

**Connections to Standards in PLTW Gateway**

PLTW curriculum is designed to empower students to thrive in an evolving world. As a part of the design process when developing and updating our curriculum, we focus on connections to a variety of standards. PLTW Science of Technology connects to standards in the following:

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# Common Core College and Career Readiness Anchor Standards

## Reading

### Key Ideas and Details

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☒ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

## Writing

### Text Types and Purposes

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- ☒ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Common Core College and Career Readiness Anchor Standards

## CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

☐ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

## CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

☒ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

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## Speaking and Listening

### Comprehension and Collaboration

#### CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

☐ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

#### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

☒ AB.1 ☒ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

#### CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

☐ AB.1 ☒ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

# Common Core College and Career Readiness Anchor Standards

## CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- ☐ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☒ 3.5   ☐ 3.6   ☒ 3.7

## CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6
- ☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

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## Language

### Conventions of Standard English

#### CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- ☒ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

#### CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ☒ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

#### CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6
- ☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

# Common Core College and Career Readiness Anchor Standards

## CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of word relationships and nuances in word meanings.

☐ AB.1   ☐ AB.2

☒ 1.1   ☒ 1.2   ☒ 1.3   |   ☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

## CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

☐ AB.1   ☐ AB.2

☒ 1.1   ☒ 1.2   ☒ 1.3   |   ☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

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# Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

## Reading Science/Technical

### Key Ideas and Details

CCSS.ELA-LITERACY.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

- ☐ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☒ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☐ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☐ 3.1   ☐ 3.2   ☒ 3.3   ☒ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☐ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☐ 3.6   ☐ 3.7

### Craft and Structure

CCSS.ELA-LITERACY.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

### Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☐ 3.1   ☐ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☐ 3.7

# Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

## Writing in History/social Studies, Science, and Technical Subjects

### Text Types and Purposes

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- ☐ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

### Production and Distribution of Writing

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ☐ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

### Research to Build and Present Knowledge

CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- ☐ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

## CCSS.ELA-LITERACY.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

- ☐ AB.1 ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☐ 3.1   ☐ 3.2   ☒ 3.3   ☒ 3.4   ☐ 3.5   ☒ 3.6   ☐ 3.7

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# Common Core State Standards for English Language Arts 6th Grade

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## Reading Literature

### Key Ideas and Details

#### CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

☐ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

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## Reading Informational

### Key Ideas and Details

#### CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

☐ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

#### CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

☐ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☐ 3.1 ☐ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☐ 3.6 ☐ 3.7

### Craft and Structure

#### CCSS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

☒ AB.1 ☒ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

# Common Core State Standards for English Language Arts 6th Grade

## Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- ☒ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## Writing

### Text Types and Purposes

CCSS.ELA-LITERACY.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- ☒ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☒ 3.5   ☐ 3.6   ☒ 3.7

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

CCSS.ELA-LITERACY.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- ☒ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

# Common Core State Standards for English Language Arts 6th Grade

## CCSS.ELA-LITERACY.W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

☐ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

## Production and Distribution of Writing

### CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

☒ AB.1 ☒ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

## Research to Build and Present Knowledge

### CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

☐ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

☒ AB.1 ☒ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☐ 3.1 ☐ 3.2 ☒ 3.3 ☒ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

# Common Core State Standards for English Language Arts 6th Grade

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## Speaking and Listening

### Comprehension and Collaboration

#### CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

☒ AB.1   ☐ AB.2

☒ 1.1   ☒ 1.2   ☒ 1.3   |   ☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

#### CCSS.ELA-LITERACY.SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

☐ AB.1   ☐ AB.2

☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☒ 3.5   ☐ 3.6   ☒ 3.7

#### CCSS.ELA-LITERACY.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

☒ AB.1   ☐ AB.2

☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☒ 3.5   ☐ 3.6   ☒ 3.7

#### CCSS.ELA-LITERACY.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

☒ AB.1   ☒ AB.2

☒ 1.1   ☒ 1.2   ☒ 1.3   |   ☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☒ 3.5   ☐ 3.6   ☒ 3.7

#### CCSS.ELA-LITERACY.SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

☐ AB.1   ☐ AB.2

☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Common Core State Standards for English Language Arts 6th Grade

## CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

☒ AB.1 ☒ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

## Presentation of Knowledge and Ideas

### CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

☒ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

☐ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☒ 3.7

### CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

☒ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

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## Language

### Conventions of Standard English

#### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

☒ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

# Common Core State Standards for English Language Arts 6th Grade

## CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

## Knowledge of Language

## CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

## Vocabulary Acquisition and Use

## CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3		<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

## CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3		<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

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# Common Core State Standards for English Language Arts 7th Grade

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## Writing

### Text Types and Purposes

#### CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.7.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

☐ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

☐ AB.1 ☐ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

# Common Core State Standards for English Language Arts 7th Grade

## Production and Distribution of Writing

### CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 7.w.1–3)

- ☐ AB.1 ☒ AB.2
- ☒ 1.1    ☒ 1.2    ☒ 1.3

☒ 2.1    ☒ 2.2    ☒ 2.3    ☒ 2.4a and 2.4b    ☒ 2.5    ☒ 2.6

☒ 3.1    ☒ 3.2    ☒ 3.3    ☒ 3.4    ☒ 3.5    ☒ 3.6    ☒ 3.7

### CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- ☐ AB.1    ☐ AB.2
- ☐ 1.1    ☐ 1.2    ☒ 1.3

☐ 2.1    ☐ 2.2    ☐ 2.3    ☐ 2.4a and 2.4b    ☐ 2.5    ☐ 2.6

☐ 3.1    ☐ 3.2    ☐ 3.3    ☐ 3.4    ☒ 3.5    ☐ 3.6    ☒ 3.7

## Research to Build and Present Knowledge

### CCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1    ☐ 1.2    ☐ 1.3

☐ 2.1    ☐ 2.2    ☐ 2.3    ☐ 2.4a and 2.4b    ☐ 2.5    ☐ 2.6

☐ 3.1    ☐ 3.2    ☐ 3.3    ☐ 3.4    ☐ 3.5    ☐ 3.6    ☐ 3.7

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## Speaking and Listening

## Comprehension and Collaboration

### CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- ☒ AB.1    ☐ AB.2
- ☒ 1.1    ☒ 1.2    ☒ 1.3

☒ 2.1    ☒ 2.2    ☒ 2.3    ☒ 2.4a and 2.4b    ☒ 2.5    ☒ 2.6

☒ 3.1    ☒ 3.2    ☒ 3.3    ☒ 3.4    ☒ 3.5    ☒ 3.6    ☒ 3.7



# Common Core State Standards for English Language Arts 7th Grade

## CCSS.ELA-LITERACY.SL.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

## CCSS.ELA-LITERACY.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

## CCSS.ELA-LITERACY.SL.7.1.c

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

## CCSS.ELA-LITERACY.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

## CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

# Common Core State Standards for English Language Arts 7th Grade

## Presentation of Knowledge and Ideas

### CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

### CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☒ 3.5   ☐ 3.6   ☒ 3.7

### CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- ☐ AB.1 ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6

☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

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## Language

## Conventions of Standard English

### CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

### CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Common Core State Standards for English Language Arts 7th Grade

## CCSS.ELA-LITERACY.L.7.2.b

Spell correctly.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

## Knowledge of Language

### CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

### CCSS.ELA-LITERACY.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

## Vocabulary Acquisition and Use

### CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3	<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

### CCSS.ELA-LITERACY.L.7.4.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 or its part of speech.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

# Common Core State Standards for English Language Arts 7th Grade

CCSS.ELA-LITERACY.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6
- ☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

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# Common Core State Standards for English Language Arts 8th Grade

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## Reading Informational

### Key Ideas and Details

#### CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

☒ AB.1 ☒ AB.2

☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6  
☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

#### CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

☒ AB.1 ☒ AB.2

☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6  
☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

### Craft and Structure

#### CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

☒ AB.1 ☒ AB.2

☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6  
☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

### Integration of Knowledge and Ideas

#### CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

☒ AB.1 ☒ AB.2

☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6  
☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Common Core State Standards for English Language Arts 8th Grade

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## Writing

### Text Types and Purposes

#### CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

☐ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

#### CCSS.ELA-LITERACY.W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

☐ AB.1 ☐ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

### Production and Distribution of Writing

#### CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input checked="" type="checkbox"/> 3.1	<input checked="" type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input checked="" type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7			

# Common Core State Standards for English Language Arts 8th Grade

## CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

☒ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

## Research to Build and Present Knowledge

## CCSS.ELA-LITERACY.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

☐ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

## CCSS.ELA-LITERACY.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

☐ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

## CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

☒ AB.1 ☒ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input checked="" type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input checked="" type="checkbox"/> 2.3	<input checked="" type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input checked="" type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

# Common Core State Standards for English Language Arts 8th Grade

## Speaking and Listening

### Comprehension and Collaboration

#### CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

☒ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☒ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☒ 3.6 ☒ 3.7

#### CCSS.ELA-LITERACY.SL.8.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

#### CCSS.ELA-LITERACY.SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

#### CCSS.ELA-LITERACY.SL.8.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

☒ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☒ 3.1 ☐ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

#### CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

☐ AB.1 ☒ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7



# Common Core State Standards for English Language Arts 8th Grade

## Presentation of Knowledge and Ideas

### CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- ☒ AB.1   ☒ AB.2
- |                              |                              |                              |                              |                              |                              |                              |  |                              |                              |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2 | <input type="checkbox"/> 1.3 |                              | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 2.4a and 2.4b | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 2.6 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 |  |                              |                              |

### CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- ☐ AB.1   ☒ AB.2
- |                              |                              |   |                              |   |                              |   |  |                              |                              |
|------------------------------|------------------------------|---|------------------------------|---|------------------------------|---|--|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 1.3 |                              | <input type="checkbox"/> 2.1            | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3            | <input type="checkbox"/> 2.4a and 2.4b | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 2.6 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3            | <input type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 |  |                              |                              |

### CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- ☒ AB.1   ☒ AB.2
- |                              |                              |                              |                              |                              |                              |                              |  |                              |                              |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2 | <input type="checkbox"/> 1.3 |                              | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 2.4a and 2.4b | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 2.6 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 |  |                              |                              |

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## Language

## Conventions of Standard English

### CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- ☒ AB.1   ☒ AB.2
- |                              |                              |                              |                              |                              |                              |                              |  |                              |                              |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2 | <input type="checkbox"/> 1.3 |                              | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 2.4a and 2.4b | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 2.6 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 |  |                              |                              |

### CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ☒ AB.1   ☒ AB.2
- |                              |                              |                              |                              |                              |                              |                              |  |                              |                              |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2 | <input type="checkbox"/> 1.3 |                              | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 2.4a and 2.4b | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 2.6 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 |  |                              |                              |

# Common Core State Standards for English Language Arts 8th Grade

CCSS.ELA-LITERACY.L.8.2.c

Spell correctly.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## Knowledge of Language

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.L.8.4.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 or its part of speech.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

CCSS.ELA-LITERACY.L.8.5.b

Use the relationship between particular words to better understand each of the words.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Common Core State Standards for English Language Arts 8th Grade

CCSS.ELA-LITERACY.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- ☒ AB.1   ☒ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3

☒ 2.1   ☒ 2.2   ☒ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☒ 2.6
- ☒ 3.1   ☒ 3.2   ☒ 3.3   ☒ 3.4   ☒ 3.5   ☒ 3.6   ☒ 3.7

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Empowered Learner

1a

Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

1c

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

Digital Citizen

2b

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

- ☒ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

2c

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

Knowledge Constructor

3a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- ☐ AB.1 ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# International Society for Technology in Education

3b

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

☐ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

3c

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

☐ AB.1 ☒ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

3d

Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

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## Innovative Designer

4a

Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

4c

Students develop, test and refine prototypes as part of a cyclical design process.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

# International Society for Technology in Education

4d

Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7
- 

## Computational Thinker

5c

Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7
- 

## Creative Communicator

6a

Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

- ☐ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

6c

Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

- ☐ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

6d

Students publish or present content that customizes the message and medium for their intended audiences.

- ☒ AB.1   ☒ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## Global Collaborator

7c

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

☒ AB.1    ☒ AB.2

☐ 1.1    ☐ 1.2    ☐ 1.3

☐ 2.1    ☐ 2.2    ☐ 2.3    ☐ 2.4a and 2.4b    ☐ 2.5    ☐ 2.6

☐ 3.1    ☐ 3.2    ☐ 3.3    ☐ 3.4    ☐ 3.5    ☐ 3.6    ☐ 3.7

# Standards for Technological and Engineering Literacy

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## Nature and Characteristics of Technology and Engineering

### STEL-1J

Develop innovative products and systems that solve problems and extend capabilities based on individual or collective needs and wants.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

### STEL-1M

Apply creative problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

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## Core Concepts of Technology and Engineering

### STEL-2Q

Predict outcomes of a future product or system at the beginning of the design process.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

### STEL-2S

Defend decisions related to a design problem.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

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## Impacts of Technology

### STEL-4L

Analyze how the creation and use of technologies consumes renewable and non-renewable resources and creates waste.

- ☐ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3

☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☒ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7



# Standards for Technological and Engineering Literacy

## STEL-4N

Analyze examples of technologies that have changed the way people think, interact, and communicate.

- ☐ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☒ 2.4a and 2.4b   ☒ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

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## Influence of Society on Technological Development

## STEL-5G

Evaluate trade-offs based on various perspectives as part of a decision process that recognizes the need for careful compromises among competing factors.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

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## Design in Technology and Engineering Education

## STEL-7Q

Apply the technology and engineering design process.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## STEL-7R

Refine design solutions to address criteria and constraints.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## STEL-7S

Create solutions to problems by identifying and applying human factors in design.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Standards for Technological and Engineering Literacy

## STEL-7T

Assess design quality based upon established principles and elements of design.

- ☐ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## STEL-7U

Evaluate the strengths and weaknesses of different design solutions.

- ☒ AB.1   ☐ AB.2
- ☐ 1.1   ☐ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

## STEL-7V

Improve essential skills necessary to successfully design.

- ☒ AB.1   ☐ AB.2
- ☒ 1.1   ☒ 1.2   ☒ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☐ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6
- ☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

# Next Generation Science Standards

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## Earth and Human Activity

### NGSS.MS-ESS3-3

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

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## Engineering Design

### NGSS.MS-ETS1-1

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.MS-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.MS-ETS1-3

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

### NGSS.MS-ETS1-4

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

# Next Generation Science Standards

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## Matter and Its Interactions

### NGSS.MS-PS1-2

Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.]

☐ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.MS-PS1-3

Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.]

☐ AB.1 ☐ AB.2

☐ 1.1 ☒ 1.2 ☐ 1.3 | ☒ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☒ 2.5 ☒ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.MS-PS1-6

Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.]

☐ AB.1 ☐ AB.2

☒ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

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## Motion and Stability: Forces and Interactions

### NGSS.MS-PS2-2

Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☒ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

# Next Generation Science Standards

## NGSS.MS-PS2-4

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☒ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

## NGSS.MS-PS2-1

Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☒ 3.7

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## Energy

## NGSS.MS-PS3-2

Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☒ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

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## Science and Engineering Practices

### Asking Questions and Defining Problems

## NGSS.P1

Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☒ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

## NGSS.P1

• that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☒ 3.3 ☒ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

# Next Generation Science Standards

## NGSS.P1

- to clarify and/or refine a model, an explanation, or an engineering problem.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

## Developing and Using Models

### NGSS.P2

Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

### NGSS.P2

- Use and/or develop a model of simple systems with uncertain and less predictable factors.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

### NGSS.P2

- Develop and/or use a model to predict and/or describe phenomena.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

## Planning and Carrying Out Investigations

### NGSS.P3

Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

# Next Generation Science Standards

## Analyzing and Interpreting Data

### NGSS.P4

Analyzing and interpreting data.

☒ AB.1 ☐ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

### NGSS.P4

• Analyze and interpret data to provide evidence for phenomena.

☐ AB.1 ☐ AB.2

<input checked="" type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

### NGSS.P4

• Analyze and interpret data to determine similarities and differences in findings.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

### NGSS.P4

• Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input checked="" type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

## Using Mathematics and Computational Thinking

### NGSS.P5

Use mathematical representations to describe and/or support scientific conclusions and design solutions.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input checked="" type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7			

# Next Generation Science Standards

## Constructing Explanations and Designing Solutions

### NGSS.P6

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

☒ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.P6

• Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☒ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.P6

• Construct an explanation using models or representations.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.P6

• Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☒ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

### NGSS.P6

• Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☒ 2.5 ☐ 2.6  
☐ 3.1 ☐ 3.2 ☐ 3.3 ☒ 3.4 ☒ 3.5 ☐ 3.6 ☐ 3.7



# Next Generation Science Standards

## NGSS.P6

- Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input checked="" type="checkbox"/> 3.3		<input checked="" type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

## NGSS.P6

- Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.

☐ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input checked="" type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

## NGSS.P6

- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

## NGSS.P6

- Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input checked="" type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input checked="" type="checkbox"/> 3.7		

## NGSS.P7

- Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.

☒ AB.1 ☐ AB.2

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3		<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4a and 2.4b	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3		<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.6	<input type="checkbox"/> 3.7		

# Next Generation Science Standards

## NGSS.P7

- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☒ 3.5 ☐ 3.6 ☒ 3.7

## Obtaining, Evaluating, and Communicating Information

## NGSS.P8

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

☒ AB.1 ☐ AB.2

☐ 1.1 ☒ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

## NGSS.P8

- Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☒ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

## NGSS.P8

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☒ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☒ 2.6

☒ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

## NGSS.P8

- Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

☐ AB.1 ☐ AB.2

☐ 1.1 ☒ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

# Next Generation Science Standards

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## Crosscutting Concepts

Scale, proportion, and quantity

3

In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

4

Defining the system under study, specifying its boundaries and making explicit a model of that system provides tools for understanding and testing ideas that are applicable throughout science and engineering.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

6

The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

☐ AB.1 ☐ AB.2

☐ 1.1 ☐ 1.2 ☐ 1.3 | ☐ 2.1 ☒ 2.2 ☐ 2.3 ☒ 2.4a and 2.4b ☒ 2.5 ☒ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

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## Nature of Science

Scientific Investigations Use a Variety of Methods

- Science investigations use a variety of methods and tools to make measurements and observations.

☐ AB.1 ☐ AB.2

☒ 1.1 ☒ 1.2 ☒ 1.3 | ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4a and 2.4b ☐ 2.5 ☐ 2.6

☐ 3.1 ☐ 3.2 ☐ 3.3 ☐ 3.4 ☐ 3.5 ☐ 3.6 ☐ 3.7

# Next Generation Science Standards

- Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings.

☐ AB.1   ☐ AB.2

☐ 1.1   ☐ 1.2   ☐ 1.3   |   ☐ 2.1   ☐ 2.2   ☐ 2.3   ☒ 2.4a and 2.4b   ☐ 2.5   ☐ 2.6

☐ 3.1   ☐ 3.2   ☐ 3.3   ☐ 3.4   ☐ 3.5   ☐ 3.6   ☐ 3.7

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