

TCAP-Alt PA

Tennessee Comprehensive Assessment Program

Alternate Portfolio Assessment



Content Standards

and

Alternate Performance Indicators

Using Alternate Content Standards on TCAP-Alt PA

Teachers should use this document to complete state required evidence sheets and graphs. Content area, content standard, alternate learning expectation, and alternate performance indicator are required components of the evidence sheet and graph documentation. This document is divided into the four content areas: Reading/Language Arts, Math, Social Studies, Science. Corresponding content standards are included with the appropriate content areas. An example taken from the Content Area of Reading/Language Arts is below:

Content Standard: Reading : The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R.1.Develop oral language and listening skills

Alternate Performance Indicators (API)

Gr. K-2

1. Communicate wants and needs

When completing evidence sheet and graph, following example below:

Content Standard: Reading

Alternate Learning Expectation Code and ALE: R.1. Develop oral language and listening skills

Alternate Performance Indicator Code and API: R.1.1 Communicate wants and needs

Linking Alternate Assessment to the General Curriculum

Alternate Achievement Standards are significantly different expectations for student mastery of grade-level content; however, they are not independent of the State's academic content standards. The *Alternate Achievement Standards* are linked to the State's content standards and are accessed through a continuum of grade level clusters (K-2, 3-5, 6-8, and 9-12). Since the TCAP-Alt PA is an assessment of the student's progress in academic areas, it is critical that students participating in alternate assessment have access to the general curriculum. The content assessed in alternate assessments should be clearly related to grade-level content, though it may be restricted in scope or complexity or take the form of pre-requisite skills. The TCAP Alternate Standards Committee has reviewed the general content standards for each grade assessed. The *Alternate Performance Indicators* (API's) were developed as extensions of the general content standards for the grade level clusters in which they are indicated.

To more closely link the alternate assessment to the general education curriculum, other parameters have been defined, as well:

1. Student reports have a format similar to that of the general TCAP Assessments.
2. Three levels of student achievement have been defined: Below Proficient, Proficient and Advanced.
3. Student score results are included in the *State Report Card*.
4. The assessment covers, at a minimum, the same content standards as the grades assessed using state-mandated assessments. (Note: If the LEA administers other district-wide assessments, the alternate assessment must apply to those as well.)
5. The alternate assessment measures content included in the *State Curriculum Frameworks* through the use of *Alternate Performance Indicators*.

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Reading/Language Arts

Content Standards

and

Alternate Performance Indicators

Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R.1. Develop oral language and listening skills

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through familiar hand motions and expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following one-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 	<ol style="list-style-type: none"> 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through familiar hand motions and expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following two-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 13. Identify opposites 14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why) 	<ol style="list-style-type: none"> 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through familiar hand motions and expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following two-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 13. Identify opposites 14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why) 	<ol style="list-style-type: none"> 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through familiar hand motions and expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following two-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 13. Identify opposites 14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why)

Content Standard: **Reading:** The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R.2. Demonstrate knowledge of concepts of print

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Recognize print and its purpose 2. Identify “favorite books” and make request to read them repeatedly 3. Pretend to read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 	<ol style="list-style-type: none"> 1. Recognize print and its purpose 2. Identify “favorite books” and make request to read them repeatedly 3. Pretend to read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 9. Alphabetize words to the first letter 10. Read high frequency sight words 11. Identify the first and last parts of a word (e.g., point to the beginning of the word, point to the end of the word) 12. Demonstrate a one-to-one matching of spoken words or word representations in print 13. Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing) 14. Identify key parts of a book (e.g., title, author, illustrator, chapters) 	<ol style="list-style-type: none"> 1. Recognize print and its purpose 2. Identify “favorite books” and make request to read them repeatedly 3. Pretend to read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 9. Alphabetize words to the first letter 10. Read high frequency sight words 11. Identify the first and last parts of a word (e.g., point to the beginning of the word, point to the end of the word) 12. Demonstrate a one-to-one matching of spoken words or word representations in print 13. Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing) 14. Identify key parts of a book (e.g., title, author, illustrator, chapters) 	<ol style="list-style-type: none"> 1. Recognize print and its purpose 2. Identify “favorite books” and make request to read them repeatedly 3. Pretend to read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 9. Alphabetize words to the first letter 10. Read high frequency sight words 11. Identify the first and last parts of a word (e.g., point to the beginning of the word, point to the end of the word) 12. Demonstrate a one-to-one matching of spoken words or word representations in print 13. Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing) 14. Identify key parts of a book (e.g., title, author, illustrator, chapters)

Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R. 3. Develop and maintain phonemic awareness and decoding strategies

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme (<i>gŏ Ő'cat, /c/, /a/, /t/</i>) 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words (<i>gŏ Ő'm/, /o/, /m/ to mom</i>) 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 	<ol style="list-style-type: none"> 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme (<i>gŏ Ő'cat, /c/, /a/, /t/</i>) 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words (<i>*gŏ Ő'm/, /o/, /m/ to mom</i>) 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 13. Understand words are made up of one or more syllables (e.g., students clap syllable in words) 14. Distinguish individual sounds, including blends and diagraphs, within words 	<ol style="list-style-type: none"> 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme (<i>gŏ Ő'cat, /c/, /a/, /t/</i>) 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words (<i>gŏ Ő'm/, /o/, /m/ to mom</i>) 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 13. Understand words are made up of one or more syllables (e.g., students clap syllable in words) 14. Distinguish individual sounds, including blends and diagraphs, within words 	<ol style="list-style-type: none"> 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme (<i>gŏ Ő'cat, /c/, /a/, /t/</i>) 5. Demonstrate understanding of letter-sound matches 6. Make letter/ sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words (<i>/gŏ Ő'm/, /o/, /m/ to mom</i>) 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 13. Understand words are made up of one or more syllables (e.g., students clap syllable in words) 14. Distinguish individual sounds, including blends and diagraphs, within words

Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R. 4. Develop and extend reading vocabulary

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
	<ol style="list-style-type: none"> 1. Use vocabulary (e.g., pictures, symbols, objects, or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words) 2. Demonstrate and respond with understanding upon listening attentively to stories 3. Use vocabulary to identify and describe objects and events 4. Demonstrate ability to retell familiar stories (e.g., recall two-to-three step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea) 5. Identify or use synonyms and antonyms 6. Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words) 7. Determine the meaning of unfamiliar words through visual, tactile and/or print context clues 8. Read text containing familiar letter-sound correspondence and high frequency words (e.g., environmental print, passages, books, stories) 	<ol style="list-style-type: none"> 1. Use vocabulary (e.g., pictures, symbols, objects, or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words) 2. Demonstrate and respond with understanding upon listening attentively to stories 3. Use vocabulary to identify and describe objects and events 4. Demonstrate ability to retell familiar stories (e.g., recall two-to-three step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea) 5. Identify or use synonyms and antonyms 6. Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words) 7. Determine the meaning of unfamiliar words through visual, tactile and/or print context clues 8. Read text containing familiar letter-sound correspondence and high frequency words (e.g., environmental print, passages, books, stories) 9. Identify, read, or use compound words 10. Organize or sort words by category, function, or feature (including describing words by category) 	<ol style="list-style-type: none"> 1. Use vocabulary (e.g., pictures, symbols, objects, or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words) 2. Demonstrate and respond with understanding upon listening attentively to stories 3. Use vocabulary to identify and describe objects and events 4. Demonstrate ability to retell familiar stories (e.g., recall two-to-three step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea) 5. Identify or use synonyms and antonyms 6. Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words) 7. Determine the meaning of unfamiliar words through visual, tactile and/or print context clues 8. Read text containing familiar letter-sound correspondence and high frequency words (e.g., environmental print, passages, books, stories)

			<ol style="list-style-type: none">9. Identify, read, or use compound words10. Organize or sort words by category, function, or feature (including describing words by category)
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Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R. 5. Use active comprehension strategies to derive meaning while reading and check for understanding after reading

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
	<ol style="list-style-type: none"> 1. Demonstrate comprehension of reading text by responding verbally and/or motorically to content 2. Recognize the main idea in picture books, text, and other print media 3. Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot 4. Make predictions from text of events that might occur next 	<ol style="list-style-type: none"> 1. Demonstrate comprehension of reading text by responding verbally and/or motorically to content 2. Recognize the main idea in picture books, text, and other print media 3. Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot 4. Make predictions from text of events that might occur next 	<ol style="list-style-type: none"> 1. Demonstrate comprehension of reading text by responding verbally and/or motorically to content 2. Recognize the main idea in picture books, text, and other print media 3. Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot 4. Make predictions from text of events that might occur next

Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): R. 6. Experience various literary and media genres

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 	<ol style="list-style-type: none"> 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 	<ol style="list-style-type: none"> 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 	<ol style="list-style-type: none"> 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials

Content Standard: **Writing**: The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Alternate Learning Expectation (ALE): W.1. Write for a variety of purposes

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/symbol/object to communicate meaning 5. Write some letters—specifically, form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/symbols/objects and/or words 11. Write a short sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, list details) 14. Name or label objects or places 15. Use pictures/symbols/objects/ words to create meaning 16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities 	<ol style="list-style-type: none"> 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/symbol/object to communicate meaning 5. Write some letters—specifically, form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/symbols/objects and/or words 11. Write a short sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, list details) 14. Name or label objects or places 15. Use pictures/symbols/objects/ words to create meaning 16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities 	<ol style="list-style-type: none"> 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/symbol/object to communicate meaning 5. Write some letters—specifically, form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/symbols/objects and/or words 11. Write a short sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, list details) 14. Name or label objects or places 15. Use pictures/symbols/objects/ words to create meaning 16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities 18. Write an organized, coherent paragraph 	<ol style="list-style-type: none"> 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/symbol/object to communicate meaning 5. Write some letters—specifically, form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/symbols/objects and/or words 11. Write a short sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, list details) 14. Name or label objects or places 15. Use pictures/symbols/objects/ words to create meaning 16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities 18. Write an organized, coherent paragraph

		<ul style="list-style-type: none"> 19. Write stories, personal accounts from experience, friendly notes, messages, or journals 20. Write stories with a beginning, middle, and end 21. Write in response to literature 22. Use prior knowledge or references to text to respond to a question (evidence may take form of pictures, words, sentences, or some combination) 23. Use technology to publish writing 	<ul style="list-style-type: none"> 19. Write stories, personal accounts from experience, friendly notes, messages, or journals 20. Write stories with a beginning, middle, and end 21. Write in response to literature 22. Use prior knowledge or references to text to respond to a question (evidence may take form of pictures, words, sentences, or some combination) 23. Use technology to publish writing
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Content Standard: **Elements of Language**: The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

Alternate Learning Expectation (ALE): EL.1. Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 	<ol style="list-style-type: none"> 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 6. Write subject-verb sentences 7. Capitalize first letter of a sentence 8. Use end mark in sentence to indicate completion of thought 9. Spell high frequency words correctly 10. Arrange words in logical order to form sentences 11. Distinguish between complete and incomplete sentences 12. Write sentences using descriptors (e.g., adjectives and adverbs) 13. Use correct capitalization (e.g., first and last names, pronoun "I", proper nouns) 14. Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences 15. Combine two or more related sentences to create a paragraph 	<ol style="list-style-type: none"> 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 6. Write subject-verb sentences 7. Capitalize first letter of a sentence 8. Use end mark in sentence to indicate completion of thought 9. Spell high frequency words correctly 10. Arrange words in logical order to form sentences 11. Distinguish between complete and incomplete sentences 12. Write sentences using descriptors (e.g., adjectives and adverbs) 13. Use correct capitalization (e.g., first and last names, pronoun "I", proper nouns) 14. Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences 15. Combine two or more related sentences to create a paragraph 16. Identify and/or use appropriate verb tense 17. Use basic pronouns correctly 	<ol style="list-style-type: none"> 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 6. Write subject-verb sentences 7. Capitalize first letter of a sentence 8. Use end mark in sentence to indicate completion of thought 9. Spell high frequency words correctly 10. Arrange words in logical order to form sentences 11. Distinguish between complete and incomplete sentences 12. Write sentences using descriptors (e.g., adjectives and adverbs) 13. Use correct capitalization (e.g., first and last names, pronoun "I", proper nouns) 14. Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences 15. Combine two or more related sentences to create a paragraph 16. Identify and/or use appropriate verb tense 17. Use basic pronouns correctly 18. Use punctuation to clarify meaning (e.g., commas in a series, dates, numbers, addresses)

Mathematics

Content Standards

and

Alternate Performance Indicators

Notes on the Features of the New Tennessee Mathematics Standards

The Mathematical Process Standards should be embedded in the content standards to reap the learning benefits gained from attention to them. These standards exemplify best teaching practices in mathematical instruction and mirror the National Council of Teachers of Mathematics (NCTM) Process Standards:

Representation: Students learn in different manners. Addressing content in multiple representations can incorporate differentiation as well as encourage engagement.

Communication: Students' ability to elucidate their thinking both verbally and in writing informs instruction. Classroom discussions and writing activities focus attention to development of meaning for and appropriate use of mathematical language and mathematical notation.

Connections: Making connections within the discipline, to other disciplines (especially, history of development of mathematics), to careers, and to the real world highlight relevance.

Problem-Solving with Reasoning and Justification: These two almost inextricably intertwined. Students should have opportunity to practice both of these standards in theory as well as in application through rich tasks. Students' lack of ability in these areas (as bemoaned by employers and higher education) is the primary catalyst for the rewriting of the standards.

Implementation of Technology and Modeling: Students need opportunities to make appropriate use of tools that foster discovery and facilitate the construction of mathematical concepts. Appropriate use of technology occurring at all grade levels involves more than using technology as computing tool.

When using and documenting the Alternate Performance Indicators educators should note and consider the following process standards with respect to the content standards that they support and vice versa. Evidence of how these process standards are embedded in examples of student work should be considered.

Tennessee Alternate Performance Mathematical Processes For Grades K-12 Grade Level Expectations:

1. Use mathematical language, symbols, and definitions while developing mathematical reasoning.
2. Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.
3. Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.
4. Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.
5. Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.
6. Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.
7. Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.
8. Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.

Content Standard: **Numbers and operations:** The student will develop number and operation sense needed to represent numbers and number relationships verbally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.

Alternate Learning Expectation (ALE): NO.1. Understand numbers, ways of representing numbers, relationships among numbers, and number systems

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Count how many objects are in a set (1-10) 2. Count to 10 by 1's 3. Identify equivalent sets of objects by one-to-one correspondence (1-10) 4. Identify numerals 0-10 5. Identify and name coins (e.g., penny, nickel, and dime) 6. Count pennies, nickels, or dimes with values up to 50¢ 7. Order numbers less than 10 8. Use concrete objects to develop strategies for addition of whole numbers to 10 	<ol style="list-style-type: none"> 1. Count how many objects are in a set (1-30) 2. Count to 30 by 1's, 5's, and 10's 3. Identify equivalent sets of objects by one-to-one correspondence (1-30) 4. Identify numerals 0-30 5. Identify and name coins (e.g., penny, nickel, dime, and quarter) 6. Count pennies, nickels, or dimes with values up to \$1.00 7. Order numbers less than 30 8. Use concrete objects to develop strategies for addition of whole numbers to 30 9. Represent whole numbers to 30 with models 10. Read and write numbers to 30 11. Order whole numbers up to 30 indicating more than, less than, or equal to 	<ol style="list-style-type: none"> 1. Count how many objects are in a set (1-50) 2. Count to 50 by 1's, 5's, and 10's 3. Identify equivalent sets of objects by one-to-one correspondence (1-50) 4. Identify numerals 0-50 5. Identify and name coins (e.g., penny, nickel, dime, and quarter) 6. Count pennies, nickels, or dimes with values up to \$5.00 7. Order numbers less than 50 8. Use concrete objects to develop strategies for addition of whole numbers to 50 9. Represent whole numbers to 50 with models 10. Read and write numbers to 50 11. Order whole numbers up to 50 indicating more than, less than, or equal to 12. Identify place value of ones and tens 13. Recognize and engage in use of commutative, associative, and identity properties 	<ol style="list-style-type: none"> 1. Count how many objects are in a set (1-100) 2. Count to 100 by 1's, 5's, and 10's. 3. Identify equivalent sets of objects by one-to-one correspondence (1-100) 4. Identify numerals 0-100 5. Identify and name coins (e.g., penny, nickel, dime, and quarter) 6. Count pennies, nickels, or dimes with values up to \$10.00 7. Order numbers less than 100 8. Use concrete objects to develop strategies for addition of whole numbers to 100 9. Represent whole numbers to 100 with models 10. Read and write numbers to 100 11. Order whole numbers up to 100 indicating more than, less than, or equal to 12. Identify place value of ones, tens and 100s 13. Recognize and engage in use of commutative, associative, and identity properties

Content Standard: **Numbers and operations:** The student will develop number and operation sense needed to represent numbers and number relationships verbally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.

Alternate Learning Expectation (ALE): NO.2. Understand meaning of operations and how they relate to one another

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Identify the position of a whole number less than ten on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 	<ol style="list-style-type: none"> 1. Identify the position of a whole number less than 10 on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 4. Determine if a figure has been divided into halves 5. Recognize and identify fractions as parts of wholes (e.g., $\frac{1}{2}$, $\frac{1}{4}$) 6. Using objects or pictures identify that $\frac{1}{2}$ is greater than $\frac{1}{4}$ 7. Connect written and pictorial representations of fractions with denominators up to 2 8. Recognize operational signs (e.g., add and subtract) 	<ol style="list-style-type: none"> 1. Identify the position of a whole number less than 10 on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 4. Determine if a figure has been divided into halves 5. Recognize and identify fractions as parts of wholes (e.g., $\frac{1}{2}$, $\frac{1}{4}$) 6. Using objects or pictures identify that $\frac{1}{2}$ is greater than $\frac{1}{4}$ 7. Connect written and pictorial representations of fractions with denominators up to 2 8. Recognize operational signs (e.g., add, subtract, multiply, and divide) 9. Use strategies including rounding to estimate in real world problems 10. Demonstrate awareness that multiplication is repeated addition 	<ol style="list-style-type: none"> 1. Identify the position of a whole number less than 322 on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 4. Determine if a figure has been divided into halves 5. Recognize and identify fractions as parts of wholes (e.g., $\frac{1}{2}$, $\frac{1}{4}$) 6. Using objects or pictures identify that $\frac{1}{2}$ is greater than $\frac{1}{4}$ 7. Connect written and pictorial representations of fractions with denominators up to 2 8. Recognize operational signs (e.g., add, subtract, multiply, and divide) 9. Use strategies including rounding to estimate in real world problems 10. Demonstrate awareness that multiplication is repeated addition

Content Standard: **Numbers and operations:** The student will develop number and operation sense needed to represent numbers and number relationships verbally, symbolically, and graphically in order to compute fluently and make reasonable estimates in problem solving.

Alternate Learning Expectation (ALE): NO.3. Solve problems, compute fluently, and make reasonable estimates

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Solve simple word problems involving whole numbers 0-10 2. Add whole numbers up to 10 3. Solve real world problems using addition up to 10 	<ol style="list-style-type: none"> 1. Solve simple word problems involving whole numbers 0-30 2. Add whole numbers up to 30 3. Solve real world problems using addition or subtraction of whole numbers up to 30 4. Add and subtract whole numbers (no more than two digits) up to 30 5. Use calculator in problem solving situations (i.e., add and subtract) 	<ol style="list-style-type: none"> 1. Solve simple word problems involving whole numbers 0-50 2. Add whole numbers up to 50 3. Solve real world problems using one to two step addition or subtraction of whole numbers up to 50 4. Add and subtract whole numbers (no more than two digits) up to 50 5. Use calculator in problem solving situations (i.e., add, subtract, and multiply) 6. Apply order of operations when computing with whole numbers using only addition and subtraction up to 50, with use of calculator 7. Use estimation to select a reasonable answer to a real world problem involving whole numbers to 50 	<ol style="list-style-type: none"> 1. Solve simple word problems involving whole numbers 0-100 2. Add whole numbers up to 100 3. Solve real world problems using one to two step addition or subtraction of whole numbers up to 100 4. Add and subtract whole numbers (no more than two digits) up to 100 5. Use calculator in problem solving situations (i.e., add, subtract, multiply, and divide) 6. Apply order of operations when computing with whole numbers using addition, subtraction, multiplication, and division up to 100, with use of calculator 7. Use estimation to select a reasonable answer to a real world problem involving whole numbers to 100

Content Standard: **Algebra:** The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations

Alternate Learning Expectation (ALE): A.1. Sort and classify objects by size number, and other properties

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Indicate awareness of color, size, and shape 2. Sort objects by one attribute (e.g., color, size, or shape) 	<ol style="list-style-type: none"> 1. Indicate awareness of and react to color, size, and shape 2. Sort objects by two attributes (e.g., color, size, or shape) 3. Identify how objects or numbers have been sorted by two to three attributes 	<ol style="list-style-type: none"> 1. Indicate awareness of, react to, and explore color, size, and shape 2. Sort objects by three attributes (e.g., color, size, or shape) 3. Identify how objects or numbers have been sorted by two to three attributes 	<ol style="list-style-type: none"> 1. Indicate awareness of, react to, explore, and associate color, size, and shape 2. Sort objects by up to four attributes (e.g., color, size, or shape) 3. Identify how objects or numbers have been sorted by two to three attributes

Content Standard: **Algebra:** The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations

Alternate Learning Expectation (ALE): A.2. Represent and analyze patterns and functions

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Indicate awareness of and react to a pattern 2. Recognize two-part repeating pattern 3. Identify objects as same or different 	<ol style="list-style-type: none"> 1. Indicate awareness of and react to a pattern 2. Recognize two- or three- part repeating pattern 3. Identify objects as same or different 4. Identify a numerical or geometric pattern 5. Solve addition and subtraction problems which involve zero 	<ol style="list-style-type: none"> 1. Indicate awareness of, react to, and explore patterns 2. Recognize two- or three-part repeating pattern 3. Identify objects as same or different 4. Identify and extend a numerical or geometric pattern 5. Solve addition and subtraction problems which involve zero 6. Identify patterns and data represented in graphs (e.g., bar, line, and pictographs) 7. Demonstrate understanding that an equation is a number sentence stating two quantities are equal (e.g., $2+3=5$ or $2+3=4+1$) 	<ol style="list-style-type: none"> 1. Indicate awareness of, react to, explore, and associate patterns 2. Recognize two- or three-part repeating pattern 3. Identify objects as same or different 4. Identify, extend, and describe a numerical or geometric pattern 5. Solve addition and subtraction problems which involve zero 6. Identify patterns and data represented in graphs (e.g., bar, line, and pictographs) 7. Demonstrate understanding that an equation is a number sentence stating two quantities are equal (e.g., $2+3=5$ or $2+3=4+1$)

Content Standard: **Algebra:** The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations

Alternate Learning Expectation (ALE): A.3. Use concrete, pictorial, and verbal representations to develop an understanding of the language and symbols of mathematics

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Use concrete objects or pictures to demonstrate addition number sentences involving numbers 0-10 	<ol style="list-style-type: none"> 1. Use concrete objects or pictures to demonstrate addition number sentences involving numbers 0-30 2. Solve open sentences involving addition up to 30 3. Connect open sentences to real world situation 	<ol style="list-style-type: none"> 1. Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0-50 2. Solve open sentences involving addition or subtraction up to 50 3. Connect open sentences to real world situations 4. Represent the idea of a variable as an unknown quantity using a letter or symbol 	<ol style="list-style-type: none"> 1. Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0-100 2. Solve open sentences involving addition or subtraction up to 100 3. Connect open sentences to real world situations 4. Represent the idea of a variable as an unknown quantity using a letter or symbol 5. Select an equation that represents a given mathematical relationship

Content Standard: **Geometry**: The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.

Alternate Learning Expectation (ALE): G.1. Analyze characteristics and properties of geometric shapes

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Identify a given shape (i.e., a circle and/or a square) 2. Recognize circles and squares in the environment 3. Reproduce and create circles and squares 	<ol style="list-style-type: none"> 1. Identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles) 2. Recognize and/or name circles, squares, triangles, and rectangles in the environment 3. Reproduce and create circles, squares, triangles, and rectangles 4. Identify two/ or three/ dimensional shapes given defining attributes (e.g., square, triangle, circle, and rectangle) 5. Recognize geometric figures that are the same size and shape 6. Identify if a geometric figure has been divided into two equal parts 	<ol style="list-style-type: none"> 1. Identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles) 2. Recognize and/or name circles, squares, triangles, and rectangles in the environment 3. Reproduce and create circles, squares, triangles, and rectangles 4. Identify two /or three/ dimensional shapes given defining attributes (e.g., square, triangle, circle, and rectangle) 5. Recognize geometric figures that are the same size and shape 6. Identify if a geometric figure has been divided into two equal parts 7. Recognize similar geometric figures (e.g., circle, square, rectangle, triangle) 	<ol style="list-style-type: none"> 1. Identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles) 2. Recognize and/or name circles, squares, triangles, and rectangles in the environment 3. Reproduce and create circles, squares, triangles, and rectangles 4. Identify two /or three/ dimensional shapes given defining attributes (e.g., square, triangle, circle, and rectangle) 5. Recognize geometric figures that are the same size and shape 6. Identify if a geometric figure has been divided into two equal parts 7. Recognize similar geometric figures (e.g., circle, square, rectangle, triangle) 8. Identify different types of polygons (e.g., pentagon, hexagon, octagon)

Content Standard: **Geometry**: The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.

Alternate Learning Expectation (ALE): G.2. Specify locations and describe spatial relationships

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Recognize and show terms of relative position and direction in a variety of situations (i.e., over and under) 	<ol style="list-style-type: none"> 1. Recognize and show terms of relative position and direction in a variety of situations (i.e., over, under, left, right, above, below, forward, backward, between, before, after) 2. Identify a line 	<ol style="list-style-type: none"> 1. Recognize and show terms of relative position and direction in a variety of situations (i.e., over, under, left, right, above, below, forward, backward, between, before, after) 2. Identify a line 3. Identify parallel and intersecting lines 4. Determine the distance between two points on a number line 5. Identify line segments and angles by similar shape and size 6. Measure the sides of an angle using standard or non-standard units of measurement 	<ol style="list-style-type: none"> 1. Recognize and show terms of relative position and direction in a variety of situations (i.e., over, under, left, right, above, below, forward, backward, between, before, after) 2. Identify a line 3. Identify parallel and intersecting lines 4. Determine the distance between two points on a number line 5. Identify line segments, angles, and polygons by similar shape and size 6. Measure the sides of an angle using standard or non-standard units of measurement 7. Use a calculator to solve real world problems involving area and perimeter 8. Create a picture from memory made up of geometric shapes

Content Standard: **Measurement:** The student will become familiar with the units and processes of measurement in order to use a variety of tools, techniques, and formulas to determine and to estimate measurements in mathematical and real-world problems.

Alternate Learning Expectation (ALE): M.1. Demonstrate understanding of units of measure and measurable attributes of objects

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Identify which is larger/smaller, longer/shorter when given two similar objects 2. Indicate awareness of temperature 3. Recognize clocks and watches as instruments for measuring time 	<ol style="list-style-type: none"> 1. Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which holds more/less when given two similar objects 2. Indicate awareness of and react to temperature 3. Recognize clocks and watches as instruments for measuring time 4. Recognize a thermometer as a device to measure temperature 5. Identify the days of the week on a calendar 6. Demonstrate awareness of measurement using a measuring tool 7. Demonstrate the understanding of time (e.g., use of digital clock, analog clock, etc.) 	<ol style="list-style-type: none"> 1. Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which holds more/less when given two similar objects 2. Indicate awareness of, react to, and explore temperature 3. Recognize clocks and watches as instruments for measuring time 4. Recognize a thermometer as a device to measure temperature 5. Identify the days of the week on a calendar 6. Demonstrate awareness of measurement using a measuring tool 7. Demonstrate the understanding of time (e.g., use of digital clock, analog clock, etc.) 8. Identify appropriate tools to measure perimeter, weight, length, and volume (e.g., measuring cup for cooking, yardstick for height, scales for weight) 9. Recognize and follow a simple daily schedule 	<ol style="list-style-type: none"> 1. Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which holds more/less when given two similar objects 2. Indicate awareness of, react to, explore, and associate temperature 3. Recognize clocks and watches as instruments for measuring time 4. Recognize a thermometer as a device to measure temperature 5. Identify the days of the week on a calendar 6. Demonstrate awareness of measurement using a measuring tool 7. Demonstrate the understanding of time (e.g., use of digital clock, analog clock, etc.) 8. Identify appropriate tools to measure perimeter, weight, length, and volume (e.g., measuring cup for cooking, yardstick for height, scales for weight) 9. Recognize and follow a simple daily schedule

Content Standard: **Measurement:** The student will become familiar with the units and processes of measurement in order to use a variety of tools, techniques, and formulas to determine and to estimate measurements in mathematical and real-world problems.

Alternate Learning Expectation (ALE): M.2. Apply appropriate techniques and tools to determine measurements

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Use words to describe time (i.e., day, night) 2. Use words to describe temperature (i.e., hot, cold) 3. Measure length of an object using a variety of non-standard units (e.g., paperclips, pencils, straws) 	<ol style="list-style-type: none"> 1. Use words to describe time (i.e., day, night, morning, afternoon, yesterday, today, tomorrow) 2. Use words to describe temperature (i.e., hot, cold, cool, warm) 3. Measure length of an object to the nearest foot and/or inch 4. Tell time to the hour and half hour 5. Mark specified days/dates on a calendar 6. Count units to find the perimeter of a square using a grid 7. Use standard units to measure length 8. Solve real world problems involving temperature (e.g., Fahrenheit) 9. Solve real world problems involving addition and subtraction of measurement using inches 10. Read temperatures on a thermometer to the nearest 10 degrees 	<ol style="list-style-type: none"> 1. Use words to describe time (i.e., day, night, morning, afternoon, yesterday, today, tomorrow) 2. Use words to describe temperature (i.e., hot, cold, cool, warm) 3. Measure length of an object to the nearest foot and/or inch 4. Tell time to the hour, half hour, and quarter hour 5. Mark specified days/dates on a calendar 6. Count units to find the perimeter of a square using a grid 7. Use standard units to measure length 8. Solve real world problems involving temperature (e.g., Fahrenheit) 9. Solve real world problems involving addition and subtraction of measurement using inches 10. Read temperatures on a thermometer to the nearest 5 or 10 degrees 11. Use estimation to determine if a length or volume measurement is reasonable 12. Solve real world problems involving time 13. Solve real world problems involving length 	<ol style="list-style-type: none"> 1. Use words to describe time (i.e., day, night, morning, afternoon, yesterday, today, tomorrow) 2. Use words to describe temperature (i.e., hot, cold, cool, warm) 3. Measure length of an object to the nearest foot and/or inch or half inch 4. Tell time to the hour, half hour, quarter hour, and to the five minute intervals 5. Mark specified days/dates on a calendar 6. Count units to find the perimeter of a square using a grid 7. Use standard units to measure length 8. Solve real world problems involving temperature (e.g., Fahrenheit) 9. Solve real world problems involving addition and subtraction of measurement using inches 10. Read temperatures on a thermometer to the nearest degree 11. Use estimation to determine if a length or volume measurement is reasonable 12. Solve real world problems involving time 13. Solve real world problems involving length 14. Convert yards to feet and feet to inches 15. Create and use a daily schedule 16. Identify what can be measured about objects in the environment (e.g., what about a table can be measured? Length, width, height) 17. Solve real world problems using

			yesterday, today, and tomorrow
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Content Standard: **Data Analysis and Probability:** The student will understand and apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.

Alternate Learning Expectation (ALE): DAP.1. Develop, select, and use appropriate methods to collect, organize, display, and analyze data

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs)	1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs)	1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs)	1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs)

Content Standard: **Data Analysis and Probability:** The student will understand and apply basic statistical and probability concepts in order to organize and analyze data and to make projections and conjectures.

Alternate Learning Expectation (ALE): DAP. 2. Apply basic concepts of probability

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> Determine whether an event is possible or impossible 	<ol style="list-style-type: none"> Determine whether an event is possible or impossible Interpret data displayed in simple pictographs Interpret bar graphs with no more than two data items Connect data in tables to pictographs Determine if an event is likely or not likely using simple experiments (e.g., coin toss) 	<ol style="list-style-type: none"> Determine whether an event is possible or impossible Interpret data displayed in simple pictographs Interpret bar graphs with no more than two data items Connect data in tables to pictographs Determine if an event is likely or not likely using simple experiments (e.g., coin toss) Reproduce and interpret data in simple circle graphs and/or line graphs Interpret data in simple bar and line graphs to answer questions and solve real world problems Read and/or interpret tables using tally marks 	<ol style="list-style-type: none"> Determine whether an event is possible or impossible Interpret data displayed in simple pictographs Interpret bar graphs with no more than two data items Connect data in tables to pictographs Determine if an event is likely or not likely using simple experiments (e.g., coin toss) Reproduce and interpret data in simple circle graphs and/or line graphs Interpret data in simple bar and line graphs to answer questions and solve real world problems Interpret and/or construct tables using tally marks Write questions and gather data to answer questions (e.g., student's favorite color of apple) Determine all possible outcomes of a simple experiment (e.g., number cubes, tossing coins, spinner) Find the average using a calculator

Social Studies

Content Standards and Alternate Performance Indicators

*Only applicable for Grades K-8

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.1. Identify differences among people

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children 	<ol style="list-style-type: none"> 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children 	<ol style="list-style-type: none"> 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.2. Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate understanding of the reason for rules 3. Identify persons in a family and their roles 	<ol style="list-style-type: none"> 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate understanding of the reason for rules 3. Identify persons in a family and their roles 	<ol style="list-style-type: none"> 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate understanding of the reason for rules 3. Identify persons in a family and their roles

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.3. Recognize people use diverse languages to communicate with one another

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Understand individual differences in languages (e.g., beliefs and customs that may be unique to one's culture) 2. Identify diverse cultural groups within the communities of Tennessee 	<ol style="list-style-type: none"> 1. Understand individual differences in languages (e.g., beliefs and customs that may be unique to one's culture) 2. Identify diverse cultural groups within the communities of Tennessee

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.4. Recognize communities have customs and cultures that differ

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Retell stories from diversely selected folktales, myths, and legends 2. Recognize that people from diverse cultures can live together in the same neighborhood 	<ol style="list-style-type: none"> 1. Retell stories from diversely selected folktales, myths, and legends 2. Recognize that people from diverse cultures can live together in the same neighborhood

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.5. Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Recognize that most cultures preserve important personal and public items from the past 2. Identify major national holidays and their purposes 3. Recognize patterns of cultural traits such as language, religion, and family structure 	<ol style="list-style-type: none"> 1. Recognize that most cultures preserve important personal and public items from the past 2. Identify major national holidays and their purposes 3. Recognize patterns of cultural traits such as language, religion, and family structure

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.6. Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Recognize people learn customs from their culture 2. Understand Tennessee's culture has ties to other cultures in the world

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.7. Define the basic components of culture

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify personal attributes, such as physical characteristics, that are common to all people 2. Recognize how individuals learn skills and customs from their culture

Content Standard: **Culture:** Culture encompasses similarities and differences among people, including their belief, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.

Alternate Learning Expectation (ALE): C.8. Identify how communities reflect the cultural background of their inhabitants

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Understand that some differences among people are a result of their culture 2. Identify similarities and differences in food, clothes, homes, games, and families from different cultures 3. Describe customs of the local community

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 1. Identify basic human needs

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter, and transportation are met 	<ol style="list-style-type: none"> 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter, and transportation are met 	<ol style="list-style-type: none"> 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter, and transportation are met

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 2. Identify examples of goods and services in the home, school, and community

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide 	<ol style="list-style-type: none"> 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide 	<ol style="list-style-type: none"> 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 3. Explain how work provides income to purchase good and services

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Demonstrate awareness of jobs and what is required to perform them 2. Recognize that all jobs are significant and realize that some jobs are interdependent 	<ol style="list-style-type: none"> 1. Demonstrate awareness of jobs and what is required to perform them 2. Recognize that all jobs are significant and realize that some jobs are interdependent

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 4. Know the major products of Tennessee

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	1. Identify major product of the State	1. Identify major product of the State

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 5. Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Distinguish between needs and wants 2. Explain why people have jobs 3. Recognize the difference between supply and demand 4. Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread) 	<ol style="list-style-type: none"> 1. Distinguish between needs and wants 2. Explain why people have jobs 3. Recognize the difference between supply and demand 4. Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread)

Content Standard: **Economics:** Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 6. Explain and demonstrate the role of money in daily life

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Demonstrate understanding that money can buy items 2. Demonstrate understanding that some items cost more than others 3. Recognize the concept of buying on credit

Content Standard: **Economics**: Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 7. Recognize America’s natural resources (e.g., land, timber, fish, and animal, and produce)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Distinguish the difference between a natural and finished product 2. Identify the ways resources are recycled

Content Standard: **Economics**: Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision making.

Alternate Learning Expectation (ALE): E. 8. Interpret simple economic graphs

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify a symbol on a graph or chart which represents an idea or amount

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 1. Describe seasons

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Describe how weather impacts daily life 2. Describe different kinds of weather 	<ol style="list-style-type: none"> 1. Describe how weather impacts daily life 2. Describe different kinds of weather 	<ol style="list-style-type: none"> 1. Describe how weather impacts daily life 2. Describe different kinds of weather

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 2. Understand how to use maps, globes, and other geographic representations, tools and technologies

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Understand and recognize familiar localities (school, home, etc.) 2. Locate and name familiar places in school and in the neighborhood 3. Describe differences in physical features of locations (e.g., farms, cities, urban, rural) 4. Recognize that maps and globes are representations or models of specific places 5. Use map symbols and legends to identify locations and directions 6. Find a specific location on a school or community map 7. Define and use directions (i.e., N,S,E,W) 	<ol style="list-style-type: none"> 1. Understand and recognize familiar localities (school, home, etc.) 2. Locate and name familiar places in school and in the neighborhood 3. Describe differences in physical features of locations (e.g., farms, cities, urban, rural) 4. Recognize that maps and globes are representations or models of specific places 5. Use map symbols and legends to identify locations and directions 6. Find a specific location on a school or community map 7. Define and use directions (i.e., N,S,E,W) 	<ol style="list-style-type: none"> 1. Understand and recognize familiar localities (school, home, etc.) 2. Locate and name familiar places in school and in the neighborhood 3. Describe differences in physical features of locations (e.g., farms, cities, urban, rural) 4. Recognize that maps and globes are representations or models of specific places 5. Use map symbols and legends to identify locations and directions 6. Find a specific location on a school or community map 7. Define and use directions (i.e., N,S,E,W)

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 3. Identify and use key geographical features on maps (e.g., mountains, rivers, plains, valleys, and forests)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Locate cities, states, countries, and continents on maps and globes 2. Locate major bodies of water on maps and globes 	<ol style="list-style-type: none"> 1. Locate cities, states, countries, and continents on maps and globes 2. Locate major bodies of water on maps and globes

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 4. Identify and/or locate locations on a map or globe

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify the equator, prime meridian, north/south poles on a map or globe 2. Identify the United States on a map 3. Identify Tennessee on a map 4. Identify the Tennessee River on a map

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 5. Identify the basic components of a world map

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify the basic components of a world map (e.g., equator, prime meridian, map key, compass rose, continents, oceans)

Content Standard: **Geography**: Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.

Alternate Learning Expectation (ALE): GG. 6. Compare information using simple bar graphs

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Identify an amount as more or less on a chart or graph

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 1. Exhibit cooperation

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) 	<ol style="list-style-type: none"> 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) 	<ol style="list-style-type: none"> 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts)

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 2. Identify purposes for having rules

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 3. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Demonstrate understanding of being a good citizen 2. Demonstrate understanding of individual and group responsibility 3. Categorize responsibilities of citizens to their community, state, and country 4. Identify examples of rights and responsibilities of citizens 	<ol style="list-style-type: none"> 1. Demonstrate understanding of being a good citizen 2. Demonstrate understanding of individual and group responsibility 3. Categorize responsibilities of citizens to their community, state, and country 4. Identify examples of rights and responsibilities of citizens

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 4. Be aware that every community has some form of governance

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Know rules of safety including signs and signals 2. Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President) 3. Describe important individual rights including freedom of religion, speech, and press 	<ol style="list-style-type: none"> 1. Know rules of safety including signs and signals 2. Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President) 3. Describe important individual rights including freedom of religion, speech, and press

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 5. Identify characteristics of good citizenship such as establishing beliefs in justices, truth, equality, and responsibility for the common good

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Understand the meaning of the Pledge of Allegiance 2. Understand that voting is a way of making choices and decisions 3. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant 4. Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King , Jr. Day, Memorial Day, and Thanksgiving) 	<ol style="list-style-type: none"> 1. Understand the meaning of the Pledge of Allegiance 2. Understand that voting is a way of making choices and decisions 3. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant 4. Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King , Jr. Day, Memorial Day, and Thanksgiving)

Content Standard: **Governance and Civics:** Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Alternate Learning Expectation (ALE): GC. 6. Recognize how groups work cooperatively to accomplish goals and encourage change (e.g., American Revolution and founding of Tennessee)

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
		<ol style="list-style-type: none"> 1. Demonstrate ability to work cooperatively with another student or group of students 2. Explain selected national and state patriotic symbols such as the United States and Tennessee flag

Content Standard: **History**: History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Alternate Learning Expectation (ALE): H. 1. Recognize that change occurs over time

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett) 	<ol style="list-style-type: none"> 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett) 	<ol style="list-style-type: none"> 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)

Content Standard: **History**: History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Alternate Learning Expectation (ALE): H. 2. Describe and measure calendar time by days, weeks, months, and years

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines

Content Standard: **History**: History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Alternate Learning Expectation (ALE): H. 3. Recognize that people and events influence history

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none"> 1. Examine elements of Native American culture (e.g., shelter, food, dress) 2. Identify interactions between Native Americans and settlers 3. Recognize how the United States grew 4. Recognize that there are civil rights that are afforded to all 	<ol style="list-style-type: none"> 1. Examine elements of Native American culture (e.g., shelter, food, dress) 2. Identify interactions between Native Americans and settlers 3. Recognize how the United States grew 4. Recognize that there are civil rights that are afforded to all 5. Recognize Abraham Lincoln as the President during the Civil War 6. Recognize Martin Luther King Jr. as someone who contributed to reform in TN and the US 7. Recognize that there are various religions around the world 8. Demonstrate an understanding that early writing was in the form of pictures (hieroglyphics) 9. Match artifacts to the cultural groups with which they are associated 10. Recognize the historical impacts of the settlers/explorers in North America 11. Recognize that different cultures contributed to the development of the US

Content Standard: **Individuals, Groups, and Interactions:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Alternate Learning Expectation (ALE): IGI. 1. Explain the consequences of an individual’s decisions and actions

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 	<ol style="list-style-type: none"> 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 8. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups 	<ol style="list-style-type: none"> 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 8. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups 9. Analyze a particular event to identify reasons an individual might respond to it in different ways 10. Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics

Content Standard: **Individuals, Groups, and Interactions:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Alternate Learning Expectation (ALE): IGI. 2. Identify purposes for having rules

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law and individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law and individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 6. Demonstrate ability to share and give opinions in a group 7. Recognize individuals have a role in each group in which they participate 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law and individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 6. Demonstrate ability to share and give opinions in a group 7. Recognize individuals have a role in each group in which they participate 8. Recognize that individuals can belong to groups but still have their own identity 9. Demonstrate understanding of consequences when rules are not followed

Science

Content Standards

and

Alternate Performance Indicators

Content Standard: **Life Science:** The student will investigate the structure and function of plant and animal cells.

Cell Structure and Function

Alternate Learning Expectation (ALE): LS. 1A. Recognize that living things are made up of smaller parts that contribute to the operation and well being of entire organisms

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 	<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts, such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single/celled organism and an organism with 2 or more cells 	<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts, such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single/celled organism and an organism with 2 or more cells 8. Identify organs and their function 9. Recognize that living organisms are made up of water 	<ol style="list-style-type: none"> 1. Responds to living organisms (e.g., animals, plants, and people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts, such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single/celled organism and an organism with 2 or more cells 8. Identify organs and their function 9. Recognize that living organisms are made up of water 10. Identify a frog and a butterfly's life cycles 11. Recognize that there are different biomolecules in food (e.g., French fries—fat, candy—sugar)

Content Standard: **Life Science:** The student will investigate how living things interact with one another and with non-living elements of their environment.

Interactions between living things and their environment

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>	<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>	<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>	<p>ALE. LS.2A. Recognize the distinction between living and non-living things. ALE. LS. 2B. Realize that organisms use their senses to interact with their environment ALE. LS. 2C. Examine interrelationships among plants, animals, and their environment ALE. LS. 2D. Recognize that the environment and the organisms that live in it can be affected by pollution ALE. LS 2E. Investigate how living things interact with one another and with non-living elements of their environment</p>
<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment

	<p>12. Identify ways that human actions or natural disasters affect the environment</p> <p>13. Identify what (e.g., animal, plant, or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)</p>	<p>12. Identify ways that human actions or natural disasters affect the environment</p> <p>13. Identify what (e.g., animal, plant, or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)</p> <p>14. Identify a relationship where one organism is hurt and the other benefits</p> <p>*****</p> <p>"</p>	<p>12. Identify ways that human actions or natural disasters affect the environment</p> <p>13. Identify what (e.g., animal, plant, or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)</p> <p>14. Identify a relationship where one organism is hurt and the other benefits</p> <p>15. Determine the effects of human activities on ecosystems (e.g., littering)</p>
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Content Standard: **Life Science:** The student will understand that living things have characteristics that enable them to survive their environment.

Diversity and Adaptation Among Living Things (Biodiversity)

Alternate Learning Expectation (ALE): LS. 3A. Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 	<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in the environment (e.g., coat in winter) 7. Recognize the environment in which an organism is typically found 	<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in the environment (e.g., animal camouflage) 7. Recognize the environment in which an organism is typically found 	<ol style="list-style-type: none"> 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish—water, bird—air) 3. Identify differences of plants and animal 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in the environment (e.g., animals shedding/fur thickening) 7. Recognize the environment in which an organism is typically found 8. Classify plants and animals according to their features

Content Standard: **Life Science:** The student will study the basic parts of plants, investigate how plants produce food, and discover that plants and animals use food to sustain life.

Food Production and Energy for Life

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 	<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 	<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p>ALE LS 4B. Recognize the basic parts of plants</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 5. Identify the functions of the basic parts of plants 6. Identify how various animals obtain and use food for energy 	<p>ALE LS. 4A. Recognize the basic requirements of all living things.</p> <p>ALE LS 4B. Recognize the basic parts of plants</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 5. Identify the functions of the basic parts of plants 6. Identify how various animals obtain and use food for energy 7. Recognize the plants make their own food (i.e., photosynthesis) 8. Recognize that plants give us oxygen 9. Recognize that plants clean the air (i.e., take in carbon dioxide and return oxygen to the air)

Content Standard: **Life Science:** The student will understand the basic principles of inheritance.

Heredity and Reproduction

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8	Gr. 9-12
<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 	<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 	<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 	<p>ALE LS. 5A. Recognize that living things reproduce ALE LS. 5B. Recognize that offspring tend to resemble their parents</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Respond to familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 7. Recognize a method of pollination (e.g., bee, wind) 8. Identify the seeds of a plant within the ovary or in a piece of fruit

Content Standard: **Life Science:** The student will understand the basic principles of inheritance.

Heredity and Reproduction

Alternate Learning Expectation (ALE): LS. 5C. Recognize that the appearance of plants and animals changes as they mature

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
	<ol style="list-style-type: none"> 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development) 	<ol style="list-style-type: none"> 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development) 	<ol style="list-style-type: none"> 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development)

Content Standard: **Life Science:** The student will understand that living things have changed over time.

Biological Change

Alternate Learning Expectation (ALE): LS. 6A. Recognize that some plants and animals that once lived are no longer found on earth

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8	Alternate Performance Indicators (API) Gr. 9-12
<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 	<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 2. Identify plants and animals that are endangered 	<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 2. Identify plants and animals that are endangered 	<ol style="list-style-type: none"> 1. Identify animals that are extinct (e.g., dinosaurs) 2. Identify plants and animals that are endangered 3. Understand how environmental change will affect living organisms

Content Standard: **Earth Science:** The student will investigate the structure of the universe.

Earth and Its Place in the Universe

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8
<p>ALE ES. 1A. Recognize that different objects appear in the day and nighttime sky ALE ES. 1B. Recognize that there are predictable patterns which occur in the universe</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 	<p>ALE ES. 1A. Recognize that different objects appear in the day and nighttime sky ALE ES. 1B. Recognize that there are predictable patterns which occur in the universe</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 4. Identify sun, moon, stars, and planets 5. Identify tools for observing objects in the day and night time sky 6. Understand that planets revolve around the sun 	<p>ALE ES. 1A. Recognize that different objects appear in the day and nighttime sky ALE ES. 1B. Recognize that there are predictable patterns which occur in the universe</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 4. Identify sun, moon, stars, and planets 5. Identify approximate time of day from the sun's position in the sky 6. Identify tools for observing objects in the day and night time sky 7. Understand that planets revolve around the sun 8. Identify some of the planets (e.g., Earth, Mars, Saturn, Venus)

Content Standard: **Earth Science:** The student will investigate the relationship among atmospheric conditions, weather, and climate.

Atmospheric Cycles

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8
<p>ALE ES. 2A. Recognize daily and seasonal weather changes ALE ES. 2B. Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p>	<p>ALE ES. 2A. Recognize daily and seasonal weather changes ALE ES. 2B. Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p>	<p>ALE ES. 2A. Recognize daily and seasonal weather changes ALE ES. 2B. Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments</p>
<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) Associate clothing and activity choices with various types of weather Identify the appropriate tool for measuring temperature Identify seasons 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) Associate clothing and activity choices with various types of weather Identify the appropriate tool for measuring temperature Identify seasons Identify a season based on the weather conditions Identify evaporation, precipitation, and runoff as parts of a water cycle in a diagram Recognize that temperature affects evaporation 	<p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) Associate clothing and activity choices with various types of weather Identify the appropriate tool for measuring temperature Identify seasons Identify a season based on the weather conditions Identify evaporation, precipitation, and runoff as parts of a water cycle in a diagram Recognize that temperature affects evaporation

Content Standard: **Earth Science:** The student will understand that the earth has many geological features that are constantly changing.

Earth Features

Alternate Learning Expectation (ALE): ES. 3A. Identify the earth's major geological features

<p>Alternate Performance Indicators (API) Gr. K-2</p>	<p>Alternate Performance Indicators (API) Gr. 3-5</p>	<p>Alternate Performance Indicators (API) Gr. 6-8</p>
<ol style="list-style-type: none"> Distinguish between land and water Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) 	<ol style="list-style-type: none"> Distinguish between land and water Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) Identify certain forces that cause changes in the environment (e.g., wind, water) 	<ol style="list-style-type: none"> Distinguish between land and water Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) Identify certain forces that cause changes in the environment (e.g., wind, water) Identify the crust and mantle of the earth

Content Standard: **Earth Science**: The student will investigate the properties, uses, and conservation of earth's resources.

Earth Resources

Alternate Learning Expectation (ALE): ES. 4A. Recognize that there are a variety of earth materials which have basic observable and measurable properties

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made 	<ol style="list-style-type: none"> 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made 	<ol style="list-style-type: none"> 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made

Content Standard: **Earth Science**: The student will investigate the properties, uses, and conservation of earth's resources.

Earth Resources

Alternate Learning Expectation (ALE): ES. 4B. Demonstrate understanding that earth materials can be recycled or conserved

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Identify ways that earth's resources benefit man 	<ol style="list-style-type: none"> 1. Identify ways that earth's resources benefit man 2. Identify materials that can be recycled or reused (e.g., water bottles, cans, paper) 3. Identify methods for conserving resources (e.g., replanting trees, conserving water or electricity) 	<ol style="list-style-type: none"> 1. Identify ways that earth's resources benefit man 2. Identify materials that can be recycled or reused (e.g., water bottles, cans, paper) 3. Identify methods for conserving resources (e.g., replanting trees, conserving water or electricity) 4. Distinguish between different kinds of rocks (e.g., weight, texture, and color)

Content Standard: **Physical Science:** The student will investigate the effects of force on the movement of objects.

Forces and Motion

Alternate Learning Expectation (ALE): SEE SPECIFIC GRADE CLUSTERS FOR CORRESPONDING ALEs

Gr. K-2	Gr. 3-5	Gr. 6-8
<p>ALE PS. 1A. Understand the basic concept that forces can move objects (push/pull) ALE PS. 1B. Observe and predict how the weight of an object and its position affect balance</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 	<p>ALE PS. 1A. Understand the basic concept that forces can move objects (push/pull) ALE PS. 1B. Observe and predict how the weight of an object and its position affect balance</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 3. Recognize objects that are balanced or unbalanced 4. Recognize that objects fall unless supported (e.g., gravity) 5. Identify materials that are attracted to magnets 6. Identify a simple machine (e.g., ramp, screwdriver, broom) 7. Identify a simple machine as an appropriate mechanism to move a heavy object 8. Solve a simple problem involving distance (e.g., longest or shortest), time (e.g., longest or shortest), and speed (e.g., fast or slow) 	<p>ALE PS. 1A. Understand the basic concept that forces can move objects (push/pull) ALE PS. 1B. Observe and predict how the weight of an object and its position affect balance</p> <p><u>Alternate Performance Indicators (API)</u></p> <ol style="list-style-type: none"> 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 3. Recognize objects that are balanced or unbalanced 4. Recognize that objects fall unless supported (e.g., gravity) 5. Identify materials that are attracted to magnets 6. Identify a simple machine (e.g., ramp, screwdriver, broom) 7. Identify a simple machine as an appropriate mechanism to move a heavy object 8. Solve a simple problem involving distance (e.g., longest or shortest), time (e.g., longest or shortest), and speed (e.g., fast or slow) 9. Recognize that magnets can be used to move objects

Content Standard: **Physical Science**: The student will investigate the characteristic properties of matter.

Structure and Properties of Matter

Alternate Learning Expectation (ALE): PS. 2A. Recognize that objects have observable properties that can change over time and under different conditions

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids and liquids 	<ol style="list-style-type: none"> 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids and liquids 4. Distinguish between solids, liquids, and gas 5. Demonstrate that properties can change by mixing, cooling, or heating 6. Recognize that adding heat is associated with melting, and subtracting heat or a drop in temperature is associated with freezing or formation of a solid 7. Select the appropriate instrument to measure weight, mass, length, width, height, or temperature 	<ol style="list-style-type: none"> 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids and liquids 4. Distinguish between solids, liquids, and gas 5. Demonstrate that properties can change by mixing, cooling, or heating 6. Recognize that adding heat is associated with melting, and subtracting heat or a drop in temperature is associated with freezing or formation of a solid 7. Select the appropriate instrument to measure weight, mass, length, width, height, or temperature

Content Standard: **Physical Science:** The student will investigate energy and its uses.

Energy

Alternate Learning Expectation (ALE): PS. 3A. Identify the sun as the main source of earth's heat and light energy

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 	<ol style="list-style-type: none"> 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 4. Identify the effects of the sun on various materials 5. Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera) 	<ol style="list-style-type: none"> 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 4. Identify the effects of the sun on various materials 5. Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera) 6. Recognize that energy causes changes

Content Standard: **Physical Science:** The student will investigate energy and its uses.

Energy

Alternate Learning Expectation (ALE): PS. 3B. Recognize that sound is produced when objects vibrate

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
<ol style="list-style-type: none"> 1. Identify sounds 2. Distinguish between different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man-made) 	<ol style="list-style-type: none"> 1. Identify sounds 2. Distinguish between different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man-made) 	<ol style="list-style-type: none"> 1. Identify sounds 2. Distinguish between different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man-made)

Content Standard: **Physical Science**: The student will investigate the interactions of matter.

Interactions of Matter

Alternate Learning Expectation (ALE): PS. 4A. Investigate the kinds of changes that occur when different types of matter interact

Alternate Performance Indicators (API) Gr. K-2	Alternate Performance Indicators (API) Gr. 3-5	Alternate Performance Indicators (API) Gr. 6-8
	<ol style="list-style-type: none">1. Indicate the changes that occur when two materials interact (e.g., sugar/milk, salt/pepper)2. Describe a physical change, given an example3. Describe a chemical change, given an example	<ol style="list-style-type: none">1. Indicate the changes that occur when two materials interact (e.g., sugar/milk, salt/pepper)2. Describe a physical change, given an example3. Describe a chemical change, given an example4. Understand the basic characteristics of an acid or a base (e.g., battery, cleaning solutions, food production)