complex	Most complex

	Identify the author's point of view or purpose in an informational text.	Identify a point the author makes or a part of the text that contributes to the power, persuasiveness, or beauty of an informational text.	Identify multiple points the author makes or multiple parts of the text that contribute to the power, persuasiveness, or beauty of informational text.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)****may use any high school literature**

ELAGSE11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Least complex	Most complex

Communicate a response to state a preference in choice of media needed to address a question. Touch or manipulate materials representing a choice of informational text, illustration, audio, video, or multimedia version that is most meaningful.	Identify the appropriate piece of informational text which will answer a given question or solve a problem. Identify key pieces of information needed to address a question or solve a problem within a single informational text.	Identify two or more pieces of informational text which will answer a given question or solve a problem. Identify key pieces of information needed to address a question or solve a problem within a piece of informational text and a media presentation.	Compare details and events found in informational text to a media presentation. Contrast details and events found in informational text to a media presentation. State a supported opinion on the effectiveness of different presentations of information. Use two or more pieces of informational text to answer a given question or solve a problem.
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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).
Least complex	

Most complex

Communicate a response to delineate reasoning in seminal U.S. texts.	Identify claims that are supported by reasons and evidence in seminal U.S. texts.	Sort claims in seminal U.S. documents that are supported by reasons and evidence from claims that are not.	Identify and sort claims in seminal U.S. documents that are supported by reasons and evidence from claims that are not.
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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Informational (RI)*

*may use any high school literature

ELAGSE11-12.RI.9	Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.
Least complex	Most complex

Communicate a response to identify a theme of a foundational U.S. document. Identify materials related to the theme of a foundational U.S. document.	Identify the theme or purpose of one foundational U.S. document.	Identify the theme or purpose of two or more foundational U.S. documents. Match supporting details to themes or purposes of one or more foundational U.S. documents.	Compare the themes or purposes of two or more foundational U.S. documents. Contrast the themes or purposes of two or more foundational U.S. documents. Identify supporting details for the theme or purpose of one or more foundational U.S. documents.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

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High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Least complex	Most complex

Make a differentiated response to identify the answer to a question about a literary text.	Identify explicit details from a literary text to address basic comprehension questions (who, what, where, and/or when).	Locate specific details, quotes, or sentence(s) within a literary text to answer explicit (who, what, where, and/or when) questions.	Identify an appropriate inference drawn from a literary text. Identify a statement within a literary text which provides information needed to make an inference. Identify unanswered questions based upon text where matters are left uncertain.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)****may use any high school literature**

ELAGSE11-12.RL.2	Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Least complex	Most complex

Make a differentiated response to identify the theme of a literary text.	Identify a theme and/or central idea of a literary text.	Sequence key supporting details of a theme or central idea within a literary text.	Describe central ideas or themes of a literary text with key supporting details.
Make a differentiated response to identify a key detail of a literary text.	Identify key supporting ideas of a theme or central idea within a literary text.	Identify and sequence sentences to summarize a literary text.	Complete sentences to summarize a literary text.
Make a differentiated response to Identify material related to the central idea of a literary text.	Identify key events or ideas to include in a summary of a literary text.		

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Least complex	Most complex

Make a differentiated response to identify important elements of a literary story or drama.	Identify a connection between two of the following elements in a story or drama: key characters, settings, events, or ideas (e.g., characters who are part of the same event).	Sequence the development of one element (key characters, settings, or events) within a literary text.	Describe how an author develops literary elements (key characters, settings, or events). Identify one impact of the author's choices regarding development and connection of key characters, settings, or events within a literary text.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Least complex	Most complex

Communicate a response stating the meaning of figurative and/or connotative words and phrases within a literary text. Touch or manipulate materials representing figurative and/or connotative words and phrases used within an informational text.	Locate specific figurative or connotative words or phrases (language that implies meaning without being explicit, or conveys attitudes and feelings) within a literary text. Identify unknown words/phrases within a literary text.	Locate words with multiple meanings within a literary text. Match words and phrases (figurative, connotative) found in a literary text with sentences/phrases giving the meaning.	Define identified words/phrases with figurative, connotative, or multiple meanings using the literary text. Sort meanings of words by where they occur in the literary text (e.g., meaning when words are used in the beginning, middle, or end of the story). Identify parts of the literary text that are expressive or beautiful (e.g., makes you feel good; makes the thing they are talking about seem beautiful).
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Least complex	Most complex

	Sequence events in a literary text.	Match specific events/parts of the text to the structure and impact of the literary text (e.g., "Match the text to the beginning or end of the story and whether the impact was funny or sad").	Identify parts of the text that contribute to the overall structure, meaning and/or enjoyment of a literary text (e.g., "What part of the beginning of the story made the reader want to read more?" or "If the story was comedic (funny) or tragic (sad), what was the part of the text that made it funny or sad?"). Identify reasons why the author utilized a tone at different points within a literary text (e.g., "What was the tone at the beginning of the story and why?").
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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Least complex	Most complex

	<p>Identify the point of view of the author in a literary text.</p> <p>Identify the points of view of the characters in a literary text.</p>	<p>Identify examples of satire, sarcasm, irony, or understatement in a literary text.</p>	<p>Compare what is stated in the literary text and what is really meant (e.g., satire, understatement).</p>

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
Least complex	Most complex

Communicate a response to indicate a difference or similarity between two interpretations of the same literary text. Identify materials that indicate a difference or similarity between two interpretations of the same literary text.	Identify key aspects (setting, tone, structure) of a literary story, drama, or poem. Identify key aspects (setting, tone, structure) of one or more interpretations of a literary story, drama, or poem.	Identify common key aspects (setting, tone, structure) of a literary story, drama, or poem and one interpretation. Evaluate key aspects (setting, tone, structure) as found in a literary text and at least one interpretation.	Sort key aspects (setting, tone, structure) as being found in a literary story, drama, or poem. Compare details and events found in a literary story, drama, or poem to at least one interpretation. Contrast details and events found in a literary story, drama, or poem to at least one interpretation.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Reading Literary (RL)*

*may use any high school literature

ELAGSE11-12.RL.9	Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
Least complex	Most complex

	<p>Identify events of a time period and a related literary work written during that time.</p>	<p>Identify literary works and the events of the time period in which they were written (e.g., "Pride and Prejudice" and "Jane Eyre" were both written in the 19th century and included the topic of the importance of identifying a husband).</p>	<p>Compare how work(s) of literature relate(s) to the current events of the time period in which the work was written (e.g., "The Adventures of Huckleberry Finn" [19th century] and "The Great Gatsby" [20th century] both comment on materialism).</p> <p>Contrast how work(s) of literature relate(s) to the current events of the time period in which the work was written (e.g., "The adventures of Huckleberry Finn" [19th century] and "The Great Gatsby" [20th century] focus on different social classes).</p>
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Writing (W)

ELAGSE11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify sentences which introduce a claim. Make a differentiated response to identify details related to a claim introduced in the text.	Identify a claim for a given topic. Identify a group of related ideas showing a claim presented as words or phrases.	Complete statements/sentences that introduce or support a claim. Complete a group of related ideas showing a claim.	Identify sentences that introduce a claim in a given stimulus text . Complete a sentence that introduces an alternate or opposing claim. Identify an organizational structure showing claims and reasons/evidence.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.		
Least complex			
Most complex			
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify sentence(s) that provide support for a claim. Communicate a response which provides an appropriate reason for a claim.	Identify ideas that provide relevant support for a claim in a given sentence.	Complete statements/sentences that provide relevant support for a claim.	Identify sentences that provide relevant support for a counterclaim in a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Least complex	Most complex
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify an object or a word/phrase/clause used to clarify the relationships between claim(s) and reasons.	Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons in a given sentence.
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Complete statements/sentences that use a word/phrase/clause to clarify the relationships between claim(s) and reasons.	Identify sentences using words/phrases/clauses to clarify the relationships between claim(s) and counterclaims.
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
	Identify an appropriate style in a given sentence.	Complete statements/sentences with words which best reflect an appropriate writing style.	Identify sentences to maintain an appropriate writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	e. Provide a concluding statement or section that follows from and supports the argument presented.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>
Make a differentiated response to identify sentences that provide a concluding statement.	Identify concluding statements/sentences for a given argument.	Complete statements/sentences that provide an appropriate conclusion and support the argument presented.	Identify sentences that provide an appropriate conclusion and support the argument presented in a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>
Make a differentiated response to identify statements/sentences that introduce a topic or idea.	Identify a topic.	Complete statements/sentences that introduce a topic. Complete statements/sentences about related information. Complete an appropriate graphic for a specific idea.	Identify sentences to introduce a topic. Identify statements/sentences about related information. Identify headings or graphics to organize/support information and ideas within a text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

High School: ELA: Writing (W)

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	b. Develop the topic thoroughly selecting the most sufficient and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
Least complex			
Most complex			
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>
Make a differentiated response to identify sentences that develop a topic using relevant facts appropriate for the audience.	Identify relevant facts and information for a given topic appropriate for the audience. Identify relevant facts, definitions, concrete details, quotations, or examples for a given topic.	Complete statements/sentences that provide relevant facts and information about a topic appropriate for the audience. Complete statements/sentences that provide relevant facts, definitions, concrete details, quotations, or examples about a topic.	Identify sentences that provide relevant facts and information about a topic appropriate for the audience. Identify sentences that provide relevant facts, definitions, concrete details, quotations, or examples about a topic.

High School: ELA: Writing (W)

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Least complex  **Most complex**

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>
Make a differentiated response to identify statements/sentences that use transitions to link sections of text.	Identify a word/phrase used to link ideas within a given sentence.	Complete statements/sentences that use words/phrases to link ideas/concepts.	Identify sentences that use words/phrases to link complex ideas/concepts.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
d.	Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>
Make a differentiated response to identify a precise or a domain-specific word.	Identify domain-specific vocabulary in a given sentence.	Complete statements/sentences that include domain-specific vocabulary to convey ideas.	Identify sentences that use precise language. Identify sentences that include domain-specific vocabulary to convey ideas.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>
Make a differentiated response to identify statements written in an objective tone.	Identify an appropriate writing style and an objective tone in a given sentence.	Complete statements/sentences using an appropriate writing style and an objective tone.	Identify sentences that maintain an objective tone and an appropriate writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Least complex  **Most complex**

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text on a complex idea or topic:</i>
Make a differentiated response to identify sentences that conclude a written informative/explanatory text.	Identify a concluding sentence for a given topic.	Complete a concluding sentence.	Identify a sentence that provides a logical conclusion for a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify an event sequence. Make a differentiated response to identify statements/sentences that establish a point of view or introduce a character.	Identify an event sequence that relates a smooth progression of experiences. Identify statements/sentences that establish a point of view, introduce a character, or advance the plot.	Complete statements/sentences in an event sequence to relate a smooth progression of experiences. Complete statements/sentences that establish a point of view, introduce a character, or advance the plot.	Develop sentences that establish a point of view, introduce a character, or advance the plot. Create an event sequence to relate a smooth progression of experiences.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Least complex  **Most complex**

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify sentences utilizing narrative techniques such as dialogue or description.	Identify sentences/sections of text that utilize narrative techniques such as dialogue and description to develop characters and events.	Complete sentences/sections of text using narrative techniques such as dialogue, description, and reflection to develop characters and events.	Create narratives by crafting sentences using narrative techniques such as dialogue, description, and reflection to develop characters and events.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
Least complex			
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify a sequence of different events.	Identify a sequence of different events that comprise a narrative.	Complete a sequence of different events that build on one another to comprise a narrative.	Develop a sequence of different events that build on one another to comprise a narrative.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Least complex  **Most complex**

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify important details and sensory language in a narrative piece.	Identify important details and sensory language that convey a vivid picture of characters and events in a narrative piece.	Complete statements/sentences utilizing important details and sensory language to convey a vivid picture of events and characters within a narrative piece.	Identify sentences that use precise language. Develop sentences utilizing important details and sensory language to convey a vivid picture of events and characters within a narrative piece.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Writing (W)

ELAGSE9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Least complex  **Most complex**

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify an object or a statement that concludes a narrative piece.	Identify statements/sentences that conclude a narrative piece.	Complete statements/sentences that provide an appropriate conclusion for a narrative piece.	Develop sentences that provide an appropriate conclusion for a narrative piece.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Least complex  **Most complex**

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Research a topic (e.g., by identifying a relevant sentence). Identify a statement, based upon a text or material being studied, to be utilized within a discussion. Present research within a discussion. Listen to ideas/questions from others before responding.	Research a topic (e.g., by identifying relevant sentences) and present information within a discussion. Introduce the researched topic within a discussion. Listen to ideas/questions from others before responding.	Research and make notes on a topic. Introduce the researched topic within a discussion. Listen to ideas/questions from others before responding.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		
Least complex			

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/ peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	<p>Work with peers to choose the format of a discussion (formal or informal).</p> <p>Identify one rule for collegial discussion while working with peers to choose a format for discussion (formal or informal).</p> <p>Participate in a formal or informal discussion by following at least two of the given rules (e.g., taking turns in conversation, listening when others speak, using eye contact, etc.).</p>	<p>Work with peers to choose the format of a discussion (formal or informal).</p> <p>State at least one rule for collegial discussion while working with peers to set rules for a discussion.</p> <p>Participate in a formal or informal discussion by follow the given rules.</p>	<p>Work with peers to plan the format of a discussion (formal or informal).</p> <p>Identify the roles of individuals within a discussion and decision-making activity.</p> <p>Complete a discussion following a specific role and agreed upon rules.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		
c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify an answer or question to be included in a discussion.</p> <p>Answer a question within a discussion.</p> <p>Provide a comment during a discussion.</p>	<p>Pose questions to maintain a conversation.</p> <p>Respond to questions to maintain a conversation.</p>	<p>Pose and respond to questions to maintain a conversation.</p>	<p>Pose and respond to questions to maintain a conversation.</p> <p>Provide a conclusion to a conversation when the topic has been explored.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		
d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>		
Least complex	Most complex		
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify a summarizing statement to be included in a discussion.</p>	<p>Express own point of view within a discussion. Respond politely to different points of view within a discussion.</p>	<p>Express own point of view with at least one supportive example. Respond politely to different points of view within a discussion. Identify statements made by others which agree with a personal point of view.</p>	<p>Express own point of view and supportive examples within a discussion. Respond politely to different points of view within a discussion. Provide a predetermined vocabulary to respond to different points of view (e.g., “that’s interesting”) within a discussion.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		
Least complex			
<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>	<i>After watching/listening to diverse media presentations AND using the student's primary mode of communication:</i>
	Compare information from two formats (e.g., visual and oral).	Compare and contrast information from at least two formats (e.g., visual, graphic, or oral presentation).	Compare and contrast information from at least three formats (e.g., visual, graphic, or oral presentation).

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.3	Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
	Identify a speaker's point of view. Identify false statements presented by a speaker.	Develop a statement which identifies a speaker's point of view. Identify whether statements made by a speaker are true or false.	Develop a statement which identifies and evaluates a speaker's point of view. Identify exaggerated information presented by a speaker.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
	Present the main points of a topic in a logical sequence.	Present information in a logical sequence with an introduction and supporting details.	Present information in a logical sequence with an introduction, supporting details, and a conclusion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: ELA: Speaking and Listening (SL)

ELAGSE9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
	<p>Identify a multimedia component or visual display to enhance understanding or findings.</p> <p>Utilize multimedia component(s) within a presentation.</p>	<p>Identify multimedia to enhance understanding or findings.</p> <p>Identify multimedia to add interest to a presentation.</p> <p>Utilize multimedia component(s) within a presentation.</p>	<p>Identify multimedia to enhance understanding or findings.</p> <p>Identify multimedia to add interest to a presentation.</p> <p>Utilize multimedia component(s) within a presentation.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

High School: Mathematics

High School : Mathematics: Quantities

MGSE9.12.N.Q.3	<p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. For example, money situations are generally reported to the nearest cent (hundredth). Also, an answers' precision is limited to the precision of the data given.</p>
<p>Least complex</p> <p>Respond differentially when presented with real-world materials about accuracy and appropriateness of measurements. Communicate a response to identify more accurate or more appropriate measurement in real-world situations.</p>	<p>Identify the most appropriate unit of measure to be used in a real-world situation (e.g., measure the length of a grape in cm/m/km, paying with coins/bills).</p> <p>Identify the most accurate measurement to be used in a real-world situation (e.g., nearest cup, $\frac{1}{2}$ cup or $\frac{1}{4}$ cup related to cooking).</p> <p>Identify which degree of accuracy and unit of measurement is accurate and appropriate in a real-world problem which may include estimation and rounding. (e.g., A quotient of 3.5 people would be 4 people. A quotient of \$1.666667 would be \$1.67).</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School : Mathematics: Creating Equations

MGSE9-12.A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions (integer inputs only).		
Least complex			
			Most complex
Respond differentially to materials representing a variable from a number sentence.	<p>Create an equation with objects, pictures, symbols and/or numbers that represents a real-world problem. (e.g., Four people (represented with pictures) want to go to the baseball game. They have two tickets (represented with raffle tickets). How many more tickets do they need to buy? $2 + x = 4$).</p> <p>Solve an equation representing a real-world problem with objects, pictures, symbols, and/or numbers.</p>	<p>Complete an equation with one variable that represents a real-world problem (e.g., Ava needs to earn \$70 to afford a speaker she wants. She has \$40 dollars saved, how much more does she need? _____ + x = 70).</p> <p>Complete an inequality with one variable that represents a real-world problem (e.g., Carlos needs to earn at least \$80 to afford a hotel room for one night. He earns \$9 an hour. How many hours must he work? _____ $x \geq 80$ Carlos must work at least _____ hours.).</p>	<p>Create an equation with one variable and use it to solve a real-world problem (e.g., Ava needs to earn \$80 to afford a speaker she wants. She has \$38 dollars saved, how much more does she need? _____ + x = _____).</p> <p>Create an inequality with one variable and use it to solve a real-world problem (e.g., Carlos needs to earn at least \$80 to afford a hotel room for one night. He earns \$9 an hour. How many hours must he work? _____ $x \geq$ _____ Carlos must work at least _____ hours.).</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School : Mathematics: Creating Equations

MGSE9-12.A.CED.2	<p>Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + \frac{r}{n})^{nt}$ has multiple variables.)</p>		
Least complex	 Most complex		

	<p>Create a number sentence that represents a real-world problem with two variables (e.g. $b + g = 6$ represents the number of boys and girls who ride on a 6 passenger bus, so each time the number of boys changes the number of girls has to change.).</p> <p>Complete a graph that represents an equation by drawing a line to connect the dots representing x and y.</p>	<p>Complete a linear equation with two variables to represent relationships between quantities in a real-world problem (e.g., Add the cost of the candy bar to the following equation $y = \underline{\hspace{2cm}}x$, which represents the cost of a candy bar (m), number of candy bars purchased (x) and the total purchase price (y)).</p> <p>Complete a graph that represents a linear equation by plotting y for different values of x.</p>	<p>Create a linear equation with two variables to represent relationships between quantities in a real-world problem (e.g., create $y = \underline{\hspace{2cm}}x$, which represents the cost of a candy bar (m), number of candy bars purchased (x) and the total purchase price (y)).</p> <p>Complete a graph that represents a linear equation by plotting y for different values of x and drawing a line through the plots.</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School : Mathematics: Reasoning with Equations and Inequalities

MGSE9-12.A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		
Least complex 	Most complex		
<p>Respond differentially when presented with materials representing the solution in a number sentence.</p> <p>Communicate a response needed to solve a linear equation or inequality with one variable.</p> <p>Manipulate materials as they are utilized to solve linear equations or inequalities with one variable.</p>	<p>Solve a number sentence that represents a real-world problem.</p>	<p>Solve a linear equation with one variable that represents a real-world problem (e.g., You live 4 miles from school and you walk at 2 miles per hour. How long will it take you to get to school? $D = ST$ $4 = 2T$).</p> <p>Solve an inequality with one variable that represents a real-world problem.</p>	<p>Solve a linear equation with one variable and constant intercept that represents a real-world problem (e.g., The racing driver is going 60 units per second. He then accelerates at a rate of 30 units per second. He reaches his full speed after 10 seconds. How fast is the car going? $v = at + c$).</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School : Mathematics: Reasoning with Equations and Inequalities

MGSE9-12.A.REI.4	Solve quadratic equations in one variable.
	b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Least complex

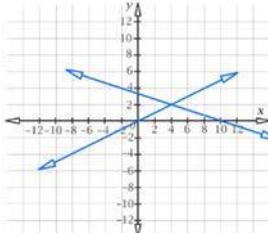
Most complex

	Count the blocks on one side of a given square (e.g., square root of 4 = 2).	Determine the square root by placing given blocks into a perfect square.	Identify whether given amount is a perfect square (e.g., 16 is a perfect square, but 18 is not.)
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High School : Mathematics: Reasoning with Equations and Inequalities

MGSE9-12.A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.		
Least complex			
<p>Respond differentially to identify the intersection of two linear equations when represented graphically.</p> <p>Manipulate materials that represent the intersection of two linear equations.</p>	<p>Given the graph of a system of linear equations, identify the point of intersection as a coordinate.</p>	<p>Identify the graph that shows a point is or is not a solution to a system.</p> 	<p>Given a simple system of linear equations, identify the solution (the solution could be given as "$x = \underline{\hspace{2cm}}$" and $y = \underline{\hspace{2cm}}$" or written as a coordinate pair.).</p>

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High School : Mathematics: Building Functions

MGSE9-12.F.BF.1	Write a function that describes a relationship between two quantities.	
	<p>a. Determine an explicit expression and the recursive process (steps for calculation) from context. <i>For example, if Jimmy starts out with \$15 and earns \$2 a day, the explicit expression "2x+15" can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add \$2 to his total today.</i> $J_n = J_{n-1} + 2, J_0 = 15$</p>	
Least complex		Most complex

Respond differentially when presented with materials representing a number sequence. Communicate a response needed to complete an arithmetic sequence. Manipulate materials as they are utilized to complete an arithmetic sequence.	Given a real-world problem, identify a term in the sequence. Given a real-world problem, complete the steps to find the next value/term.	Given a real-world problem, complete an explicit expression in the form $mx + b$. Given a real-world problem, describe in words or algebraically the steps to find the next value/term.	Given a real-world problem, identify the explicit expression in the form $mx + b$ used to determine any term. Given a real-world problem, identify the steps mathematically to find the value of any term.
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High School : Mathematics: Interpreting Functions

MGSE9-12.F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.		
Least complex			
Respond differentially when presented with materials representing functions, inputs and/or outputs. Communicate a response needed to identify the input (x) and output (y) from a table.	Identify the input (x) and the output (y) in an input-output table (e.g., number of lunches purchased and amount of money spent).	Complete an input-output table when given the input values and the function rule (e.g., purchasing an item from a vending machine and receiving change).	Complete an input-output table when given the input values and the function rule and identify the relationship between two variables in a table (e.g., number of hours, number of miles traveled).

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High School : Mathematics: Interpreting Functions

MGSE9-12.F.IF.4	<p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior.</p>
Least complex	Most complex

<p>Communicate a response needed to identify a key feature or complete a graph of a function.</p> <p>Manipulate materials as they are utilized to complete a graph of a function.</p>	<p>Identify key maximums (e.g., highest or furthest point) on a graph that models the relationship between two qualities (e.g., the height and distance of a ball being thrown into the air).</p>	<p>Identify key minimum or maximum (e.g., highest or furthest point) on a graph that models the relationship between two quantities (e.g., the height and distance of a ball being thrown into the air).</p>	<p>Given a graph, identify 3 key features, minimum or maximum, x-intercept(s) or y-intercept(s).</p> <p>Given three key features (minimum or maximum, x-intercept(s) or y-intercept(s)), identify the corresponding graph.</p>
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High School : Mathematics: Interpreting Functions

MGSE9-12.F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
Least complex	Most complex

	Determine the rise from one point to another point given a graph of a line.	Complete a function table that demonstrates the rate of change in a variable. Determine the rise and run from one point to another point given a graph of a line.	Demonstrate how varying the rate of change in a variable affects the outcome in a function table (e.g., increasing the speed decreases the time needed to arrive at a destination). Determine the average rate of change from one point to another given a graph of a line using the formula: $\frac{y^2 - y^1}{x^2 - x^1}$
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High School: Mathematics: The Real Number System

MGSE9-12.N.RN.2	Rewrite expressions involving radicals (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).		
Least complex			
Respond differentially to identify radicals.	Identify steps needed to add radicals in order to rewrite expressions that use perfect squares. Identify steps needed to subtract radicals in order to rewrite expressions that use perfect squares.	Identify steps needed to add and subtract radicals in order to rewrite expressions that use perfect squares.	Identify steps needed to add or subtract with multiplication of radicals in order to rewrite expressions that use perfect squares.

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High School : Mathematics: Interpreting Categorical and Quantitative

MGSE9-12.S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).		
Least complex			Most complex
<p>Respond differentially when presented with materials being utilized to represent data with plots on the real number line.</p> <p>Communicate a response to identify where data should be placed on a real number line.</p> <p>Manipulate materials as they are utilized to develop a real number line and/or represent data on that line.</p>	<p>Identify the number of dots needed for a single value in a dot plot from data in a frequency table.</p> <p>Identify where one numerical value would be placed on a histogram from data in a tally chart or frequency table.</p>	<p>Identify the corresponding dot plot from data in a frequency table.</p> <p>Complete a histogram by placing numerical data from a tally chart or frequency table.</p>	<p>Identify the corresponding dot plot from data in a list.</p> <p>Identify the corresponding histogram from data in a list.</p>

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High School : Mathematics: Interpreting Categorical and Quantitative

MGSE9-12.S.ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range) of two or more different data sets.		
Least complex	 Most complex		
<p>Respond differentially when presented with materials representing the lowest and highest values of one data set.</p> <p>Communicate a response needed to compare center or spread of two sets of data.</p> <p>Manipulate materials as they are utilized to compare center or spread of two sets of data.</p>	<p>Identify the lowest (least) and highest (most) values of one data set when presented from lowest to highest.</p>	<p>Order a set of values in one data set and identify the median (middle value) and the lowest and highest values.</p>	<p>Calculate the mean (average) and the interquartile range of one or more data sets.</p>

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High School : Mathematics: Interpreting Categorical and Quantitative

MGSE9-12.S.ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
	a. Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, quadratic and exponential models.

Least complex

Most complex

Respond differentially to identify a statement that represents data of two quantitative variables on a scatter plot (i.e. ice cream sales and outside temperature).	Identify the graph that shows the line of best fit.	Identify the line of best fit given data on a scatter plot.	Interpret data from a given scatter plot to solve a real-world problem.
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High School : Mathematics: Interpreting Categorical and Quantitative

MGSE9-12.S.ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.		
	c. Fit a linear function for a scatter plot that suggests a linear association.		
Least complex			Most complex

	Choose the line of best fit on a given scatter plot representing a real-world scenario (e.g., data on the outside temperature and sales of cold drinks in the school coffee shop).	Draw or place the line of best fit on a given scatter plot representing a real-world scenario (e.g., data on the outside temperature and sales of cold drinks in the school coffee shop).	Draw the line of best fit on a scatter plot representing a real-world scenario and determine if the line is increasing or decreasing (e.g., data on the outside temperature and sales of cold drinks in the school coffee shop).
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High School : Mathematics: Circles

MGSE9-12.G.C.2	<p>Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p>		
Least complex			
	<p>Identify appropriate pieces, presented as central angles, to complete a circle (e.g., given a semi-circle, choose the two quadrants needed to make a circle).</p>	<p>Identify relationships of parts of a circle such as the diameter, circumference, tangent and radius. e.g., Use a paper circle and ruler. Fold circle in half (to make semicircles) and measure the straight edge (diameter). Fold in half again (to make quadrants) and measure the length of the straight edge (radius). Compare the diameter and radius ($d = 2r$). e.g., A piece of pizza contains central angles. Focus is on the relationship of the central angles. How many pieces of pizza with a 90 degree angle will fit in the pizza? How many pieces with a 120 degree angle?</p>	<p>Identify relationships between parts of a circle such as central angles, diameter, circumference, arc, radius and chord. e.g., Use a string to compare the length of the diameter and the circumference of a circle with a diameter of 10 inches. ($c = ?d$). e.g., Here are two segments (chords) of different lengths, which is closer to the center of the circle? (Longer is closer to the center) e.g., Draw a straight line touching but not cutting the circle. This is the tangent. The line between the tangent and center is the radius. The radius meets the tangent at a right angle.</p>

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High School : Mathematics: Circles

		<p>e.g., Roll a cylinder across the floor. Wherever the cylinder touches the floor, the floor forms a tangent to the circular cross-section. The radius always meets the tangent at a right angle.</p> <p>e.g., Given a circle, use string to measure the circumference and diameter. How many times will the diameter fit into the circumference? (3 + a little bit)</p>	
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High School : Mathematics: Congruence

MGSE9-12.G.CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).		
Least complex			
Manipulate materials to show transformations of two-dimensional shapes (e.g., such as a turn, flip, slide).	Match two-dimensional shapes which have gone through a single transformation shown in groups of two-dimensional shapes (e.g. rotations of like shapes on a plane).	Match two-dimensional shapes showing more than one type of transformation (e.g., match shapes showing reflections (flip), rotations (turn) or translations (slide)). Differentiate two-dimensional shapes showing transformations that are translations (slide) and stretch (skewed).	Identify transformations in two-dimensional shapes such as reflections (flip), rotations (turn) or translations (slide). Compare transformations that are translations (slide) or stretch (skewed).

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High School : Mathematics: Congruence

MGSE9-12.G.CO.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.		
Least complex 	Most complex		
<p>Respond differentially when presented with materials representing rotations and reflections of two-dimensional shapes.</p> <p>Communicate a response describing the rotation or reflection of two-dimensional shapes.</p> <p>Manipulate a two-dimensional shape to match a given shape.</p>	Identify the single rotation (turn) or reflection (flip) needed to move a shape onto an identical copy of itself.	Identify two transformations (rotation and/or reflections) needed to move a shape onto itself.	Identify three or more transformations (rotations and reflections) which need to be done to move a shape onto itself.

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High School : Mathematics: Congruence

MGSE9-12.G.CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		
Least complex 	Most complex		
<p>Respond differentially when presented with materials representing transformations to identify congruent shapes.</p> <p>Communicate a response to determine if two shapes are congruent.</p> <p>Manipulate materials that represent congruent shapes.</p>	<p>Demonstrate a slide or flip of a two-dimensional figure using manipulatives.</p> <p>Match congruent shapes after rigid motions (e.g. slides) using visuals and/or manipulatives.</p>	<p>Demonstrate a slide, flip or turn of a two-dimensional figure using manipulatives and/or technology.</p> <p>Identify whether two figures are congruent and, if so, the transformation which has been applied.</p>	<p>Demonstrate a specified transformation on a figure (slide, flip or turn) and place/draw the figure in its transformed position.</p> <p>Identify congruent shapes, if any, within groups of three figures and the transformation which has been applied.</p>

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High School : Mathematics: Congruence

MGSE9-12.G.CO.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		
Least complex			
<p>Respond differentially when presented with materials representing transformations to identify congruent triangles.</p> <p>Communicate a response needed to determine if two triangles are congruent.</p> <p>Manipulate materials that represent congruent triangles.</p>	<p>Identify congruent triangles.</p> <p>Match congruent triangles (exactly the same) after rigid motions (e.g. slides).</p>	<p>Identify congruent triangles (exactly the same) after rigid motions (rotations, reflections or slides).</p>	<p>Identify congruent triangles (exactly the same) by comparing angles and sides of triangles that have undergone rigid motions (slide, flip or turn).</p>

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High School : Mathematics: Congruence

MGSE9-12.G.CO.12	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p>		
Least complex			
	<p>Create line segments using beads on a piece of string.</p> <p>Fold an equilateral triangle cutout to bisect an angle.</p> <p>Fold paper the length of a segment to bisect a segment.</p> <p>Construct perpendicular lines and perpendicular bisectors by folding paper.</p>	<p>Complete the perpendicular bisector of a line segment using a straightedge.</p> <p>Complete an angle bisector using a straightedge.</p> <p>Copy a line segment using string.</p> <p>Construct angle bisectors by folding paper triangles.</p>	<p>Construct a line segment using a straightedge and then its perpendicular bisector using a compass and straightedge.</p> <p>Construct an angle bisector using a straightedge and a compass.</p> <p>Construct parallel lines using a straightedge and a compass.</p>

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High School : Mathematics: Equations and Measurement

MGSE9-12.G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		
Least complex			Most complex

	Identify identical cylinders that can be added to make a larger cylinder or a cylinder that can be divided into smaller identical cylinders to solve a problem.	Describe the relationship between two or more cylinders, pyramids, cones or spheres in terms of volumes.	Solve problems involving volume by using understanding of changes in height (e.g., identify that a cylinder with twice the height of another cylinder will hold twice the number of items).

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High School: Mathematics : Modeling with Geometry

MGSE9-12.G.MG.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
Least complex	Most complex

Respond differentially to match a real-life object to a similar geometric shape.	Match real-life objects to similar two-dimensional geometric shape (e.g., a student desktop could be matched to a rectangle, a plate could be matched to a circle) given images of both sets.	Match real-life objects to similar three-dimensional geometric shape, given images of both sets.	Identify a geometric shape, in words, which is similar to a given real-life object (e.g., an image of a paper towel tube is identified as a 'cylinder.')
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High School : Mathematics: Conditional Probability and the Rules of Probability

MGSE9-12.S.CP.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or", "and", "not").
Least complex	Most complex

	Identify events that occur in a specific subset of a given Venn diagram.	Identify events that occur each subset and the union of a given example, such as a Venn diagram.	Identify unions, intersections and complements of a given example, such as a Venn diagram.
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High School : Mathematics: Conditional Probability and the Rules of Probability

MGSE9-12.S.CP.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
Least complex	Most complex

<p>Respond differentially when presented with materials being utilized to find conditional probability.</p> <p>Communicate a response needed to find the conditional probability of an event.</p> <p>Manipulate material (e.g. coin, spinner) to determine the probability of an event.</p>	<p>Determine the probability of an event occurring using a manipulative with 4 possible outcomes (e.g. a spinner).</p>	<p>Determine the probability of two independent single events given more than 4 possible outcomes (e.g., the chances of getting a green M&M and the chances of getting a red M&M from a bag of 6 colors).</p> <p>Determine the probability of an event occurring using a manipulative with decreasing possible results (e.g., given a bag with 6 numbers, what is the probability of pulling on a certain number when one number is taken out with each successive draw?)</p>	<p>Use a tree diagram to determine the probability of an event for three steps given a real life problem with conditional probability (e.g. chances of getting a green M&M from a bag of 12 colored M&Ms).</p>
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High School : Mathematics: Similarity, Right Triangles, and Trigonometry

MGSE9-12.G.SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor.
a.	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

Least complex  Most complex

	Identify the largest of two polygons that have resulted from the dilation of one polygon.	Complete the resulting polygon given graph paper, example polygon, center of dilation, scale factor and dilated coordinates.	Draw the resulting polygon given graph paper, example polygon, center of dilation and scale factor.
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High School : Mathematics: Similarity, Right Triangles, and Trigonometry

MGSE9-12.G.SRT.1	Verify experimentally the properties of dilations given by a center and a scale factor.		
Least complex	b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.		
	Identify a line segment which shows a given change of dilation (e.g., given a dilation and the change of an increase, show the longer line segment).	Identify the scale factor of a figure dilated to a larger scale.	Identify the scale factor of a figure dilated to a smaller scale.

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High School : Mathematics: Similarity, Right Triangles, and Trigonometry

MGSE9-12.G.SRT.2	<p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p>		
Least complex			
<p>Communicate a response needed to determine if two transformed shapes are similar.</p> <p>Manipulate materials that represent transformed similar (increase or decrease in size only) shapes.</p>	<p>Identify similar triangles after similarity transformations from an array of different shapes. (e.g., identify the two right triangles of different sizes from circles and rectangles).</p> <p>Sort similar shapes from a variety of shapes where some are similar (increase or decrease in size only) and some are not (have other differences).</p>	<p>Identify similar shapes (increase or decrease in size only) after similarity transformations.</p> <p>Identify corresponding angles and sides when given similarity transformations.</p>	<p>Compare the angles and sides of a variety of triangles to identify similar triangles (corresponding angles equal and corresponding sides have the same ratio).</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

MGSE9-12.G.SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.		
Least complex			
	<p>Identify similar triangles after similarity transformations from an array of different shapes (e.g., identify the two right triangles of different sizes from circles and rectangles).</p>	<p>Identify similar triangles (increase or decrease in size only) after similarity transformations for a variety of different triangles.</p>	<p>Compare the angles and sides of a variety of triangles to identify similar triangles (corresponding angles equal and corresponding sides have the same ratio).</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Science

High School: Biology:

SB1	Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells.
	a. Construct an explanation of how cell structures and organelles (including nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, Golgi, endoplasmic reticulum, vacuoles, ribosomes, and mitochondria) interact as a system to maintain homeostasis.

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify statements which describe the function of an organelle in a plant or animal cell.	Identify a statement which describes an interaction between two cell structures or organelles.	Identify statements which describe the interaction between two or more cell structures or organelles in maintaining homeostasis.	Develop statements which describe an interaction between two or more cell structures and organelles in maintaining homeostasis.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing / orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB1	Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells.
	b. Develop and use models to explain the role of cellular reproduction (including binary fission, mitosis, and meiosis) in maintaining genetic continuity.

Least complex  **Most complex**

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify the role of cellular reproduction in maintaining genetic continuity.	Use a model to show how one type of cellular reproduction (e.g., binary fission, mitosis, or meiosis) maintains genetic continuity.	Develop a model which shows how one or more types of cellular reproduction (e.g., binary fission, mitosis, and/or meiosis) maintains genetic continuity.	Develop a model and describe how one or more types of cellular reproduction (e.g., binary fission, mitosis, and/or meiosis) maintains genetic continuity.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB1	Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells.		
	c. Construct arguments supported by evidence to relate the structure of macromolecules (carbohydrates, proteins, lipids, and nucleic acids) to their interactions in carrying out cellular processes. (Clarification statement: The function of proteins as enzymes is limited to a conceptual understanding.)		
Least complex			
<i>Using the student's primary mode of communication:</i>	<i>Using the student' primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify observations and statements which support the claim that macromolecules are needed for cellular processes. Communicate an observation which supports the claim that macromolecules are needed for cellular processes.	Identify a statement from evidence which supports the claim that macromolecules are needed for cellular processes.	Identify statements which provide supportive evidence for the interaction between one or more structures of macromolecules in carrying out cellular processes. Develop a statement from evidence which identifies why the structure of macromolecules has an interaction in carrying out cellular processes.	Develop two or more statements from evidence which identify why structures of macromolecules have an interaction in carrying out cellular processes.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB1	Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells.
	d. Plan and carry out investigations to determine the role of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis.

Least complex  **Most complex**

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to determine the role of cellular transport in maintaining homeostasis.	Identify steps needed to determine the role of one type of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis.	Sequence steps needed to identify the role of one type of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis.	Using a model, develop two or more steps needed to identify the role of types of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB1	Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells.		
	e. Ask questions to investigate and provide explanations about the roles of photosynthesis and respiration in the cycling of matter and flow of energy within the cell (e.g., single-celled alga). (Clarification statement: Instruction should focus on understanding the inputs, outputs, and functions of photosynthesis and respiration and the functions of the major sub-processes of each including glycolysis, Krebs cycle, electron transport chain, light reactions, and Calvin cycle.)		
Least complex 	Most complex		

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify questions which will provide information on the role of photosynthesis or respiration within a living thing.	Use a model to identify a question to explain a role of photosynthesis or respiration within a living thing.	Identify a question about the functions and sub-processes of photosynthesis or respiration within a living thing.	Identify a question to explain the roles of photosynthesis and respiration in the cycling of matter and flow of energy within a living thing.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB2	Obtain, evaluate, and communicate information to analyze how genetic information is expressed in cells.
a.	Construct an explanation of how the structures of DNA and RNA lead to the expression of information within the cell via the processes of replication, transcription, and translation.

Least complex

Most complex

Respond differentially to identify statements which describe the structure of DNA in relation to the expression of information within the cell. Respond differentially to identify statements which describe the structure of RNA in relation to the expression of information within the cell. Communicate a response to identify statements which describe the structure of DNA in relation to the expression of information within the cell.	Communicate a response to identify statements which describe the structure of RNA in relation to the expression of information within the cell. Match statements describing one process which leads to the expression of information within the cell to the way that process is shown within the structure of RNA.	Match statements describing two to three processes which lead to the expression of information within the cell to the way that process is shown within the structure of DNA. Match statements describing two to three processes which lead to the expression of information within the cell to the way that process is shown within the structure of RNA.	Develop statements which describe the processes which lead to the expression of information within the cell and the way those processes are shown within the structure of DNA. Develop statements describing the processes which lead to the expression of information within the cell and the way those processes are shown within the structure of RNA.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

Communicate a response to identify statements which describe the structure of RNA in relation to the expression of information within the cell.			
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB2	Obtain, evaluate, and communicate information to analyze how genetic information is expressed in cells.
	<p>b. Construct an argument based on evidence to support the claim that inheritable genetic variations may result from:</p> <ul style="list-style-type: none"> * new genetic combinations through meiosis (crossing over, nondisjunction); *non-lethal errors occurring during replication (insertions, deletions, substitutions); and/or *heritable mutations caused by environmental factors (radiation, chemicals, and viruses).

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
<p>Respond differentially to identify evidence which supports the claim that inheritable genetic variations may result from a variety of factors.</p> <p>Communicate a response to describe evidence which supports the claim that inheritable genetic variations may form from a variety of factors.</p>	<p>Identify statements from evidence which support the claim that inheritable genetic variations may result from a variety of factors.</p>	<p>Develop two statements using given evidence to support the claim that inheritable genetic variations may form from a new genetic combination.</p> <p>Develop two statements using given evidence to support the claim that inheritable genetic variations may form from non-lethal errors during replication or from environmental factors.</p>	<p>Develop two statements using given evidence to support the claim that inheritable genetic variations may form from a variety of factors.</p>

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB2	Obtain, evaluate, and communicate information to analyze how genetic information is expressed in cells.	
	c.	<p>Ask questions to gather and communicate information about the use and ethical considerations of biotechnology in forensics, medicine, and agriculture. (Clarification statement: The element is intended to include advancements in technology relating to economics and society such as advancements may include Genetically Modified Organisms.)</p>

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a question which will provide information on the use of biotechnology in one or more areas (forensics, medicine, and/or agriculture).	Ask a prepared question which will provide information about the use and ethical considerations of biotechnology in one area (forensics, medicine, or agriculture).	Ask two or more prepared questions which will provide information about the use and ethical considerations of biotechnology in one or more areas (forensics, medicine, or agriculture). Ask a prepared question and repeat the information provided regarding the use and ethical consideration of biotechnology in one area (forensics, medicine, agriculture).	Ask one initial and one follow-up question which will provide information about the use and ethical considerations of biotechnology in one or more areas (forensics, medicine, or agriculture). Ask one initial and one follow-up question and repeat the information provided regarding the use and ethical consideration of biotechnology in one area (forensics, medicine, agriculture).

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB3	Obtain, evaluate, and communicate information to analyze how biological traits are passed on to successive generations.
	a. Use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability.

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a question which includes Mendel's law of segregation or independent assortment related to the role of meiosis in reproductive variability.	Ask a prepared question which includes Mendel's law of segregation or independent assortment and will explain the role of meiosis in reproductive variability.	Ask two or more prepared questions which include Mendel's law of segregation and/or independent assortment and will explain the role of meiosis in reproductive variability.	Ask one initial and one follow-up question which include Mendel's law of segregation and/or independent assortment and will explain the role of meiosis in reproductive variability.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB3	Obtain, evaluate, and communicate information to analyze how biological traits are passed on to successive generations.
	b. Use mathematical models to predict and explain patterns of inheritance. (Clarification statement: Students should be able to use Punnett squares (monohybrid and dihybrid crosses) and/or rules of probability, to analyze the following inheritance patterns: dominance, codominance, incomplete dominance.)

Least complex  **Most complex**

	Identify information to include within a mathematical model which will show an inheritance pattern.	Identify information and place in the correct position within a mathematical model which will show an inheritance pattern.	Complete a mathematical model with given information to identify one or more inheritance patterns shown by the data.
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB3	Obtain, evaluate, and communicate information to analyze how biological traits are passed on to successive generations.
	c. Construct an argument to support a claim about the relative advantages and disadvantages of sexual and asexual reproduction.

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify one or more statements which describe an advantage and disadvantage of sexual or asexual reproduction. Communicate a response to support a given claim on the relative advantages or disadvantages of sexual or asexual reproduction.	Identify statements which support the claim of the relative advantages and disadvantages of sexual reproduction. Identify statements which support the claim of the relative advantages and disadvantages of asexual reproduction.	Develop two statements which support the claim of the relative advantages and disadvantages of sexual reproduction. Develop two statements which support the claim of the relative advantages and disadvantages of asexual reproduction.	Develop three or more statements which support the claim of the relative advantages and disadvantages of sexual reproduction in given situations. Develop three or more statements which support the claim of the relative advantages and disadvantages of asexual reproduction in given situations.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

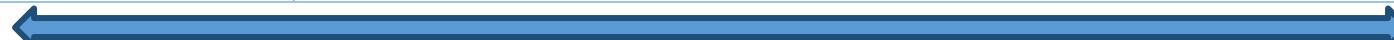
Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB4	<p>Obtain, evaluate, and communicate information to illustrate the organization of interacting systems within single-celled and multi-celled organisms.</p> <p>a. Construct an argument supported by scientific information to explain patterns in structures and function among clades of organisms, including the origin of eukaryotes by endosymbiosis. Clades should include: *archaea *bacteria * eukaryotes * fungi * plants * animals (Clarification statement: This is reflective of 21st century classification schemes and nested hierarchy of clades and is intended to develop a foundation for comparing major groups of organisms. The term 'protist' is useful in describing those eukaryotes that are not within the animal, fungal or plant clades but the term does not describe a well-defined clade or a natural taxonomic group.)</p>
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Least complex



Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify scientific information which supports the claim that archaea, bacteria, or eukaryotes play a role in clades.	Identify statements from scientific information which describes a pattern in structures or functions among clades of organisms.	Develop a statement using scientific information describing a pattern in structure and how that pattern is shown among clades of organisms. Develop a statement using scientific information describing a pattern in function and how that pattern is shown among clades of organisms.	Develop two or more statements using scientific information to describe how a pattern in structures and/or function is shown among clades of organisms.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB4	Obtain, evaluate, and communicate information to illustrate the organization of interacting systems within single-celled and multi-celled organisms.		
	b. Analyze and interpret data to develop models (i.e., cladograms and phylogenetic trees) based on patterns of common ancestry and the theory of evolution to determine relationships among major groups of organisms.		
Least complex			
<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
	Identify a pattern of common ancestry used in a model to show a relationship among a major group of organisms.	Identify the data used to develop a model that shows patterns of common ancestry among major groups of organisms.	Compare models based on patterns of common ancestry to determine the model developed from data sets.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB4	Obtain, evaluate, and communicate information to illustrate the organization of interacting systems within single-celled and multi-celled organisms.
c.	Construct an argument supported by empirical evidence to compare and contrast the characteristics of viruses and organisms.

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify evidence which describes the characteristics of viruses and organisms.	Identify a statement from given evidence which describe similarities in the characteristics of viruses and organisms. Identify a statement from given evidence which describe differences in the characteristics of viruses and organisms.	Develop a statement from given evidence which support similarities in the characteristics of viruses and organisms. Develop a statement from given evidence which support differences in the characteristics of viruses and organisms.	Identify evidence needed to support similarities in the characteristics of viruses and organisms. Identify evidence needed to support differences in the characteristics of viruses and organisms.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB5	Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.			
	a.	Plan and carry out investigations and analyze data to support explanations about factors affecting biodiversity and populations in ecosystems. <i>(Clarification statement: Factors include population size, carrying capacity, response to limiting factors, and keystone species.)</i>		
Least complex				Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to collect data about one factor affecting biodiversity and populations in an ecosystem. Communicate a response to identify one or more steps needed to collect data about one factor affecting biodiversity and populations in an ecosystem.	Identify and sequence steps needed to collect data about one factor affecting biodiversity and populations in an ecosystem.	Identify and sequence steps needed to collect data about two factors affecting biodiversity and populations in an ecosystem.	Identify and sequence steps needed to collect data which will be used in the explanation of the impact of multiple factors affecting biodiversity and populations in an ecosystem.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB5	Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.		
	<p>b. Develop and use models to analyze the cycling of matter and flow of energy within ecosystems through the processes of photosynthesis and respiration.</p> <ul style="list-style-type: none"> *Arranging components of a food web according to energy flow. *Comparing the quantity of energy in the steps of an energy pyramid. *Explaining the need for cycling of major biochemical elements (C, O, N, P, and H). 		
Least complex			

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify the flow of energy from one item to another within an ecosystem. Communicate a response to identify the flow of energy from one item to another within an ecosystem.	Use a model to identify the flow of energy within an ecosystem. Use a model to identify the flow of energy in a simple energy pyramid.	Use a model to create a food web with given specific components to show the flow of energy within an ecosystem. Develop a model of an energy pyramid with given items showing quantity of energy use through a series of more/less decisions.	Given specific components, develop a model of a food web to show the flow of energy within an ecosystem. Develop a model of an energy pyramid with given items showing quantity of energy used from most to least.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB5	Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.
Least complex	c. Construct an argument to predict the impact of environmental change on the stability of an ecosystem.



Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
	Identify statements which describe the impact of environmental change on the stability of an ecosystem.	Develop two statements to describe the impact of environmental change on the stability of an ecosystem and why that change may occur.	Develop three or more statements to describe the impact of environmental change on the stability of an ecosystem and why those changes may occur.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB5	Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.		
	d. Design a solution to reduce the impact of a human activity on the environment. (Clarification statement: Human activities may include chemical use, natural resources consumption, introduction of non-native species, greenhouse gas production.)		
Least complex			

Respond differentially to identify one or more components needed to design a solution to reduce the impact of a given human activity on the environment.	Identify multiple components needed to design a solution to reduce the impact of a given human activity on the environment.	Connect an aspect of the impact of a given human activity on the environment with a part of a possible solution. Identify a solution for a given human activity from a number of possible solutions.	Design a basic solution, which reduces the impact of a given human activity on the environment.
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB5	Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.		
	e. Construct explanations that predict an organism's ability to survive within changing environmental limits (e.g., temperature, pH, drought, fire).		
Least complex			
<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
	Identify statements which predict an organism's ability to survive within changing environmental limits.	Develop a statement which predicts an organism's ability to survive within changing environmental limits.	Develop two or more statements which predict an organism's ability to survive within changing environmental limits.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB6	Obtain, evaluate, and communicate information to assess the theory of evolution.
a.	Construct an explanation of how new understandings of Earth's history, the emergence of new species from pre-existing species, and our understanding of genetics have influenced our understanding of biology.

Least complex  **Most complex**

Respond differentially to identify statements which describe how new scientific understandings (of Earth's history, emergence of new species from pre-existing species, or understanding of genetics) have influenced our understanding of biology.	Identify statements which describe how new scientific understandings (of Earth's history, emergence of new species from pre-existing species, and/or understanding of genetics) have influenced our understanding of biology.	Develop two or more statements which describe how new scientific understandings in one area (of Earth's history, emergence of new species from pre-existing species, or understanding of genetics) have influenced our understanding of biology.	Develop two or more statements which describe how new scientific understandings in two areas (of Earth's history, emergence of new species from pre-existing species, or understanding of genetics) have influenced our understanding of biology.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB6	Obtain, evaluate, and communicate information to assess the theory of evolution.		
	b. Analyze and interpret data to explain patterns in biodiversity that result from speciation.		
Least complex			

Respond differentially to identify data which provides information on patterns in biodiversity that result from speciation. Communicate a response to identify data which provides information on patterns in biodiversity that result from speciation.	Identify key data which show a change in biodiversity that results from speciation.	Identify two or more changes in biodiversity that are a result of speciation. Organize (sequence, combine) pieces of data that will support a pattern in biodiversity as a result of speciation.	Identify one possible pattern within data of changes in biodiversity as a result of speciation.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB6	Obtain, evaluate, and communicate information to assess the theory of evolution.			
	c.	Construct an argument using valid and reliable sources to support the claim that evidence from comparative morphology (analogous vs. homologous structures), embryology, biochemistry (protein sequence) and genetics support the theory that all living organisms are related by way of common descent.		
Least complex			Most complex	
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	
Respond differentially to identify statements from given resources which support the claim that comparative morphology and genetics support living organisms. Communicate a statement from given resources which supports the claim that comparative morphology and genetics support living organisms.	Identify statements from given resources which support the claim that evidence from one area of biological study (comparative morphology, embryology, biochemistry or genetics) supports the theory of living organisms.	Develop two statements from given resources which support the claim that evidence from one area of biological study (comparative morphology, embryology, biochemistry or genetics) supports the theory of living organisms.	Develop three or more statements from given resources which support the claim that evidence from more than one area of biological study (comparative morphology, embryology, biochemistry or genetics) supports the theory of living organisms.	

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB6	Obtain, evaluate, and communicate information to assess the theory of evolution.
d.	Develop and use mathematical models to support explanations of how undirected genetic changes in natural selection and genetic drift have led to changes in populations of organisms. (Clarification statement: Element is intended to focus on basic statistical and graphic analysis. Hardy Weinberg would be an optional application to address this element.)

Least complex**Most complex**

	Identify information to include within a mathematical model to support explanations of how undirected genetic changes or genetic drift has led to changes in organism populations.	Identify information and place in the correct position within a mathematical model to support explanations of how undirected genetic changes or genetic drift has led to changes in organism populations.	Complete a mathematical model with given information to support explanations of how undirected genetic changes or genetic drift has led to changes in organism populations.
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Biology:

SB6	Obtain, evaluate, and communicate information to assess the theory of evolution.
e.	Develop a model to explain the role natural selection plays in causing biological resistance (e.g., pesticides, antibiotic resistance, and influenza vaccines).

Least complex  **Most complex**

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify the role of natural selection in causing biological resistance.	Use a model to show the role of natural selection in causing biological resistance in response to one factor (e.g., pesticide, antibiotics, vaccines).	Develop a model to identify the role of natural selection in causing biological resistance in response to one or more factors (e.g., pesticide, antibiotics, vaccines).	Develop a model and describe the role of natural selection in causing biological resistance in response to one or more factors (e.g., pesticide, antibiotics, vaccines).

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS1	Obtain, evaluate, and communicate information from the Periodic Table to explain the relative properties of elements based on patterns of atomic structure.
a.	Develop and use models to compare and contrast the structure of atoms, ions and isotopes. (Clarification statement: Properties include atomic number, atomic mass and the location and charge of subatomic particles.)

Least complex

Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify a model as the structure of an atom, ion, or isotope.	Use a model to identify parts of the structure of atoms, ions, and isotopes related to atomic number, atomic mass, or location and charge of subatomic particles.	Develop a model which identifies the similarities between atoms, ions, and/or isotopes by one property.	Develop a model which identifies similarities among atoms, ions, and isotopes by different properties.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS1	Obtain, evaluate, and communicate information from the Periodic Table to explain the relative properties of elements based on patterns of atomic structure.
	<p>b. Analyze and interpret data to determine trends of the following:</p> <ul style="list-style-type: none"> *Number of valence electrons *Types of ions formed by main group elements *Location and properties of metals, nonmetals, and metalloids *Phases at room temperature

Least complex



Most complex

Respond differentially to identify data which could be used to determine trends in the number of valence electrons, types of ions formed by main group elements, location and properties of metals, nonmetals, and metalloids, or phases at room temperature of elements within the Periodic Table. Communicate a response to identify data which could be used to determine trends in the number of valence electrons, types of ions formed, location and properties of metals, nonmetals, and metalloids, or phases at room temperature of elements within the Periodic Table.	Identify key data which provides information which could be used to determine trends in the number of valence electrons, types of ions formed by main group elements, location and properties of metals, nonmetals, and metalloids, or phases at room temperature of elements within the Periodic Table.	Organize pieces of data to determine one trend (in the number of valence electrons, types of ions formed by main group elements, location and properties of metals, nonmetals, and metalloids, or phases at room temperature of elements) within the Periodic Table.	Organize pieces of data to determine at least two different trends (in the number of valence electrons, types of ions formed by main group elements, location and properties of metals, nonmetals, and metalloids, and/or phases at room temperature of elements) within the Periodic Table.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS1	Obtain, evaluate, and communicate information from the Periodic Table to explain the relative properties of elements based on patterns of atomic structure.
Least complex	c. Use the Periodic Table as a model to predict the above properties of main group elements.

Least complex  **Most complex**

Respond differentially to identify one property (the number of valence electrons, types of ions formed, location and properties of metals, nonmetals, and metalloids, or phases at room temperature) of the main group elements.	Use the Periodic Table to identify one property of the main group elements.	Use the Periodic Table to predict one property of the main group elements.	Use the Periodic Table to predict at least two properties of the main group elements.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS2	Obtain, evaluate, and communicate information to explain how atoms bond to form stable compounds.	
	a.	Analyze and interpret data to predict properties of ionic and covalent compounds. (Clarification statement: Properties are limited to types of bonds formed, elemental composition, melting point, boiling point, and conductivity.)

Least complex

Most complex

Respond differentially to identify data which provides information on properties of ionic and covalent compounds.	Identify data needed to predict properties of either ionic or covalent compounds.	Identify data needed to predict properties of ionic and covalent compounds.	Identify patterns within data to predict trends in the properties of given compounds.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS2	Obtain, evaluate, and communicate information to explain how atoms bond to form stable compounds.		
	b. Develop and use models to predict formulas for stable, binary ionic compounds based on balance of charges.		
Least complex	 Most complex		

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
	Use a model to predict formulas for stable, binary ionic compounds based on balance of charges.	Identify information needed to create a model to predict formulas for stable binary ionic compounds based on balance of charges.	Complete a model to predict formulas for stable binary ionic compounds based on balance of charges.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS2	Obtain, evaluate, and communicate information to explain how atoms bond to form stable compounds.
c.	Use the International Union of Pure and Applied Chemistry (IUPAC) nomenclature for translating between chemical names and chemical formulas. (Clarification statement: Limited to binary covalent and binary ionic, containing main group elements, compounds but excludes polyatomic ions.)

Least complex

Most complex

Respond differentially to identify the cation (metal) and the anion (nonmetal) in ionic compounds containing main group elements for given chemical name or chemical formula.	Use the IUPAC nomenclature to name binary ionic or covalent compounds containing main group elements when the formula is given. Use the IUPAC nomenclature to give the formula of binary ionic or covalent compounds containing main group elements when the name is given.	Use the IUPAC nomenclature to name binary ionic or covalent compounds containing main group elements when either a name or formula is given.	Translate between chemical names and chemical formulas of binary ionic and covalent compounds containing main group elements using a chart or graphic organizer.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS3	Obtain, evaluate, and communicate information to support the Law of Conservation of Matter.
a.	Plan and carry out investigations to generate evidence supporting the claim that mass is conserved during a chemical reaction.

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to determine whether mass is conserved during a chemical reaction.	Identify and sequence steps needed to determine whether mass is conserved during a chemical reaction.	Identify and sequence steps needed to show the conservation of mass during a chemical reaction.	Identify and sequence steps needed to show the conservation of mass during different chemical reactions.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS3	Obtain, evaluate, and communicate information to support the Law of Conservation of Matter.	
	b. Develop and use a model of a chemical equation to illustrate how the total number of atoms is conserved during a chemical reaction. (Clarification statement: Limited to chemical equations that include binary ionic and covalent compounds and will not include equations containing polyatomic ions.)	

Least complex

Most complex

<i>Using a visual/tactile representation of a chemical equation:</i>	<i>Using a visual/tactile representation of a chemical equation:</i>	<i>Using a visual/tactile representation of a chemical equation:</i>	<i>Using a visual/tactile representation of a chemical equation:</i>
Respond differentially to identify the total number of atoms present before and after a chemical reaction.	Identify whether the same number and type of atoms are present before and after a given chemical reaction.	Identify the number and type of atoms which should be present in the chemical equation after a reaction.	Balance the number and type of atoms which are present in a chemical equation after a reaction.

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS4	Obtain, evaluate, and communicate information to explain the changes in nuclear structure as a result of fission, fusion and radioactive decay.
a.	Develop a model that illustrates how the nucleus changes as a result of fission and fusion.

Least complex

Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify components of a model of either fission (separating a nucleus) or fusion (combining nuclei).	Develop a model with given components to demonstrate either fission (separating a nucleus) or fusion (combining nuclei).	Develop a model with given components to demonstrate fission (separating a nucleus) and fusion (combining nuclei).	Identify components necessary and develop a model to demonstrate fission (separating a nucleus) and fusion (combining nuclei).

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS4	Obtain, evaluate, and communicate information to explain the changes in nuclear structure as a result of fission, fusion and radioactive decay.
b.	Use mathematics and computational thinking to explain the process of half-life as it relates to radioactive decay. (Clarification statement: Limited to calculations that include whole half-lives.)

Least complex

Most complex

	Identify information to include within a mathematical model (exponential graph) which will allow the identification of the half-life of a substance.	Identify information to include and place it correctly within a mathematical model (exponential graph) which will allow the identification of the half-life of a substance.	Use a mathematical model (exponential graph) or computational thinking (mathematical calculations from data provided) to determine the half-life of a substance.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS4	Obtain, evaluate, and communicate information to explain the changes in nuclear structure as a result of fission, fusion and radioactive decay.
c.	Construct arguments based on evidence about the applications, benefits, and problems of nuclear energy as an alternative energy source.

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify statements supporting or refuting the use of nuclear energy as an alternative energy source. Communicate a response supporting or refuting the use of nuclear energy as an alternative energy source.	Identify statements from given evidence which support an application or benefit of nuclear energy as an alternative energy source. Identify statements from given evidence which support the identification of a problem of nuclear energy as an alternative energy source.	Develop statements from given evidence which support an application or benefit of nuclear energy as an alternative energy source. Develop statements from given evidence which support the identification of a problem of nuclear energy as an alternative energy source.	Develop three or more statements from self-selected evidence which supports or refutes the use of nuclear energy as an alternative energy source.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS5	Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular motion.
	a. Ask questions to compare and contrast models depicting the particle arrangement and motion in solids, liquids, gases, and plasmas.

Least complex

Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify questions which will provide information about particle arrangement or motion in one or two phases of matter.	Ask a prepared question to identify particle arrangement within a model of a phase of matter. Ask a prepared question to identify particle motion within a model of a phase of matter.	Ask two or more prepared questions to identify particle arrangement within a model of two or more phases of matter. Ask two or more prepared questions to identify particle motion within a model of two or more phases of matter. Ask two or more prepared questions to identify differences in particle arrangements or motion within a model of multiple phases of matter. Ask two or more prepared questions to identify similarities in particle arrangements or motion within a model of multiple phases of matter.	Ask one initial and one follow-up question to identify particle arrangement within a model of two or more phases of matter. Ask one initial and one follow-up question to identify particle motion within a model of two or more phases of matter. Ask one initial and one follow-up question to identify similarities in particle arrangement or motion within a model of multiple phases of matter.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

			Ask one initial and one follow-up question to identify differences in particle arrangement or motion within a model of multiple phases of matter.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS5	Obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular motion.	
	<p>b. Plan and carry out investigations to identify the relationships among temperature, pressure, volume, and density of gases in closed systems. (Clarification statement: Using specific Gas laws to perform calculations is beyond the scope of this standard; emphasis should focus on the conceptual understanding of the behavior of gases rather than calculations.)</p>	

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to observe the relationship between temperature, pressure, volume, and/or density of gases in a closed system. Communicate a response to identify one or more steps needed to observe the relationship between temperature, pressure, volume, and/or density of gases in a closed system.	Identify and sequence steps needed to observe the relationship between two conditions (temperature, pressure, volume, density of gases) in a closed system.	Identify and sequence steps needed to observe two relationships between two conditions (temperature, pressure, volume, density of gases) in a closed system.	Identify and sequence steps needed to observe more than two relationships between two conditions (temperature, pressure, volume, density of gases) in a closed system.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS6	Obtain, evaluate, and communicate information to explain the properties of solutions.
a.	Develop and use models to explain the properties (solute/solvent, conductivity, and concentration) of solutions.

Least complex

Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify one or more properties within a given model of a solution. Communicate a response to describe a property within a given model of a solution.	Identify properties and place them in the correct position within a model of a solution.	Use a model of a solution to explain one property (solute/solvent, conductivity, or concentration) of a solution.	Use a model of a solution to explain two or more properties (solute/solvent, conductivity, and/or concentration) of a solution.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS6	Obtain, evaluate, and communicate information to explain the properties of solutions.	
Least complex	b. Plan and carry out investigations to determine how temperature, surface area, and agitation affect the rate solutes dissolve in a specific solvent.	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to show the effect of a specific factor (temperature, surface area, or agitation) on the rate a solute dissolves in a specific solvent. Communicate a response to describe one or more steps needed to show the effect of a specific factor (temperature, surface area, or agitation) on the rate a solute dissolves in a specific solvent.	Identify and sequence steps needed to determine the effect of one factor (temperature, surface area, or agitation) on the rate two solutes dissolve in a specific solvent.	Identify and sequence steps needed to determine the effect of multiple independent factors (temperature, surface area, and/or agitation) on the rate a solute dissolves in a specific solvent.	Identify and sequence steps needed to determine the effect of multiple independent factors (temperature, surface area, and/or agitation) on the rate different solutes dissolve in a specific solvent.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS6	Obtain, evaluate, and communicate information to explain the properties of solutions.	
Least complex	c. Analyze and interpret data from a solubility curve to determine the effect of temperature on solubility.	Most complex

Respond differentially to identify data from a solubility curve which indicate the impact of a change in temperature on solubility.	Identify key data from a solubility curve which provide information on the effect of temperature on solubility.	Identify a solution as saturated, supersaturated, or unsaturated when given a solubility curve and temperature.	Identify the temperature at which a solution will be saturated, supersaturated, or unsaturated when given a solubility curve and temperature.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS6	Obtain, evaluate, and communicate information to explain the properties of solutions.	
	d. Obtain and communicate information to explain the relationship between the structure and properties (e.g., pH, and color change in the presence of an indicator) of acids and bases. <i>(Clarification statement: Limited to only the structure of simple acids and bases (e.g., HCl and NaOH) that demonstrates the presence of an H⁺ or OH⁻.)</i>	

Least complex

Most complex

Respond differentially to identify information which will describe the structure and properties of acids and bases.	Identify statements from different sources which describe the relationship between structure and properties of acids and bases.	Identify two pieces of information from different sources which describe the relationship between the structure and properties of acids and bases.	Describe the relationship between the structure and properties of acids and bases based upon information obtained.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS6	Obtain, evaluate, and communicate information to explain the properties of solutions.
e.	Plan and carry out investigations to detect patterns in order to classify common household substances as acidic, basic, or neutral.

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to determine whether a common household substance is acidic, basic, or neutral. Communicate a response to describe one or more steps needed to determine whether a common household substance is acidic, basic, or neutral.	Identify and label common household substances as acidic, basic, or neutral.	Identify steps needed to classify common household substances as acidic, basic, or neutral.	Identify and sequence steps needed to classify common household substances as acidic, basic, or neutral.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS7	Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.		
	a. Construct explanations for energy transformations within a system. (Clarification statement: Types of energy to be addressed include chemical, mechanical, electromagnetic, light, sound, thermal, electrical, and nuclear.)		
Least complex	 Most complex		

Respond differentially to identify the way energy is transformed within a given system. Communicate a response to identify the way energy is transformed within a given system.	Match statements describing a given system and the way energy is transformed within it.	Match statements describing given systems with the way energy is transformed within each system.	Develop statements describing different systems and the way energy is transformed within each system.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS7	Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.
	b. Plan and carry out investigations to describe how molecular motion relates to thermal energy changes in terms of conduction, convection, and radiation.

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to demonstrate how thermal energy flows (conduction in solids, convection in liquids, and radiation through space) in terms of molecular motion.	Identify and sequence steps needed to demonstrate how thermal energy flows in at least one medium (conduction in solids, convection in liquids, radiation through space) in terms of molecular motion.	Identify and sequence steps needed to demonstrate how thermal energy flows in at least two mediums (conduction in solids, convection in liquids, radiation through space) in terms of molecular motion.	Identify and sequence steps needed to demonstrate how thermal energy flows (conduction in solids, convection in liquids, radiation through space) in terms of molecular motion.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS7	Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.
c.	Analyze and interpret specific heat data to justify the selection of a material for a practical application (e.g., insulators and cooking vessels).

Least complex

Most complex

Respond differentially to identify data which could be used to select a material for a practical application. Communicate a response to identify data which could be used to select a material for a practical application.	Identify key heat data which provides information which could be used to make a decision about a practical application (i.e., in which material was the most heat transmitted?). Identify one change in heat data when the material is changed (i.e., was more heat absorbed or transmitted when the material was changed?).	Organize pieces of heat data given different materials to show the amount of heat retained or lost.	Organize pieces of heat data to identify the materials with the greatest likelihood to be useful within a practical application.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS7	Obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.
	d. Analyze and interpret data to explain the flow of energy during phase changes using heating/cooling curves.

Least complex

Most complex

Respond differentially to identify sections of a cooling/heating curve that correspond to a phase or a phase change of a substance.	Identify sections of a cooling/heating curve that correspond to a phase or a phase change of a substance.	Match statements describing phase and/or the change of phase of matter with data provided by a cooling/heating curve.	Develop statements supported by evidence provided by a cooling/heating curve describing the phase or phase change of matter as energy flows in or out of the system.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS8	Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.
a.	Plan and carry out an investigation to analyze the motion of an object using mathematical and graphical models. <i>(Clarification statement: Mathematical and graphical models could include distance, displacement, speed, velocity, time and acceleration.)</i>

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
<p>Respond differentially to identify one or more steps needed to create a graph of the motion of an object.</p> <p>Respond differentially to identify data within a graphical model needed to analyze the motion of an object.</p> <p>Communicate a response to describe data within a graphical model needed to analyze the motion of an object.</p>	<p>Identify and sequence steps needed to create a distance vs. time graph of the motion of an object.</p> <p>Identify sections of the distance vs. time graph in which the object is moving away or towards the observer.</p>	<p>Identify and sequence steps needed to create distance vs. time and speed vs. time graphs of the motion of an object.</p> <p>Identify sections of the distance vs. time graph in which the object is moving away or towards the observer and in the speed vs. time graph in which the object has a constant speed or is speeding up or down.</p>	<p>Identify the sequence of steps needed to create a graph of motion of an object to describe its motion (distance, speed, acceleration in time).</p>

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS8	Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.
b.	Construct an explanation based on experimental evidence to support the claims presented in Newton's three laws of motion. (Clarification statement: Evidence could demonstrate relationships among force, mass, velocity, and acceleration.)

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to an explanation of the results of an experiment of the motion of an object based on at least one of Newton's laws of motion.	Match explanations describing results from an experiment to at least one of Newton's laws of motion.	Match explanations describing results from an experiment to one or more of Newton's laws of motion.	Develop an explanation describing results from an experiment that are supported by at least two of Newton's laws of motion.

Newton's First Law: An object at rest will remain at rest unless acted on by an unbalanced force. An object in motion continues to be in motion with the same speed and in the same direction unless acted upon by an unbalanced force.

Newton's Second Law: Acceleration is produced when a force acts on a mass. The greater the mass (of the object being accelerated) the greater the amount of force needed to accelerate the object.

Newton's Third Law: For every action, there is an equal and opposite reaction.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS8	Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.	
Least complex	c. Analyze and interpret data to identify the relationship between mass and gravitational force for falling objects.	Most complex

Respond differentially to identify data which indicates the relationship between mass and gravitational force.	Identify key data needed to identify the relationship between mass and gravitational force for falling objects.	Organize pieces of data to identify the relationship between mass and gravitational force for falling objects.	Compare the effect of weight and falling speed for two objects based on data provided (object's mass, separation between object and planet's center, and gravitational force).
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS8	Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.	
Least complex	d. Use mathematics and computational thinking to identify the relationships between work, mechanical advantage, and simple machines.	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
	<p>Identify information needed to complete a mathematical computation showing the impact of simple machines on work within a given situation.</p> <p>Identify the impact of a simple machine on work when given a mathematical computation based on a given situation.</p>	<p>Identify information needed to complete a mathematical computation showing the impact and mechanical advantage of a simple machine within a given situation.</p> <p>Identify the mechanical advantage of a simple machine when given a mathematical computation based on a given situation.</p>	<p>Identify information needed to complete a mathematical computation showing the impact of various simple machines and the mechanical advantage of each.</p> <p>Identify the mechanical advantage on work when given mathematical computations related to various situations with and without using simple machines.</p>

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS9	Obtain, evaluate, and communicate information to explain the properties of waves.	
	a.	Analyze and interpret data to identify the relationships among wavelength, frequency, and energy in electromagnetic waves and amplitude and energy in mechanical waves.
Least complex		Most complex

Respond differentially to identify data which demonstrates properties of electromagnetic waves. Respond differentially to identify data which demonstrates properties of mechanical waves.	Identify the data needed to compare the amount of energy carried by electromagnetic waves. Identify the data needed to compare the amount of energy carried by mechanical waves.	Organize data to compare the amount of energy carried by electromagnetic waves of different wavelengths and frequencies. Organize data to compare the amount of energy carried by mechanical waves of different amplitudes.	Organize data to identify the impact of wavelength and frequency on energy in electromagnetic waves. Organize data to identify the impact of amplitude and energy in mechanical waves.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS9	Obtain, evaluate, and communicate information to explain the properties of waves.	
Least complex	b. Ask questions to compare and contrast the characteristics of electromagnetic and mechanical waves.	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify questions which will provide information about characteristics of electromagnetic and mechanical waves.	Ask a prepared question to identify characteristics of electromagnetic and mechanical waves.	Ask two or more prepared questions to identify differences in electromagnetic and mechanical waves. Ask two or more prepared questions to identify similarities in electromagnetic and mechanical waves.	Ask one initial and one follow-up question to identify differences in electromagnetic and mechanical waves. Ask one initial and one follow-up question to identify similarities in electromagnetic and mechanical waves.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS9	Obtain, evaluate, and communicate information to explain the properties of waves.	
	c.	Develop models based on experimental evidence that illustrate the phenomena of reflection, refraction, interference, and diffraction.
Least complex		Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify pieces of evidence which illustrate the phenomena of reflection, refraction, interference, or diffraction.	Identify pieces of evidence (e.g., medium, barrier, wavelength) needed to develop a model of one wave phenomena.	Identify pieces of evidence (e.g., medium, barrier, wavelength) needed to develop a model of two or more wave phenomena.	Identify pieces of evidence (e.g., medium, barrier, change in wave) needed and develop a model of one wave phenomena.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS9	Obtain, evaluate, and communicate information to explain the properties of waves.	
	d.	Analyze and interpret data to explain how different media affect the speed of sound and light waves.
Least complex		Most complex

Respond differentially to identify pieces of data which indicate changes in the speed of sound or light waves in given media.	Identify pieces of data which indicate changes in the speed of sound or light waves in given media.	Organize pieces of data to identify changes in the speed of sound and light waves in the same media. Identify the impact shown by data of a given media on the speed of sound or light waves.	Organize pieces of data to identify changes in the speed of sound and light waves in a variety of different media. Identify the impact shown by data of two or more media on the speed of sound and light waves.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS9	Obtain, evaluate, and communicate information to explain the properties of waves.
e.	Develop and use models to explain the changes in sound waves associated with the Doppler Effect.

Least complex

Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify components needed to create a model demonstrating the Doppler Effect.	Identify components needed to create a model demonstrating the Doppler Effect.	Identify and place components into a model demonstrating the Doppler Effect. Identify the changes in sound waves associated with the Doppler Effect when given a model.	Develop a model which demonstrates the Doppler Effect. Describe the changes in sound waves associated with the Doppler Effect when given a model.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS10	Obtain, evaluate, and communicate information to explain the properties of and relationships between electricity and magnetism.
	a. Use mathematical and computational thinking to support a claim regarding relationships among voltage, current, and resistance.

Least complex  **Most complex**

	<p>Identify information to include within a mathematical or graphic model which shows a relationship among voltage, current, and resistance.</p> <p>Identify whether a given mathematical or graphic model supports a claim regarding the relationship among voltage, current, and resistance.</p>	<p>Identify information and place in the correct position within a mathematical or graphic model which will identify relationships among voltage, current, and resistance.</p> <p>Identify the claim supported by a mathematical or graphic model showing the relationship among voltage, current, and resistance.</p>	Complete a mathematical or graphic model with given information to identify relationships among voltage, current, and resistance.
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Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS10	Obtain, evaluate, and communicate information to explain the properties of and relationships between electricity and magnetism.	
	b.	Develop and use models to illustrate and explain the conventional flow (direct and alternating) of current and the flow of electrons in simple series and parallel circuits. <i>(Clarification statement: Advantages and disadvantages of series and parallel circuits should be addressed.)</i>

Least complex

Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify components necessary to develop models of series and parallel circuits. Communicate a response to describe the conventional flow of current and electrons in a model of a simple series or parallel circuit.	Identify components necessary to develop models of series and parallel circuits. Identify the conventional flow of current and the flow of electrons in a given model of a simple series or parallel circuit.	Identify components and develop a model of a simple series and parallel circuit. Describe the conventional flow of current and electrons in given models of simple series and parallel circuits. Identify the advantages or disadvantages of a series and parallel circuit in given models.	Develop a model of a simple series and parallel circuit, including showing the conventional flow of current and electrons. Describe the advantages or disadvantages of a series and parallel circuit in given models.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

SPS10	Obtain, evaluate, and communicate information to explain the properties of and relationships between electricity and magnetism.	
	c. Plan and carry out investigations to determine the relationship between magnetism and the movement of electrical charge. (Clarification statement: Investigations could include electromagnets, simple motors, and generators.)	

Least complex

Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify and sequence at least one step needed to use magnets to create the movement of electric charge.	<p>Identify and sequence steps needed to use magnets to create an electric current within an electromagnet, simple motor, or generator.</p> <p>Identify the movement of electrical charge caused by magnetism when using an electromagnet, simple motor, or generator.</p>	<p>Identify and sequence steps needed to use magnets to create an electric current within two different items (e.g., electromagnet, simple motor, and/or generator).</p> <p>Identify the movement of electrical change caused by magnetism within at least two different devises (e.g., electromagnet, simple motor, and/or generator).</p> <p>Identify the formation of a magnetic field when an electrical current is present.</p>	<p>Describe the relationship between magnetism and movement of electrical charge shown in the use of an electromagnet, simple motor, and/or generator.</p> <p>Describe the relationship between the electrical current and the formation of a magnetic field.</p>

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

High School: Social Studies

High School: Social Studies: United States History

SSUSH1	Compare and contrast the development of English settlement and colonization during the 17th Century.		
a.	Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.		
Least complex			Most complex

	Identify mercantilism, trans-Atlantic trade, raw materials, manufactured goods, and colonies.	Describe mercantilism, trans-Atlantic trade, and colonies. Describe why England developed colonies. Identify a benefit of mercantilism. Identify the roles of the trans-Atlantic trade and colonies in mercantilism.	Identify the effects or importance of mercantilism, trans-Atlantic trade, and colonies. Describe the roles of the trans-Atlantic trade and colonies in mercantilism.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH1	Compare and contrast the development of English settlement and colonization during the 17th Century.	
	b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.	
Least complex		Most complex

Respond differentially to identify aspects (e.g., reasons established, impact of location and place, relations with American Indians, economic development) of the development of the Southern Colonies. Communicate a response to describe aspects (e.g., reasons established, impact of location and place, relations with American Indians, economic development) of the development of the Southern Colonies.	Identify one main characteristic (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the Southern Colonies.	Identify two characteristics (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the Southern Colonies.	Describe two characteristics (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the Southern Colonies.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH1	Compare and contrast the development of English settlement and colonization during the 17th Century.
c.	Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

Least complex  **Most complex**

Respond differentially to identify aspects (e.g., reasons established, impact of location and place, relations with American Indians, economic development) of the development of the New England Colonies. Communicate a response to describe aspects (e.g., reasons established, impact of location and place, relations with American Indians, economic development) of the development of the New England Colonies.	Identify one main characteristic (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the New England Colonies.	Identify two characteristics (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the New England Colonies.	Describe two characteristics (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the New England Colonies.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH1	Compare and contrast the development of English settlement and colonization during the 17th Century.	
	d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.	
Least complex		Most complex

Respond differentially to identify aspects (e.g., reasons established, impact of location and place, relations with American Indians, economic development) of the development of the Mid-Atlantic Colonies. Communicate a response to describe aspects (e.g., reasons established, impact of location and place, relations with American Indians, economic development) of the development of the Mid-Atlantic Colonies.	Identify one main characteristic (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the Mid-Atlantic Colonies.	Identify two characteristics (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the Mid-Atlantic Colonies.	Describe two characteristics (e.g., reasons established, impact of location and place, relations with American Indians, economic development) related to the development of the Mid-Atlantic Colonies.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH2	Describe the early English colonial society and investigate the development of its governance.		
a.	Describe European cultural diversity including the contributions of different ethnic and religious groups.		
Least complex			Most complex

Respond differentially to identify the contributions of one ethnic or religious group in early English colonial society (e.g., Pilgrims, Puritans, Quakers). Communicate a response to describe the contributions of one ethnic or religious group in early English colonial society (e.g., Pilgrims, Puritans, Quakers).	Match aspects of European cultural diversity to the group found in early English colonial society (e.g., Pilgrims, Puritans, Quakers). Identify the contribution of one ethnic or religious group in English colonial society (e.g., Pilgrims, Puritans, Quakers).	Sort aspects of European cultural diversity by the groups found in early English colonial society (e.g., Pilgrims, Puritans, Quakers). Identify the contributions of two ethnic or religious groups in English colonial society (e.g., Pilgrims, Puritans, Quakers).	Describe aspects of European cultural diversity found in early English colonial society (e.g., Pilgrims, Puritans, Quakers). Describe the contributions of ethnic or religious groups in English colonial society (e.g., Pilgrims, Puritans, Quakers).
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High School: Social Studies: United States History

SSUSH2	Describe the early English colonial society and investigate the development of its governance.
b.	Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.

Least complex  Most complex

	Identify growth of the African population in the early English colonial society as a result of the Middle Passage.	Identify one or more cultural contributions of the African population to early English colonial society.	Describe the Middle Passage. Describe one or more cultural contributions of the African population to early English colonial society.

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High School: Social Studies: United States History

SSUSH2	Describe the early English colonial society and investigate the development of its governance.		
	c. Describe different methods of colonial self-governance in the period of Salutary Neglect.		
Least complex	 Most complex		
<p>Respond differentially to identify one method of colonial self-governance (i.e., charters and colonial legislation).</p> <p>Communicate a response to describe one method of colonial self-governance (i.e., charters and colonial legislation).</p>	<p>Identify one method of colonial self-governance (i.e., charters and colonial legislation).</p>	<p>Identify two methods of colonial self-governance (i.e., charters and colonial legislation).</p>	<p>Describe two methods of colonial self-governance (i.e., charters and colonial legislation).</p>

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High School: Social Studies: United States History

SSUSH2	Describe the early English colonial society and investigate the development of its governance.		
	d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.		
Least complex			Most complex

Respond differentially to identify the impact of the Great Awakening in early English colonial society. Communicate a response to describe the impact of the Great Awakening in early English colonial society.	Identify the impact of the Great Awakening related to the creation of unity in the colonies. Identify the impact of the Great Awakening related to challenging traditional authority within the colonies.	Identify the impact of the Great Awakening in creating unity and challenging traditional authority within the colonies.	Describe the impact of the Great Awakening in creating unity and challenging traditional authority within the colonies.
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High School: Social Studies: United States History

SSUSH3	Analyze the causes of the American Revolution.
	a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
Least complex	Most complex

Respond differentially to identify aspects of the French and Indian War which laid the groundwork for the American Revolution. Respond differentially to identify aspects of the 1763 Treaty of Paris which laid the groundwork for the American Revolution. Communicate a response to describe outcomes of the French and Indian War and/or the 1763 Treaty of Paris which laid the groundwork for the American Revolution.	Match statements about how the French and Indian War and the 1763 Treaty of Paris influenced the American Revolution with the correct event.	Identify how the French and Indian War and/or the 1763 Treaty of Paris influenced the American Revolution.	Describe how the French and Indian War and/or the 1763 Treaty of Paris influenced the American Revolution.
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High School: Social Studies: United States History

SSUSH3	Analyze the causes of the American Revolution.
b.	Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
Least complex	

Respond differentially to identify a response of the Sons and Daughters of Liberty or the Committees of Correspondence to the Proclamation of 1763, the Stamp Act, and/or the Intolerable Acts. Communicate a response to describe the responses of the Sons and Daughters of Liberty and/or the Committees of Correspondence in response to the Proclamation of 1763, the Stamp Act, and/or the Intolerable Acts.	Match responses of the Sons and Daughters of Liberty and Committees of Correspondence to the appropriate British act (Proclamation of 1763, the Stamp Act, and the Intolerable Acts).	Identify responses of the Sons and Daughters of Liberty and Committees of Correspondence to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts.	Describe responses of the Sons and Daughters of Liberty and Committees of Correspondence to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts.
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High School: Social Studies: United States History

SSUSH3	Analyze the causes of the American Revolution.		
	c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.		
Least complex	 Most complex		
Respond differentially to identify important aspects of Common Sense related to the American Revolution movement (i.e. plain language, challenging British government and monarchy).	Identify important aspects of Common Sense which supported the movement for independence (i.e. plain language, challenging British government and monarchy).	Describe importance aspects of Common Sense which supported the movement for independence (i.e. plain language, challenging British government and monarchy).	Describe how aspects of Common Sense supported the movement for independence (i.e. plain language, challenging British government and monarchy).

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High School: Social Studies: United States History

SSUSH4	Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.
a.	Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.

Least complex  **Most complex**

Communicate a response to describe the arguments made for independence/against monarchy rule within the Declaration of Independence. Respond differentially to identify the role of Thomas Jefferson and/or the Committee of Five in the development of the Declaration of Independence.	Sequence the sections within the Declaration of Independence. Match statements from the Declaration of Independence with arguments for independence and against monarchy rule. Match the roles of Thomas Jefferson and the Committee of Five in the development of the Declaration of Independence with the person/group.	Identify intellectual sources which had an impact on the development of the Declaration of Independence. Identify statements within the Declaration of Independence which support independence or describe the arguments against monarchy rule. Identify the roles of Thomas Jefferson and the Committee of Five in the development of the Declaration of Independence.	Describe intellectual sources which had an impact on the development of the Declaration of Independence. Describe the organization of the Declaration of Independence. Describe the roles of Thomas Jefferson and the Committee of Five in the development of the Declaration of Independence.
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High School: Social Studies: United States History

SSUSH4	Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.	
	b.	Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
Least complex		Most complex

Respond differentially to identify important aspects of the French Alliance within American independence. Communicate a response to describe the diplomatic acts of Benjamin Franklin and John Adams.	Identify reasons for the French alliance and foreign assistance within the American Revolution. Identify the diplomatic acts of Benjamin Franklin and John Adams.	Describe reasons for the French alliance and foreign assistance within the American Revolution. Describe the diplomatic acts of Benjamin Franklin and John Adams.	Describe the impact of the French alliance and other foreign assistance within the American Revolution. Describe the impact of diplomatic acts of Benjamin Franklin and John Adams.
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High School: Social Studies: United States History

SSUSH4	Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.
c.	Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.

Least complex

Most complex

	<p>Identify the role of George Washington as a military leader within the American Revolution.</p> <p>Match statements regarding the influences of Baron von Steuben and the Marquis de LaFayette on George Washington to the correct person.</p>	<p>Identify the actions of George Washington which lead to the creation of a professional military.</p> <p>Describe the influences of Baron von Steuben or the Marquis de LaFayette on George Washington as a military leader.</p>	<p>Describe the actions of George Washington which lead to the creation of a professional military.</p> <p>Describe the influences of Baron von Steuben and the Marquis de LaFayette on Washington as a military leader.</p> <p>Describe the significance of Valley Forge in the creation of a professional military.</p>
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High School: Social Studies: United States History

SSUSH4	Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.		
	d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.		
Least complex	 Most complex		
Respond differentially to identify the role of geography in the Battle of Trenton (crossing the Delaware), Battle at Saratoga (failed attempt to split the colonies), and the Battle at Yorktown (British control of New York City).	Identify the role of geography in the Battle of Trenton (crossing the Delaware), Battle of Saratoga (failed attempt to split the colonies), and Battle at Yorktown (British control of New York City).	Describe the role of geography in the Battle of Trenton (crossing the Delaware), Battle of Saratoga (failed attempt to split the colonies), and Battle of Yorktown (British control of New York City).	Describe how geography played a role in the Battle of Trenton (crossing the Delaware), Battle of Saratoga (failed attempt to split the colonies), and Battle of Yorktown (British control of New York City).

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High School: Social Studies: United States History

SSUSH4	Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.		
e.	Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.		
Least complex			Most complex

Respond differentially to identify the role of women, American Indians, enslaved Blacks or free Blacks in the American Revolution. Communicate a response to describe the role of women, American Indians, enslaved Blacks or free Blacks in the American Revolution.	Sort statements about the role of women, American Indians, enslaved Blacks and free Blacks in the war effort to the correct group.	Identify the roles of women, American Indians, enslaved Blacks or free Blacks in the war effort.	Describe the role of women, American Indians, enslaved Blacks or free Blacks in the war effort.
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High School: Social Studies: United States History

SSUSH4	Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.		
Least complex	f. Explain the significance of the Treaty of Paris, 1783.		
	Identify the countries involved in the Treaty of Paris, 1783.	Identify the countries involved in and the purpose of the Treaty of Paris, 1783.	Identify the countries involved in, the purpose, and the outcomes of the Treaty of Paris, 1783.

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High School: Social Studies: United States History

SSUSH5	Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.		
	a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.		
Least complex			
Least complex	Most complex		
Respond differentially to identify statements which describe the strengths of the Articles of Confederation.	Sort statements related to the Articles of Confederation, Land Ordinance of 1785, and the Northwest Ordinance of 1787 to their influence on westward migration, slavery, public education or the addition of new states.	Identify the strengths of the Articles of Confederation. Identify ways the Articles of Confederation, Land Ordinance of 1785, and the Northwest Ordinance of 1787 impacted westward migration, slavery, public education and the addition of new states.	Describe the strengths of Articles of Confederation, including the Land Ordinance of 1785 and the Northwest Ordinance of 1787. Describe how the Articles of Confederation, Land Ordinance of 1785, and the Northwest Ordinance of 1787 impacted westward migration, slavery, public education and the addition of new states.

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High School: Social Studies: United States History

SSUSH5	Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.
	b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

Least complex  **Most complex**

Respond differentially to identify weaknesses in the Articles of Confederation. Communicate a response to describe how Daniel Shays' Rebellion called for a stronger central government.	Identify key weaknesses in the Articles of Confederation which led to the call for a stronger central government. Identify the ways Daniel Shays' Rebellion led to a call for a stronger central government.	Describe weaknesses in the Articles of Confederation which led to the call for a stronger central government. Describe why Daniel Shays' Rebellion called for a stronger central government.	Explain how weaknesses in the Articles of Confederation led to arguments for a stronger central government. Explain how Daniel Shays' Rebellion called for a stronger central government.
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High School: Social Studies: United States History

SSUSH5	Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.		
	c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.		
Least complex 			Most complex

<p>Respond differentially to identify the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.</p> <p>Communicate a response to identify the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.</p>	Identify the Great Compromise, limited government, and the Three-Fifths Compromise.	Describe the Great Compromise, limited government, or the Three-Fifths Compromise.	Identify the purpose and/or importance of the Great Compromise, limited government, or the Three-Fifths Compromise.
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High School: Social Studies: United States History

SSUSH5	Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.	
	d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, The Federalist Papers, and the roles of Alexander Hamilton and James Madison.	
Least complex		Most complex

<p>Respond differentially to identify whether an argument provided during the ratification of the Constitution was made by the Federalists or Anti-Federalists.</p> <p>Communicate a response to describe the roles of Alexander Hamilton and James Madison in the ratification of the Constitution.</p>	<p>Match statements regarding arguments made by the Anti-Federalists and Federalists during the debate on ratification of the Constitution with the correct group.</p> <p>Match statements regarding the roles of Alexander Hamilton and James Madison in the debate on ratification of the Constitution with the correct person.</p>	<p>Sort statements regarding arguments made by the Anti-Federalists and Federalists during the debate on ratification of the Constitution with the correct group.</p> <p>Sort statements regarding the roles of Alexander Hamilton and James Madison in the debate on ratification of the Constitution with the correct person.</p> <p>Describe The Federalist Papers.</p>	<p>Describe the arguments made by the Anti-Federalists and Federalists during the debate on ratification of the Constitution.</p> <p>Describe the roles of Alexander Hamilton and James Madison in the ratification of the Constitution.</p> <p>Describe the arguments in The Federalist Papers during the debate on ratification of the Constitution.</p>
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High School: Social Studies: United States History

SSUSH5	Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.
e.	Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.

Least complex

Most complex

Respond differentially to identify key protections within the Bill of Rights.	Identify key protections within the Bill of Rights (i.e., the right to assemble, the freedom of speech).	Identify key protections within the Bill of Rights (i.e., the right to a trial by jury, protections against self-incrimination).	Describe key protections within the Bill of Rights (i.e., the right to a trial by jury, protections against self-incrimination).
		Describe key protections within the Bill of Rights (i.e., the right to assemble, the freedom of speech).	Describe key issues solved by the Bill of Rights (i.e., power of states, rights of the people).

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High School: Social Studies: United States History

SSUSH6	Analyze the challenges faced by the first five presidents and how they responded.		
Least complex	a. Examine the presidency of Washington, including the precedents he set.		
Respond differentially to identify an aspect of the presidency of Washington. Communicate a response to describe one aspect of the presidency of Washington.	Identify precedents set by Washington for future presidents.	Describe precedents set by Washington for future presidents.	Describe how Washington set precedents for future presidents.

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High School: Social Studies: United States History

SSUSH6	Analyze the challenges faced by the first five presidents and how they responded.		
Least complex	b. Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.		
Respond differentially to identify challenges faced or actions taken by John Adams as president.	<p>Identify challenges faced by John Adams as president.</p> <p>Match statements about challenges faced with actions taken by John Adams as president.</p>	<p>Describe challenges faced by John Adams as president.</p> <p>Match statements about challenges faced with actions taken by John Adams as president.</p>	Describe challenges faced by John Adams as president and his response to those challenges.

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High School: Social Studies: United States History

SSUSH6	Analyze the challenges faced by the first five presidents and how they responded.
c.	Explore Jefferson's expansion of presidential power including the purchase and exploration of the Louisiana Territory.
Least complex	Most complex

Respond differentially to identify actions of Thomas Jefferson as president.	<p>Identify challenges faced by Thomas Jefferson as president.</p> <p>Match statements about challenges faced with actions taken by Thomas Jefferson as president.</p>	<p>Describe challenges faced by Thomas Jefferson as president.</p> <p>Match statements about challenges faced with actions taken by Thomas Jefferson as president.</p> <p>Identify actions taken by Thomas Jefferson as president which increased presidential power.</p>	Describe challenges faced by Thomas Jefferson as president and his response to those challenges.
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High School: Social Studies: United States History

SSUSH6	Analyze the challenges faced by the first five presidents and how they responded.
d.	Explain James Madison's presidency in relation to the War of 1812 and the war's significance in the development of a national identity.
Least complex	Most complex

Respond differentially to identify actions of James Madison as president. Communicate a response to describe the causes of the War of 1812 and James Madison's response.	Identify challenges faced by James Madison as president. Match statements about issues in relation to the War of 1812 with actions taken by James Madison as president.	Describe challenges faced by James Madison as president. Match statements about challenges faced with actions taken by James Madison as president. Identify actions taken by James Madison as president in relation to the War of 1812.	Describe the challenges faced by James Madison as president and his response to those challenges. Describe actions taken by James Madison as president in relation to the War of 1812.
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High School: Social Studies: United States History

SSUSH6	Analyze the challenges faced by the first five presidents and how they responded.		
Least complex	e. Explain James Monroe's presidency in relation to the Monroe Doctrine.		
Respond differentially to identify actions of James Monroe as president. Communicate a response to describe major ideas included in the Monroe Doctrine.	Identify challenges faced by James Monroe as president. Identify major ideas included in the Monroe Doctrine.	Describe challenges faced by James Monroe as president. Match statements about challenges faced with actions taken by James Monroe as president. Identify the issues which lead to the Monroe Doctrine and James Monroe's responses as president.	Describe challenges faced by James Monroe as president and his response to those challenges. Describe the issues which lead to the Monroe Doctrine and James Monroe's responses as president.

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High School: Social Studies: United States History

SSUSH7	Investigate political, economic, and social developments during the Age of Jackson.	
	a.	Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
Least complex		Most complex

Respond differentially to identify the characteristics of Jacksonian Democracy. Communicate a response to describe characteristics of Jacksonian Democracy.	Match statements describing Jacksonian Democracy with the aspect (suffrage, states' rights, and the Indian Removal Act) they represent.	Identify the aspects of Jacksonian Democracy in terms of expanding suffrage, states' rights, and the Indian Removal Act.	Describe the aspects of Jacksonian Democracy in terms of expanding suffrage, states' rights, and the Indian Removal Act.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH7	Investigate political, economic, and social developments during the Age of Jackson.
b.	Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
Least complex	Most complex

Respond differentially to identify statements related to the American System. Communicate a response to describe industrial and economic connections which took place in the North, South, and West during the Age of Jackson.	Match descriptions of the aspects of the American System with the aspect it describes.	Describe aspects of the American System. Identify industrial and economic connections between the North, South and West during the Age of Jackson.	Describe the American System. Describe industrial and economic connections between the North, South and West during the Age of Jackson.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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High School: Social Studies: United States History

SSUSH7	Investigate political, economic, and social developments during the Age of Jackson.
c.	Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
Least complex	Most complex

Respond differentially to identify characteristics of the Second Great Awakening. Communicate a response to describe characteristics of the Second Great Awakening.	Match statements regarding thoughts during the Second Great Awakening with social reform movements of the time.	Sort statements regarding thoughts during the Second Great Awakening with social reform movements of the time. Describe the thoughts during the Second Great Awakening and their impact on one social reform movement during that time.	Describe the thoughts during the Second Great Awakening and their impact on more than one social reform movement during that time.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

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High School: Social Studies: United States History

SSUSH7	Investigate political, economic, and social developments during the Age of Jackson.
d.	Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

Least complex

Most complex

Respond differentially to identify issues in American politics regarding slavery.	Match statements regarding slave rebellions and rise of abolitionism with the correct group.	Identify why slavery was an issue in American politics. Identify the purpose of slave rebellions and abolitionism.	Describe why slavery was an issue in American politics. Describe the purpose of slave rebellions and abolitionism.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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High School: Social Studies: United States History

SSUSH8	Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
a.	Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.

Least complex  Most complex

Respond differentially to identify the purpose of the Missouri Compromise.	Identify the purpose of the Missouri Compromise related to the admission of states from the Louisiana Territory.	Identify the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.	Describe the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH8	Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
b.	Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
Least complex	Most complex

Respond differentially to identify the actions of James K. Polk as president in relation to Manifest Destiny.	<p>Identify actions of James K. Polk as president.</p> <p>Identify statements related to the idea of Manifest Destiny.</p> <p>Match statements about Manifest Destiny with actions taken by James K. Polk as president.</p>	<p>Describe the actions of James K. Polk as president.</p> <p>Identify actions taken by James K. Polk as president which support the fulfillment of Manifest Destiny.</p>	<p>Describe actions taken by James K. Polk as president which support the fulfillment of Manifest Destiny.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH8	Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
c.	Analyze the impact of the Mexican War on growing sectionalism.

Least complex  Most complex

Respond differentially to identify statements describing sectionalism (disagreement over slavery in new states).	Identify characteristics of sectionalism. Sort statements regarding the results of the Mexican War as having an impact on sectionalism.	Describe sectionalism. Identify the impact of the growth of sectionalism on the United States. Identify the results of the Mexican War which had an impact on sectionalism.	Describe the impact of the Mexican War on sectionalism.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH8	Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
Least complex	d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth. 

Most complex

Respond differentially to identify statements describing the Compromise of 1850.	Identify the Compromise of 1850.	Describe the Compromise of 1850. Identify the issues which led to the Compromise of 1850.	Describe how the Compromise of 1850 addressed issues of territorial expansion and population growth.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH8	Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.
e.	Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

Least complex  **Most complex**

<p>Respond differentially to identify the impact of one or more events (Kansas-Nebraska Act, failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, election of 1860) leading to the Civil War.</p>	<p>Match statements about the Kansas-Nebraska Act, failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, election of 1860 with the correct event.</p> <p>Identify the impact of two events (Kansas-Nebraska Act, failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, election of 1860) leading to the Civil War.</p>	<p>Identify the impact of more than two events (Kansas-Nebraska Act, failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, election of 1860) leading to the Civil War.</p>	<p>Describe the impact of two or more events (Kansas-Nebraska Act, failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, election of 1860) leading to the Civil War.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH9	Evaluate key events, issues, and individuals related to the Civil War.	
	a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	
Least complex		Most complex

Respond differentially to identify the importance of the growing economic disparity between the North and the South. Communicate a response to identify the importance of the growing economic disparity between the North and the South.	Identify North, South, population, railroads, and industry. Identify characteristics of the North and the South.	Identify the reasons for the growing economic disparity between the North and the South based on specific economic characteristics. Describe the characteristics of the North and the South.	Describe the growing economic disparity between the North and the South based on specific characteristics. Identify the importance of the growing economic disparity between the North and the South.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH9	Evaluate key events, issues, and individuals related to the Civil War.	
	b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.	
Least complex		Most complex

Respond differentially to identify the actions of Lincoln as president during the Civil War. Communicate a response to describe the purpose for one or more actions made by Lincoln during the Civil War (e.g., using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, delivering the Gettysburg Address, delivering the Second Inaugural Address).	Match statements regarding Lincoln's purpose to the correct event (e.g., using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, delivering the Gettysburg Address, delivering the Second Inaugural Address).	Identify Lincoln's purpose for using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, delivering the Gettysburg Address, and delivering the Second Inaugural Address.	Describe Lincoln's purpose for using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, delivering the Gettysburg Address, and delivering the Second Inaugural Address.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH9	Evaluate key events, issues, and individuals related to the Civil War.
c.	Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
Least complex	Most complex

Respond differentially to identify the influence of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, or Jefferson Davis during the Civil War. Communicate a response to describe the influence of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, or Jefferson Davis during the Civil War.	Match statements regarding the influence of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis to the correct person. Identify the influence of two Civil War individuals (Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, or Jefferson Davis).	Identify the influences of three or more Civil War individuals (Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, or Jefferson Davis). Describe the influence of two Civil War individuals (Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, or Jefferson Davis).	Describe the influence of more than two Civil War individuals (Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, or Jefferson Davis).
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH9	Evaluate key events, issues, and individuals related to the Civil War.
d.	Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.
Least complex	Most complex

Respond differentially to identify the importance of key battles (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta) in the Civil War. Communicate a response to describe the importance of key battles (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta) in the Civil War. Touch and/or manipulate materials to indicate the location and importance of key events (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta) in the Civil War.	Match statements regarding the importance of key battles within the Civil War (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta) with the battle. Match statements regarding the impact of location of key battles within the Civil War (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta) with the battle.	Identify the importance of key battles within the Civil War (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta). Identify the impact of location on key battles within the Civil War (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta).	Describe the importance of key battles within the Civil War (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta). Describe the impact of location on key battles within the Civil War (Fort Sumter, Antietam, Vicksburg, Gettysburg, Atlanta).
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High School: Social Studies: United States History

SSUSH10	Identify legal, political, and social dimensions of Reconstruction.
a.	Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.
Least complex	Most complex

Respond differentially to identify statements related to the Presidential Reconstruction or Congressional Reconstruction plans.	<p>Match statements related to the Presidential Reconstruction or Congressional Reconstruction plans with the correct plan.</p> <p>Identify the similarities between the Presidential Reconstruction and Congressional Reconstruction plans.</p> <p>Identify the differences between the Presidential Reconstruction and Congressional Reconstruction plans.</p> <p>Match statements regarding the impact of Lincoln's assassination and Johnson's impeachment on Reconstruction with the event.</p>	<p>Describe the similarities between the Presidential Reconstruction and Congressional Reconstruction plans.</p> <p>Describe the differences between the Presidential Reconstruction and Congressional Reconstruction plans.</p> <p>Describe the impact of Lincoln's assassination and Johnson's impeachment on Reconstruction.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH10	Identify legal, political, and social dimensions of Reconstruction.
b.	Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen's Bureau) to support poor whites, former slaves, and American Indians.

Least complex

Most complex

Respond differentially to identify the federal program which supported the poor whites, former slaves, and American Indians during Reconstruction.	Match statements regarding the groups assisted by the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau) with the correct program.	Identify the Bureau of Refugees, Freedmen, or Abandoned Lands (Freedmen's Bureau) in terms of their efforts to assist different groups.	Describe the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau) in terms of their efforts to assist different groups.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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High School: Social Studies: United States History

SSUSH10	Identify legal, political, and social dimensions of Reconstruction.		
	c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.		
Least complex			
Least complex	Define amendment. Identify the Thirteenth, Fourteenth, and Fifteenth amendments.	Describe the Thirteenth, Fourteenth, and Fifteenth amendments.	Identify the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
Most complex			

Map and Globe Skills and Information Processing Skills should be taught across the standards.

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High School: Social Studies: United States History

SSUSH10	Identify legal, political, and social dimensions of Reconstruction.		
	d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.		
Least complex	 Most complex		

Respond differentially to identify the purpose of the Black Codes or Ku Klux Klan as resistance to racial equality during Reconstruction.	Identify ways in which the Black Codes and Ku Klux Klan limited the lives of those seeking racial equality during Reconstruction.	Identify the purposes of the Black Codes and Ku Klux Klan during Reconstruction. Describe ways in which the Black Codes and Ku Klux Klan limited the lives of those seeking racial equality during Reconstruction.	Describe the purposes of the Black Codes and Ku Klux Klan and the way these groups limited the lives of those seeking racial equality during Reconstruction.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH10	Identify legal, political, and social dimensions of Reconstruction.			
	e.	Analyze how the Presidential Election of 1876 marked the end of Reconstruction.		
Least complex				Most complex
Respond differentially to identify aspects of the election of 1876 which impacted Reconstruction.	Identify aspects of the election of 1876 which impacted Reconstruction.	Describe aspects of the election of 1876 which impacted Reconstruction.	Describe aspects of the election of 1876 and their impact on Reconstruction.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

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High School: Social Studies: United States History

SSUSH11	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.		
a. Explain the effects of railroads on other industries, including steel and oil.			
Least complex			Most complex

<p>Respond differentially to identify the effect of railroads on other industries during the era of the rise of big business, the growth of labor unions, and technological innovations.</p> <p>Communicate a response to describe the effect of railroads on other industries during the era of the rise of big business, the growth of labor unions, and technological innovations.</p>	<p>Identify the effects of railroads on one industry during the era of the rise of big business, the growth of labor unions, and technological innovations.</p>	<p>Identify the effects of railroads on multiple industries during the era of the rise of big business, the growth of labor unions, and technological innovations.</p>	<p>Describe the effects of railroads on multiple industries during the era of the rise of big business, the growth of labor unions, and technological innovations.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH11	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.	
	b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.	
Least complex	Least complex	Most complex

Respond differentially to identify the roles of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.	Match statements regarding the role of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies to the correct persons.	Identify the role of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.	Describe the role of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH11	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.
c.	Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.

Least complex  **Most complex**

Respond differentially to identify key inventions that influenced U.S. infrastructure.	Identify key inventions that influenced U.S. infrastructure.	Describe the influence of key inventions on U.S. infrastructure in terms of enhanced safety and connectivity across great distances.	Describe the influence of key inventions on U.S. infrastructure in terms of efficiency and productivity.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH11	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.		
d.	d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.		
Least complex  Most complex			

Respond differentially to identify statements describing Ellis Island or Angel Island.	Match statements regarding Ellis and Angel Islands and their impact on immigration in the United States to the correct location.	Sort statements regarding Ellis and Angel Islands and their impact on immigration in the United States to the correct location.	Describe Ellis and Angel Islands and their impact on immigration in the United States to the correct location.
Respond differentially to identify the influence of immigrants on the economy, politics, or culture of the United States. Communicate a response to describe the impact of Ellis and Angel Islands on immigration. Communicate a response to describe the influence of immigrants on the economy, politics, or culture of the United States.	Identify the influence of immigrants in one aspect within the United States (e.g., economy, politics, culture).	Identify the influence of immigrants in two or three aspects within the United States (e.g., economy, politics, culture).	Describe the influence of immigrants in two aspects within the United States (e.g., economy, politics, culture).

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH11	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.
Least complex	e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.

Least complex  **Most complex**

Respond differentially to identify statements describing the American Federation of Labor.	Identify one aspect (e.g., origin, growth, influence and/or tactics) of labor unions.	Identify multiple aspects (e.g., origin, growth, influence and/or tactics) of labor unions.	Describe multiple aspects (e.g., origin, growth, influence and/or tactics) of labor unions.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH12	Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.		
a.	Examine the construction of the transcontinental railroad including the use of immigrant labor.		
Least complex			Most complex

Respond differentially to identify statements which describe the construction of the transcontinental railroad. Communicate a response to describe the construction of the transcontinental railroad.	Identify statements regarding the construction of the transcontinental railroad.	Describe the construction of the transcontinental railroad in two aspects (location, use of technology, use of immigrant labor).	Describe the construction of the transcontinental railroad.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH12	Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.	
	b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.	
Least complex		Most complex

Respond differentially to identify characteristics of westward expansion which impacted the Plains Indians. Communicate a response to describe characteristics of westward expansion which impacted the Plains Indians.	Match statements of characteristics of westward expansion with statements of the impact of those characteristics on Plains Indians.	Sort statements of characteristics of westward expansion with statements of the impact of those characteristics on Plains Indians. Describe the impact of population growth or innovations in farming and ranching on Plains Indians.	Describe the impact of population growth and innovations in farming and ranching on Plains Indians.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH12	Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.	
	c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.	
Least complex		Most complex

Respond differentially to identify statements which describe the Plains Indians' resistance to westward expansion. Communicate a response to describe the Plains Indians' resistance to westward expansion.	Identify statements describing the Plains Indians' resistance to westward expansion.	Match statements regarding the events related to the Plains Indians' resistance to western expansion to the consequence of their resistance.	Describe the Plains Indians' resistance to westward expansion and the consequence of that resistance.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH13	Evaluate efforts to reform American society and politics in the Progressive Era.		
Least complex	a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.		
			Most complex

Respond differentially to identify the influence of the muckrakers on social problems.	Match statements regarding the influence of muckrakers with given social problems in the Progressive Era.	Identify the impact of muckrakers on social programs during the Progressive era.	Describe the impact of muckrakers on social programs during the Progressive era.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH13	Evaluate efforts to reform American society and politics in the Progressive Era.		
Least complex	b. Examine and explain the roles of women in reform movements. 		
Respond differentially to identify the role of women in the reform movements.	Identify the role of women in two reform movements during the Progressive Era (i.e., suffrage, education, social welfare).	Identify the role of women in reform movements during the Progressive Era (i.e., suffrage, education, social welfare). Describe the role of women in a reform movement during the Progressive Era (i.e., suffrage, education, social welfare).	Describe the role of women in multiple reform movements during the Progressive Era (i.e., suffrage, education, social welfare).

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH13	Evaluate efforts to reform American society and politics in the Progressive Era.		
c.	Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.		
Least complex			Most complex

Respond differentially to describe the decision of Plessy v. Ferguson. Respond differentially to identify the impact of Plessy v. Ferguson on state Jim Crow laws. Communicate a response to describe the formation and purpose of the NAACP.	Match statements regarding the decision of Plessy v. Ferguson with the impact on state Jim Crow laws and formation of NAACP.	Describe the decision of Plessy v. Ferguson and the impact of that decision on state Jim Crow laws. Describe the formation and purpose of the NAACP.	Describe the decision of Plessy v. Ferguson and the impact of that decision on state Jim Crow laws and the formation of the NAACP.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH13	Evaluate efforts to reform American society and politics in the Progressive Era.	
	d.	Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.
Least complex		Most complex

Respond differentially to identify legislative issues in the Progressive Era.	Match statements regarding legislative actions with the issue legislation attempted to resolve.	Sort statements regarding legislative actions with the issue legislation attempted to resolve.	Identify important legislation issues and the actions taken during the Progressive Era.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH14	Explain America's evolving relationship with the world at the turn of the twentieth century.
a.	Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
Least complex	Most complex

Respond differentially to identify factors which led to the debate over American imperialism. Communicate a response to describe actions which led to the debate over American imperialism.	Identify statements regarding the arguments for and against American imperialism at the turn of the twentieth century.	Identify wars and actions during the twentieth century which led to the debate over American imperialism. Match statements regarding the arguments for and against American imperialism with the war or action which led to the debate.	Match statements regarding the arguments for and against American imperialism with the war or action which led to the debate. Describe the arguments for and against American imperialism and the war or action which led to the debate.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH14	Explain America's evolving relationship with the world at the turn of the twentieth century.
b.	Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.
Least complex	

Respond differentially to identify one event of the U.S. involvement in Latin America at the turn of the twentieth century. Communicate a response to describe one event of the U.S. involvement in Latin America at the turn of the twentieth century.	Identify events of the U.S. involvement in Latin America at the turn of the twentieth century.	Identify U.S. involvement in Latin America at the turn of the twentieth century. Describe two events of the U.S. involvement in Latin America at the turn of the twentieth century.	Describe U.S. involvement in Latin America at the turn of the twentieth century.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH15	Analyze the origins and impact of U.S. involvement in World War I.
a.	Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.

Least complex  Most complex

Respond differentially to identify events which began the U.S. involvement in World War I.	Identify events which began the U.S. involvement in World War I.	Describe events which began the U.S. involvement in World War I.	Describe events and the impact of those events in the movement of the U.S. toward involvement in World War I.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH15	Analyze the origins and impact of U.S. involvement in World War I.	
	b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.	
Least complex		Most complex

Communicate a response to describe the domestic impacts of World War I.	Match statements regarding the impact of World War I to the event, person, or legislation described.	Identify events, people, and legislation which relate to the domestic impact of World War I in the U.S.	Describe events, people, and legislation which relate to the domestic impact of World War I in the U.S.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH15	Analyze the origins and impact of U.S. involvement in World War I.		
c.	Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations.		
Least complex	 Most complex		

Respond differentially to identify issues addressed in Wilson's Fourteen Points. Communicate a response to describe the arguments for and against U.S. entry into the League of Nations.	Identify five issues addressed in Wilson's Fourteen Points. Identify whether given statements represent an argument for or against U.S. entry into the League of Nations.	Identify the majority of issues addressed in Wilson's Fourteen Points. Identify arguments for and against U.S. entry into the League of Nations.	Describe the majority of issues addressed in Wilson's Fourteen Points. Describe arguments for and against U.S. entry into the League of Nations.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH16	Investigate how political, economic, and cultural developments after WW I led to a shared national identity.
a.	a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
Least complex	Most complex

	Identify fears of communism and socialism after World War I.	Identify a fear which led to the Red Scare or immigrant restriction.	Identify fears which led to the Red Scare and immigrant restriction.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH16	Investigate how political, economic, and cultural developments after WW I led to a shared national identity.		
b.	Describe the effects of the Eighteenth and Nineteenth Amendments.		
Least complex	 Most complex		
Respond differentially to identify the effects of the Eighteenth and Nineteenth Amendments.	Match a description of the Eighteenth and Nineteenth Amendment and effects of its passage with the correct amendment.	Identify the purpose of the Eighteenth and Nineteenth Amendment and effects of both.	Describe the purpose of the Eighteenth and Nineteenth Amendment. Describe the effects of either the Eighteenth or Nineteenth Amendment.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH16	Investigate how political, economic, and cultural developments after WW I led to a shared national identity.
c.	Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
Least complex	Most complex

Respond differentially to identify the impact of mass production or advertising on increasing consumerism. Communicate a response to describe the impact of mass production or advertising on increasing consumerism.	Identify the impact of mass production on increasing consumerism. Identify the impact of advertising on increasing consumerism.	Identify the impact of mass production and advertising on increasing consumerism. Identify the role of Henry Ford in mass production and the increase in availability of the automobile to consumers.	Describe the impact of mass production and advertising on increasing consumerism. Describe the role of Henry Ford in mass production and the increase in availability of the automobile to consumers. Compare the benefit of the assembly line vs. individual production in the completion and distribution of products.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH16	Investigate how political, economic, and cultural developments after WW I led to a shared national identity.		
Least complex	d. Describe the impact of radio and movies as a unifying force in the national culture. 		
Respond differentially to identify the impact of the radio and movies on American culture. Communicate a response to describe the impact of radio and movies on American culture.	Identify the impact of radio and movies on American culture.	Identify the impacts of various radio programs and movies on American culture.	Describe the impacts of radio and movies on American culture.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH16	Investigate how political, economic, and cultural developments after WW I led to a shared national identity.
e.	Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.
Least complex	Most complex

Respond differentially to identify key features of jazz and the Harlem Renaissance. Communicate a response to describe the key features of jazz and the Harlem Renaissance.	Match the form of cultural expression to the person who contributed to its development.	Identify key features of jazz and the Harlem Renaissance and the performers who exemplified each feature.	Describe key features and performers of jazz and the Harlem Renaissance.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH17	Analyze the causes and consequences of the Great Depression.
a.	Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

Least complex  **Most complex**

Respond differentially to identify economic causes of the Great Depression.	Identify the economic factors that led to the Great Depression.	Identify the economic factors that led to the stock market crash of 1929. Describe the economic factors that led to the Great Depression.	Describe the economic factors that led to the stock market crash of 1929.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH17	Analyze the causes and consequences of the Great Depression.
b.	Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
Least complex	Most complex

Respond differentially to identify two factors leading to the Dust Bowl. Respond differentially to identify two impacts of the Dust Bowl on people living in the affected area.	Identify factors that led to the Dust Bowl. Identify the impacts of the Dust Bowl on people living in the affected area.	Identify the factors that led to the Dust Bowl and the impacts on people living in the affected area.	Describe the factors that led to the Dust Bowl and the impacts on people living in the affected area.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH17	Analyze the causes and consequences of the Great Depression.
c.	Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.
Least complex	Most complex

Respond differentially to identify social impacts of widespread unemployment during the Great Depression.	<p>Identify social impacts of widespread unemployment during the Great Depression.</p> <p>Describe social impacts of widespread unemployment during the Great Depression.</p> <p>Identify the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).</p>	<p>Identify political impacts of widespread unemployment during the Great Depression.</p> <p>Describe the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).</p>	<p>Describe political impacts of widespread unemployment during the Great Depression.</p> <p>Describe the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH18	Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.	
	a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs.	
Least complex		Most complex

Respond differentially to identify the purpose of New Deal programs. Communicate a response to describe the purpose of various New Deal programs.	Match statements describing the purpose to the correct New Deal program.	Sort statements describing the purpose to the correct New Deal program. Describe New Deal programs which provided either relief, recovery, or reform.	Identify the purpose and results of various New Deal programs. Describe New Deal programs which provided relief. Describe New Deal programs which provided recovery. Describe New Deal programs which provided reform.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH18	Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.
Least complex	b. Explain the passage of the Social Security Act as a part of the second New Deal.

Least complex  **Most complex**

Respond differentially to identify groups aided by the passage of the Social Security Act.	Identify the need for and the groups aided by the passage of the Social Security Act.	Identify the need for, purpose of, and the groups aided by the passage of the Social Security Act.	Describe the need for, purpose of, and the groups aided by the passage of the Social Security Act.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH18	Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.
Least complex	c. Analyze political challenges to Roosevelt's leadership and New Deal programs.

Least complex  **Most complex**

Respond differentially to identify the political challenges to Roosevelt's New Deal programs.	Identify the political challenges to Roosevelt's leadership. Identify the political challenges to Roosevelt's implementation of New Deal programs.	Identify the political challenges to Roosevelt's leadership and implementation of New Deal programs.	Describe the political challenges to Roosevelt's leadership and implementation of New Deal programs.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH18	Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.
d.	Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

Least complex  **Most complex**

Respond differentially to identify statements describing the roles of First Lady first initiated by Eleanor Roosevelt.	Identify the actions of Eleanor Roosevelt as First Lady which were a change from previous First Ladies.	Identify the actions of Eleanor Roosevelt as First Lady which were a change from previous First Ladies and the outcome of those actions.	Describe the actions of Eleanor Roosevelt as First Lady which were a change from previous First Ladies and the outcome of those actions.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH19	Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.
a.	Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.

Least complex

Most complex

Respond differentially to identify the origins of U.S. involvement in World War II. Communicate a response to identify the origins of U.S. involvement in World War II.	Identify Japan as a nation involved in key events leading up to American involvement in World War II. Identify World War II. Define allies.	Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II. Identify American allies during World War II.	Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II. Identify the importance of the bombing of Pearl Harbor.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH19	Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.
b.	Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.

Least complex

Most complex

Respond differentially to identify the difficulties the U.S. faced in fighting World War II in the Pacific Theater. Communicate a response to describe the Battle of Midway, the Manhattan Project, and the dropping of the atomic bombs.	Identify the difficulties the U.S. faced in fighting World War II in the Pacific Theater. Match statements regarding the Battle of Midway, Manhattan Project, and dropping of the atomic bombs with the correct event/ program.	Describe the difficulties the U.S. faced in fighting World War II in the Pacific Theater. Identify descriptions of battles/ programs/events in the Pacific Theater during World War II.	Describe the difficulties the U.S. faced in fighting World War II in the Pacific Theater and the methods used to support the troops. Describe battles/ programs/events in the Pacific Theater during World War II.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH19	Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.	
	c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.	Least complex  Most complex

<p>Respond differentially to identify the difficulties the U.S. faced in fighting World War II in the European Theater.</p> <p>Communicate a response to describe the battles and events (e.g., D-Day, Fall of Berlin) in the European Theater.</p>	<p>Identify the difficulties the U.S. faced in fighting World War II in the European Theater.</p> <p>Match statements regarding the major battles/events in the European Theater during World War II with the correct event.</p>	<p>Describe the difficulties the U.S. faced in fighting World War II in the European Theater.</p> <p>Identify descriptions of battles/programs/events in the European Theater during World War II.</p>	<p>Describe the difficulties the U.S. faced in fighting World War II in the European Theater and the methods used to support the troops.</p> <p>Describe battles/ programs/events in the European Theater during World War II.</p>
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH19	Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.
d.	Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.

Least complex  **Most complex**

Respond differentially to identify the domestic impact of World War II.	Identify rationing as a domestic impact of the war.	Identify wartime conversion as a domestic impact of the war.	Describe wartime conversion as a domestic impact of the war.
Communicate a response to identify the role of women during World War II.	Identify the role of women during World War II.	Describe rationing as a domestic impact of the war.	
Communicate a response to identify the role of African Americans or Blacks during World War II.	Identify the role of African Americans or Blacks during World War II.	Describe the role of women during World War II.	Describe the role of African Americans or Blacks during World War II.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH19	Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.
e.	Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

Least complex  Most complex

	Identify one way Roosevelt utilized executive powers during World War II.	Identify multiple ways Roosevelt utilized executive powers during World War II.	Describe ways Roosevelt utilized executive powers during World War II.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH20	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.
a.	Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.

Least complex  **Most complex**

Respond differentially to identify actions developed as a response to the Cold War during the Truman and Eisenhower administrations. Communicate a response to describe policies or actions developed during the Truman and Eisenhower administrations as a response to the Cold War.	Match descriptions of policies and actions developed during the Truman and Eisenhower administrations as a response to the Cold War to the policy or action.	Identify policies developed during the Truman and Eisenhower administrations as a response to the Cold War and the purpose of the policy. Identify actions developed during the Truman and Eisenhower administrations as a response to the Cold War and the purpose of the action.	Describe policies developed during the Truman and Eisenhower administrations as a response to the Cold War and the purpose of the policy. Describe actions developed during the Truman and Eisenhower administrations as a response to the Cold War and the purpose of the action.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH20	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.
b.	Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.

Least complex

Most complex

Respond differentially to identify the social effects of various domestic policies during the Truman and Eisenhower administrations. Communicate a response to describe a domestic policy during the Truman and Eisenhower administrations and its social effects.	Match statements describing major domestic issues/policies during the Truman and Eisenhower administrations with their social effects.	Sort statements describing major domestic issues/policies during the Truman and Eisenhower administrations with their social effects. Describe the social effects of two domestic policies during the Truman and Eisenhower administrations.	Describe two or more domestic policies during the Truman and Eisenhower administrations and their social effects.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH20	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.
c.	Examine the influence of Sputnik on U.S. technological innovations and education.

Least complex  Most complex

Respond differentially to identify the effects of Sputnik on U.S. technological innovations or education.	Sort statements regarding the effects of Sputnik on U.S. technological innovations and education to the correct area of impact.	Identify the effects of Sputnik on U.S. technological innovations and education.	Describe the effects of Sputnik on U.S. technological innovations and education.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH21	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
a.	Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.

Least complex

Most complex

Respond differentially to identify actions developed as a response to the Cold War during the Kennedy and Johnson administrations. Communicate a response to describe policies or actions developed during the Kennedy and Johnson administrations as a response to the Cold War.	Match descriptions of policies and actions developed during the Kennedy and Johnson administrations as a response to the Cold War to the policy or action.	Identify policies developed during the Kennedy and Johnson administrations as a response to the Cold War and the purpose of the policy. Identify actions developed during the Kennedy and Johnson administrations as a response to the Cold War and the purpose of the action.	Describe policies developed during the Kennedy and Johnson administrations as a response to the Cold War and the purpose of the policy. Describe actions developed during the Kennedy and Johnson administrations as a response to the Cold War and the purpose of the action.

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH21	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
	b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.

Least complex  **Most complex**

Respond differentially to identify the social effects of various domestic policies during the Kennedy and Johnson administrations. Communicate a response to describe a domestic policy during the Kennedy and Johnson administrations and its social effects.	Match statements describing major domestic issues/policies during the Kennedy and Johnson administrations with their social effects.	Sort statements describing major domestic issues/policies during the Kennedy and Johnson administrations with their social effects. Describe the social effects of two domestic policies during the Kennedy and Johnson administrations.	Describe two or more domestic policies during the Kennedy and Johnson administrations and their social effects.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH21	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
c.	Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.

Least complex  **Most complex**

Respond differentially to identify the impacts of television on one aspect of American culture (e.g., entertainment, social issues, support for government actions, voting preferences).	Identify the impact of television on two aspects of American culture (e.g., entertainment, social issues, support for government actions, voting preferences).	Identify the impact of television on various aspects of American culture (e.g., entertainment, social issues, support for government actions, voting preferences). Identify how the appearances of John Kennedy and Richard Nixon in the first television debate for the Presidential Election influenced voters.	Describe the impact of television on various aspects of American culture (e.g., entertainment, social issues, support for government actions, voting preferences). Describe how the appearances of John Kennedy and Richard Nixon in the first television debate for the Presidential Election influenced voters.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH21	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
	d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

Least complex  **Most complex**

Respond differentially to identify statements describing the purpose or tactics of civil rights groups during the Kennedy and Johnson administration. Communicate a response to describe the work of Martin Luther King, Jr. within civil rights groups and the civil rights movement. Communicate a response to describe the work and influence of Cesar Chavez.	Identify one aspect (e.g., origin, growth, influence, and/or tactics) of civil rights groups. Identify the impact of the Letter from Birmingham and the I Have a Dream Speech on the civil rights movement.	Identify multiple aspects (e.g., origin, growth, influence and/or tactics) of civil rights groups. Identify multiple aspects (e.g., origin, growth in popularity, influence, and/or tactics) of Martin Luther King, Jr. Identify multiple aspects (e.g., origin, growth in popularity, influence, and/or tactics) of Cesar Chavez.	Describe multiple aspects (e.g., origin, growth, influence, and/or tactics) of civil right groups. Describe multiple aspects (e.g., origin, growth in popularity, influence, and/or tactics) of Martin Luther King, Jr. Describe multiple aspects (e.g., origin, growth in popularity, influence, and/or tactics) of Cesar Chavez.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH21	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
e.	Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

Least complex

Most complex

Communicate a response to describe events within, and reactions to, the social and political turmoil of 1968.	Match statements describing the reactions to social and political turmoil of 1968 to the event.	Sort statements describing events and reactions related to the social and political turmoil of 1968.	Describe events occurring during the social and political turmoil of 1968 and the reaction to those events.
		Describe an event occurring during the social and political turmoil of 1968 and the reaction to that event.	

Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH22	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.		
	a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis.		
Least complex			

Respond differentially to identify actions developed as a response to the Cold War during the Nixon, Ford, and Carter administrations. Communicate a response to describe policies or actions developed during the Nixon, Ford, and Carter administrations as a response to the Cold War.	Match descriptions of policies and actions developed during the Nixon, Ford, and Carter administrations as a response to the Cold War to the policy or action.	Identify policies developed during the Nixon, Ford, and Carter administrations as a response to the Cold War, and the purpose of the policy. Identify actions developed during the Nixon, Ford, and Carter administrations as a response to the Cold War, and the purpose of the action.	Describe policies developed during the Nixon, Ford, and Carter administrations as a response to the Cold War, and the purpose of the policy. Describe actions developed during the Nixon, Ford, and Carter administrations as a response to the Cold War, and the purpose of the action.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH22	Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.
	b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

Least complex  **Most complex**

Respond differentially to identify the social effects of various domestic policies during the Nixon, Ford, and Carter administrations. Communicate a response to describe a domestic policy during the Nixon, Ford, and Carter administrations and its social effects.	Match statements describing major domestic issues/policies during the Nixon, Ford, and Carter administrations with their social effects.	Sort statements describing major domestic issues/policies during the Nixon, Ford, and Carter administrations with their social effects. Describe the social effects of two domestic policies during the Nixon, Ford, and Carter administrations.	Describe two or more domestic policies during Nixon, Ford, and Carter administrations and their social effects.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH23	Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.
a.	Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.

Least complex

Most complex

Respond differentially to identify major events/challenges in recent presidential administrations. Communicate a response to describe major events/challenges in recent presidential administrations.	Match major events/challenges in recent presidential administrations to the administration in which that event happened.	Sequence descriptions of major events/challenges in recent presidential administrations. Identify major events/challenges in recent presidential administrations and the reactions to those events.	Describe major events/challenges in recent presidential administrations and the reactions to those events.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH23	Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.
Least complex	b. Examine economic policies of recent presidents including Reagonomics. 

Respond differentially to identify economic policies of recent presidential administrations. Communicate a response to describe the economic policies of recent presidential administrations and the impact of those policies.	Match descriptions of economic policies of recent presidential administrations with the impact of those policies.	Identify economic policies of recent presidential administrations and the results of those policies.	Describe economic policies of recent presidential administrations and the results of those policies.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH23	Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.
	c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.

Least complex

Most complex

Respond differentially to identify the influences of one technology (e.g., personal computer, the Internet, social media) on society. Communicate a response to describe the influences of one technology (e.g., personal computer, the Internet, social media) on society.	Match influences made by technological changes with the technology. Identify the influences of one technology (e.g., personal computer, the Internet, social media) on society.	Sequence the implementation of technological changes and the changes the technology had on society. Describe the influences of one technology (e.g., personal computer, the Internet, social media) on society.	Describe the influences of multiple types of technology (e.g., personal computer, the Internet, social media) on society.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

High School: Social Studies: United States History

SSUSH23	Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.
Least complex	d. Examine the historic nature of the presidential election of 2008.

Least complex  **Most complex**

Respond differentially to identify the historical nature of the presidential election of 2008.	Identify the historic nature of the 2008 election.	Identify why the presidential election of 2008 was historic.	Describe why the presidential election of 2008 was historic.
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Map and Globe Skills and Information Processing Skills should be taught across the standards.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.