

Arizona Academic Standards That Match Population Connection Activities

Grades 6 - 12

Math

❖ **Strand 1: Numbers and Operations**

- Concept 1: Number Sense- Understand and apply numbers, ways of representing numbers, and the relationships among numbers and different number systems.
 - Grade 6
 - PO 3. Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
 - Concept 2: Numerical Operations- Understand and apply numerical operations and their relationship to one another.
 - Grade 6
 - PO 3. Divide multi-digit whole numbers and decimals by decimal divisors with and without remainders.
 - PO 4. Multiply and divide fractions.
 - Grade 7
 - PO 1. Add, subtract, multiply, and divide integers.
 - PO 2. Solve problems with rational numbers and appropriate operations using exact answers or estimates.
 - PO 3. Solve problems involving percentages, ratio and proportion, including tax, discount, tips, and part/whole relationships.
 - Grade 8
 - PO 3. Solve problems involving percent increase, percent decrease, and simple interest rates.
 - Concept 3: Estimation- Use estimation strategies reasonably and fluently while integrating content from each of the other strands.
 - Grade 6
 - PO 1. Use benchmarks as meaningful points of comparison for rational numbers.
 - PO 2. Make estimates appropriate to a given situation and verify the reasonableness of the results.
 - Grade 7
 - PO 2. Make estimates appropriate to a given situation.
 - Grade 8
 - PO 1. Make estimates appropriate to a given situation
- #### ❖ **Strand 2: Data Analysis, Probability, and Discrete Mathematics**
- Concept 1: Data Analysis (Statistics)-Understand and apply data collection, organization, and representation to analyze and sort data.
 - Grade 6
 - PO 1. Solve problems by selecting, constructing, and interpreting displays of data, including histograms and stem-and-leaf plots.

- PO 2. Formulate and answer questions by interpreting, analyzing, and drawing inferences from displays of data, including histograms and stem-and-leaf plots.
 - PO 3. Use extreme values, mean, median, mode, and range to analyze and describe the distribution of a given data set.
 - PO 4. Compare two or more sets of data by identifying trends
 - Grade 7
 - PO 1. Solve problems by selecting, constructing, and interpreting displays of data including multi-line graphs and scatterplots.
 - PO 2. Interpret trends in a data set, estimate values for missing data, and predict values for points beyond the range of the data set.
 - PO 3. Identify outliers and determine their effect on mean, median, mode, and range.
 - Grade 8
 - PO 1. Solve problems by selecting, constructing, interpreting, and calculating with displays of data, including box and whisker plots and scatterplots.
 - PO 2. Interpret probabilities within a given context and compare the outcome of an experiment to predictions made prior to performing the experiment.
 - Grade 9-10
 - PO 2. Organize collected data into an appropriate graphical representation with or without technology.
 - PO 3. Display data, including paired data, as lists, tables, matrices, and plots with or without technology; make predictions and observations about patterns or departures from patterns.
 - PO 8. Design simple experiments or investigations and collect data to answer questions
- ❖ **Strand 3: Patterns, Algebra, and Functions**
- Concept 1: Patterns- Identify patterns and apply pattern recognition to reason mathematically while integrating content from each of the other strands.
 - Grade 8
 - PO 1. Recognize, describe, create, and analyze numerical and geometric sequences using tables, graphs, words, or symbols; make conjectures about these sequences.
 - Concept 2: Functions and Relationships- Describe and model functions and their relationships.
 - Grade 6
 - PO 1. Recognize and describe a relationship between two quantities, given by a chart, table, or graph, using words and expressions.
 - Grade 7
 - PO 1. Use a table of values to graph an equation or proportional relationship; describe the graph's characteristics.
 - Grade 8
 - PO 1. Sketch and interpret a graph that models a given context; describe a context that is modeled by a given graph.

- Grade 9-10
 - PO 1. Sketch and interpret a graph that models a given context, make connections between the graph and the context, and solve maximum and minimum problems using the graph.
 - PO 4. Use equations, graphs, tables, descriptions, or sets of ordered pairs to express a relationship between two variables.
- **Concept 4: Analysis of Change-** Analyze how changing the values of one quantity corresponds to change in the values of another quantity.
 - Grade 7
 - PO 1. Use graphs and tables to model and analyze change.
 - Grade 9-10
 - PO 2. Solve problems involving rate of change.
 - Grade 11-12
 - PO 1. Analyze and describe how a change in an independent variable leads to a change in a dependent variable.
- ❖ **Strand 4: Geometry and Measurement**
 - **Concept 4: Measurement-** Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.
 - Grade 8
 - PO 2. Solve geometric problems using ratios and proportions.
- ❖ **Strand 5: Structure and Logic**
 - **Concept 2: Logic, Reasoning, Problem Solving, and Proof-** Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions, and recognize their applications.
 - Grade 6
 - PO 7. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.
 - PO 8. Make and test conjectures based on information collected from explorations and experiments.
 - PO 9. Solve simple logic problems, including conditional statements, and justify solution methods and reasoning.
 - Grade 7
 - PO 7. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.
 - PO 8. Make and test conjectures based on information collected from explorations and experiments.
 - Grade 8
 - PO 7. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.
 - PO 9. Make and test conjectures based on information collected from explorations and experiments.

Science

❖ **Strand 1**

- Concept 1: Observations, Questions and Hypotheses- Observe, ask questions, and make predictions.
 - Grade 7
 - PO 1. Formulate questions based on observations that lead to the development of a hypothesis. (See M07-S2C1-01)
 - PO 2. Select appropriate resources for background information related to a question, for use in the design of a controlled investigation. (See W07-S3C6-01 and R07-S3C1-06)
 - Grade 9-12
 - PO 4. Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).
- Concept 2: Scientific Testing (Investigating and Modeling)-Design and conduct controlled investigations.
 - Grade 7
 - PO 5. Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. (See W07-S3C2-01 and W07-S3C3-01)
 - Grade 8
 - PO 5. Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. (See W08-S3C2-01 and W08-S3C3-01)
 - Grade 9-12
 - PO 5. Record observations, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers.
- Concept 3: Analysis and Conclusions- Organize and analyze data; compare to predictions.
 - Grade 6
 - PO 2. Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).
 - PO 3. Evaluate the observations and data reported by others.
 - PO 6. Formulate new questions based on the results of a completed investigation.
 - Grade 7
 - PO 2. Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).
 - PO 5. Formulate a conclusion based on data analysis.
 - PO 7. Formulate new questions based on the results of a previous investigation.

- Grade 8
 - PO 2. Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).
 - PO 3. Interpret data that show a variety of possible relationships between two variables, including: positive relationship, negative relationship, no relationship.
 - PO 8. Formulate new questions based on the results of a previous investigation.
- Grade 9-12
 - PO 1. Interpret data that show a variety of possible relationships between variables, including: positive relationship, negative relationship, no relationship.
 - PO 6. Use descriptive statistics to analyze data, including: mean, frequency, range. (See MHS-S2C1-10)
- Concept 4: Communication- Communicate results of investigations.
 - Grade 6
 - PO 1. Choose an appropriate graphic representation for collected data: line graph, double bar graph, stem and leaf plot, histogram. (See M06-S2C1-02)
 - PO 3. Communicate the results of an investigation with appropriate use of qualitative and quantitative information. (See W06-S3C2-01)
 - PO 5. Communicate the results and conclusion of the investigation. (See W06-S3C6-02)
 - Grade 7
 - PO 1. Choose an appropriate graphic representation for collected data: line graph, double bar graph, stem and leaf plot, histogram. (See M07-S2C1-03)
 - PO 3. Communicate the results of an investigation with appropriate use of qualitative and quantitative information. (See W07-S3C2-01)
 - PO 5. Communicate the results and conclusion of the investigation. (See W07-S3C6-02)
 - Grade 8
 - PO 1. Communicate the results of an investigation
 - PO 2. Choose an appropriate graphic representation for collected data: line graph, double bar graph, stem and leaf plot, histogram. (See M08-S2C1-03)
 - PO 5. Communicate the results and conclusion of the investigation. (See W08-S3C6-02)
 - Grade 9-12

- PO 1. For a specific investigation, choose an appropriate method for communicating the results. (See W09-S3C2-01 and W10-S3C2-01)
 - PO 2. Produce graphs that communicate data. (See MHS-S2C1-02)
 - PO 3. Communicate results clearly and logically.
- ❖ **Strand 2: History and Nature of Science**
- Concept 2: Nature of Scientific Knowledge. Understand how science is a process for generating knowledge.
 - Grade 6
 - PO 3. Apply the following scientific processes to other problem solving or decision making situations: observing, questioning, communicating, comparing, measuring, classifying, predicting, organizing data, inferring, generating hypotheses, identifying variables.
 - Grade 7
 - PO 3. Apply the following scientific processes to other problem solving or decision making situations: observing, questioning, communicating, comparing, measuring, classifying, predicting, organizing data, inferring, generating hypotheses, identifying variables.
 - Grade 8
 - PO 1. Apply the following scientific processes to other problem solving or decision making situations: observing, questioning, communicating, comparing, measuring, classifying, predicting, organizing data, inferring, generating hypotheses, identifying variables
- ❖ **Strand 3: Science in Personal and Social Perspectives**
- Concept 1: Changes in Environments. Describe the interactions between human populations, natural hazards, and the environment.
 - Grade 7
 - PO 1. Analyze environmental risks (e.g., pollution, destruction of habitat) caused by human interaction with biological or geological systems.
 - Grade 9-12
 - PO 1. Evaluate how the processes of natural ecosystems affect, and are affected by, humans.
 - PO 3. Assess how human activities (e.g., clear cutting, water management, tree thinning) can affect the potential for hazards.
 - Concept 2: Science and Technology in Society. Understand the impact of technology.
 - Grade 6
 - PO 1. Propose viable methods of responding to an identified need or problem.
 - PO 2. Compare possible solutions to best address an identified need or problem.
 - Grade 7

- PO 1. Propose viable methods of responding to an identified need or problem.
- PO 2. Compare solutions to best address an identified need or problem.
- Grade 8
 - PO 1. Propose viable methods of responding to an identified need or problem.
 - PO 2. Compare solutions to best address an identified need or problem.
- Concept 3: Human Population Characteristics. Analyze factors that affect human populations.
 - Grade 9-12
 - PO 1. Analyze social factors that limit the growth of a human population, including: affluence, education, access to health care, cultural influences.
 - PO 3. Predict the effect of a change in a specific factor on a human population.
- ❖ **Strand 4: Life Science**
 - Concept 1: Structure and Function in Living Systems: Understand the relationship between structures and functions of organisms.
 - Grade 6:
 - PO 1. Explain the importance of water to organisms.
 - Concept 3: Organisms and Environments. Understand the relationships among various organisms and their environment.
 - Grade 6
 - PO 2. Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog.
 - Grade 7
 - PO 3. Analyze the interactions of living organisms with their ecosystems: limiting factors, carrying capacity.
 - PO 4. Evaluate data related to problems associated with population growth (e.g., overgrazing, forest management, invasion of non-native species) and the possible solutions.
 - Grade 9-12
 - PO 3. Assess how the size and the rate of growth of a population are determined by birth rate, death rate, immigration, emigration, and carrying capacity of the environment.
 - Concept 4: Diversity, Adaptation and Behavior. Identify plant and animal adaptations.
 - Grade 9-12
 - PO 4. Predict how a change in an environmental factor (e.g., rainfall, habitat loss, non-native species) can affect the number and diversity of species in an ecosystem.
- ❖ **Strand 5: Physical Science**
 - Concept 2: Motions and Forces. Analyze relationships between forces and motion.
 - Grade 9-12

- PO 1. Determine the rate of change of a quantity (e.g., rate of erosion, rate of reaction, rate of growth, velocity).
- Concept 3: Energy and Magnetism. Investigate different forms of energy.
 - Grade 6
 - PO 1. Identify various ways in which electrical energy is generated using renewable and nonrenewable resources (e.g., wind, dams, fossil fuels, nuclear reactions).
- ❖ **Strand 6: Earth and Space Science**
 - Concept 1: Properties of Earth Materials. Identify the basic properties of Earth materials.
 - Grade 6
 - PO 3. Explain the composition, properties, and structures of the oceans' zones and layers.
 - Grade 9-12
 - PO 5. Describe factors that impact current and future water quantity and quality including surface, ground, and local water issues.
 - Concept 2: Energy in the Earth System (Both Internal and External). Understand the relationships between the Earth's land masses, oceans, and atmosphere.
 - Grade 9-12
 - PO 16. Explain the causes and/or effects of climate changes over long periods of time (e.g., glaciation, desertification, solar activity, greenhouse effect).

Social Studies

❖ **Strand 1: American History**

- Concept 1: Research Skills for History.
 - Grade 6
 - PO 2. Interpret historical data displayed in graphs, tables, and charts.
 - PO 4. Formulate questions that can be answered by historical study and research.
 - PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.
 - Grade 7
 - PO 2. Interpret historical data displayed in graphs, tables, and charts.
 - PO 4. Formulate questions that can be answered by historical study and research.
 - PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.
 - Grade 8
 - PO 2. Interpret historical data displayed in graphs, tables, and charts.
 - PO 4. Formulate questions that can be answered by historical study and research.
 - PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.
 - Grade 9-12

- PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
 - PO 3. Formulate questions that can be answered by historical study and research.
 - PO 7. Compare present events with past events: cause and effect, change over time, different points of view.
 - Concept 5: Westward Expansion. Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.
 - Grade 9-12
 - >PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States: transportation improvements (e.g. railroads, canals, steamboats), factory system manufacturing, urbanization, inventions (e.g., telegraph, cotton gin, interchangeable parts).
 - Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.
 - Grade 7
 - PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets).
 - Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.
 - Grade 8
 - PO 5. Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.
 - Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.
 - Grade 7
 - PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
 - Grade 8
 - PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
 - PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
- ❖ **Strand 2: World History**
- Concept 1: Research Skills for History
 - Grade 6
 - PO 1. Construct charts, graphs, and narratives using historical data.
 - PO 2. Interpret historical data displayed in graphs, tables, and charts.
 - Grade 7

- PO 1. Construct charts, graphs, and narratives using historical data of the historical era being studied.
- PO 2. Interpret historical data displayed in graphs, tables, and charts.
- Grade 8
 - PO 1. Construct charts, graphs, and narratives using historical data.
 - PO 2. Interpret historical data displayed in graphs, tables, and charts.
- Grade 9-12
 - PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
 - PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- Concept 8: World at War. Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.
 - Grade 8
 - PO 16. Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease).
- Concept 9: Contemporary World. The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.
 - Grade 7
 - PO 3. Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.
 - Grade 8
 - PO 3. Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.
 - Grade 9-12
 - PO 4. Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).
- ❖ **Strand 3: Civics/Government**
 - Concept 4: Rights, Responsibilities, and Roles of Citizenship. The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
 - Grade 6
 - PO 1. Describe ways an individual can contribute to a school or community.
- ❖ **Strand 4: Geography**
 - Concept 1: The World in Spatial Terms. The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

- Grade 6
 - PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied.)
- Grade 7
 - PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)
- Grade 8
 - PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)
- Concept 2: Places and Regions. Places and regions have distinct physical and cultural characteristics.
 - Grade 6
 - PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2
 - Grade 7
 - PO 1. Describe the human and physical characteristics of places and regions.
 - PO 4. Describe how a place changes over time. (Connect with content studied.)
 - Grade 8
 - PO 5. Describe how a place changes over time. (Connect with content studied.)
 - Grade 9-12
 - PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.
- Concept 4: Human Systems. Human culture, their nature, and distribution affect societies and the Earth.
 - Grade 6
 - PO 1. Interpret the demographic structure of places and regions using a population pyramid.
 - PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions
 - PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women. Connect with: Strand 2 Concept 2
 - Grade 7
 - PO 1. Discuss the implications of the demographic structure of places and regions.
 - PO 2. Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.
 - PO 4. Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.

- PO 5. Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.
- Grade 8
 - PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.
 - PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.
- Grade 9-12
 - PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).
 - PO 2. Analyze push/pull factors that contribute to human migration.
 - PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).
 - PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.
- Concept 5: Environment and Society. Human and environmental interactions are interdependent upon one another. Humans interact with the environment – they depend upon it, they modify it, and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.
 - Grade 6
 - PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.
 - Grade 7
 - PO 3. Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.
 - PO 4. Describe the positive and negative outcomes of human modification on the environment.
 - PO 6. Describe the ways human population growth can affect environments and the capacity of environments to support populations.
 - Grade 8
 - PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems.
 - PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems.
 - PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities.
 - Grade 9-12
 - PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution)

- PO 4. Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.
- Concept 6: Geographic Applications. Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.
 - Grade 7
 - PO 2. Describe how environments (e.g., Sun Belt, urban areas) influence living conditions.
- ❖ **Strand 5: Economics**
 - Concept 1: Foundations of Economics. The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.
 - Grade 6
 - PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.
 - PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.
 - Grade 7
 - PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.
 - PO 2. Analyze how scarcity, opportunity costs, and trade-offs influence decision making.
 - Grade 8
 - PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.
 - PO 2. Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.
 - PO 5. Describe the impact of the availability and distribution of natural resources on an economy.
 - Grade 9-12
 - PO 1. Analyze the implications of scarcity:
 - ◆ limited resources and unlimited human wants influence choice at individual, national, and international levels
 - ◆ factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)
 - ◆ marginal analysis by producers, consumers, savers, and investors
 - Concept 3: Macroeconomics. Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.
 - Grade 9-12
 - PO 7. Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.

- Concept 5: Personal Finance. Decision making skills foster a person’s individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.
 - Grade 9-12
 - PO 1. Explain how education, career choices, and family obligations affect future income

Language Arts

❖ Strand 3: Comprehending Informational Text

- Concept 1: Expository Text. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
 - Grade 6
 - PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)
 - PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
 - Grade 7
 - PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)
 - PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
 - PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.
 - Grade 8
 - PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)
 - PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)
 - PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.
 - Grade 9-10
 - PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)
 - PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical

order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.

- Concept 2: Functional Text. Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.
 - Grade 9-10
 - PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.