

A correlation of
**Population Connection
Activities**

from

Nuestro Mundo, Nuestro Futuro
(Our World, Our Future)

to

**California State Board of Education
Content Standards**

Organized by:

- 1. Population Connection Activity*
- 2. Subject*
- 3. Grade*
- 4. Standard*

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Environmental Dilemmas

English Language Development

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Prepare and deliver short oral presentations.

Intermediate ELD Level: Listening and Speaking: Comprehension

Respond to messages by asking simple questions or by briefly restating the message.

Intermediate ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Early Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.

Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

Grades 9-12

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Intermediate ELD Level: Listening and Speaking: Comprehension

Respond to messages by asking simple questions or by briefly restating the message.

Intermediate ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Early Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

History and Social Science

Grade 12

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

Language Arts

Grade 6

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Writing

1.0. Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.3. Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.3. Restate and execute multiple-step oral instructions and directions.

Science

Grade 6: Focus on Earth Sciences

7. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

e. Recognize whether evidence is consistent with a proposed explanation.

Grades 9-12: Investigation and Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:

l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

Everything Is Connected

English Language Development

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

Beginning ELD Level: Writing: Organization and Focus

Create simple sentences or phrases with some assistance.

Grades 9-12

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

History and Social Science

Grade 8

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

Grades 6-8

Historical Interpretation

2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

Grade 12

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.

Grades 9 - 12

Historical Interpretation

5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Language Arts

Grade 6

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.3. Restate and execute multiple-step oral instructions and directions.

Mathematics

Grade 7

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

Science

Grades 9-12: Biology/Life Sciences

6. Ecology. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

Grades 9-12: Investigation and Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:

l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

If the World Was An Apple

English Language Development

Grades 3-5

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use content-related vocabulary in discussions and reading.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Beginning ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Grades 9-12

Beginning ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple multiple-step oral directions for classroom or work-related activities.

History and Social Science

Grade 1

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Grade 2

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

Grade 3

- 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

Grade 4

- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
 4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

Grades K - 5

Chronological and Spatial Thinking

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Grade 8

- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
 1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

Grade 11

- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
 2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
 7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
 7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

Grade 12

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.

Grades 9 - 12

Chronological and Spatial Thinking

4. Students relate current events to the physical and human characteristics of places and regions.

Historical Interpretation

5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Language Arts

Grade 3:

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.3. Respond to questions with appropriate elaboration.

Grade 4:

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1. Use simple and compound sentences in writing and speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Grade 5

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1. Ask questions that seek information not already discussed.

Mathematics

Grade 1

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

- 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

Grade 2

Number Sense

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.2 Use tools, such as manipulatives or sketches, to model problems.

Grade 3

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 4

Number Sense

1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).

1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 5

Number Sense

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

Algebra and Functions

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

1.1 Use information taken from a graph or equation to answer questions about a problem situation.

Statistics, Data Analysis, and Probability

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

1.3 Use fractions and percentages to compare data sets of different sizes.

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

Grade 6

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 7

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Science

Kindergarten

3. Earth Sciences. Earth is composed of land, air, and water. As a basis for understanding this concept:

c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

e. Communicate observations orally and through drawings.

Grade 2

3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

g. Follow oral instructions for a scientific investigation.

Grade 3

3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
 - c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - c. Use numerical data in describing and comparing objects, events, and measurements.
 - e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 5

6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
 - h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Grade 6: Focus on Earth Sciences

6. Resources. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
 - b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

Grades 9-12: Investigation and Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
 - l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
 - m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear

Life and Death

English Language Development

Grades 3-5

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple multiple-step oral directions for classroom or work-related activities.

History and Social Science

Grades K - 5

Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Language Arts

Grade 3

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.3. Respond to questions with appropriate elaboration.

Grade 4

Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1. Use simple and compound sentences in writing and speaking.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Grade 6

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.3. Restate and execute multiple-step oral instructions and directions.

Mathematics

Kindergarten

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

Grade 1

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

Grade 2

Number Sense

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.2 Use tools, such as manipulatives or sketches, to model problems.

Grade 3

Measurement and Geometry

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 4

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 5

Number Sense

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

Grade 6

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

Grade 7

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

Grades 8-12: Algebra I

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Science

Grade 2

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Make predictions based on observed patterns and not random guessing.
- g. Follow oral instructions for a scientific investigation.

Grade 3

3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- c. Use numerical data in describing and comparing objects, events, and measurements.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.
- e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 4

6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- c. Formulate and justify predictions based on cause-and-effect relationships.

Grade 5

6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Grade 6: Focus on Earth Sciences

5. Ecology (Life Sciences). Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
- e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.
7. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Grade 7: Focus on Life Sciences

7. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
- a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Grades 9-12: Biology/Life Sciences

6. Ecology. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
- c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
 - e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.

Maria's Education

English Language Development

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

Grades 9-12

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

Beginning ELD Level: Listening and Speaking: Analysis and Evaluation of Oral and Media Communications and Comprehension

Respond with simple words or phrases to questions about simple written texts.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Vocabulary and Concept Development

Read simple paragraphs and passages independently.

Intermediate ELD Level: Reading: Vocabulary and Concept Development

Use decoding skills and knowledge of both academic and social vocabulary to read independently.

Early Advanced ELD Level: Reading: Vocabulary and Concept Development

Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.

Advanced ELD Level: Reading: Vocabulary and Concept Development

Apply knowledge of academic and social vocabulary to achieve independent reading.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

Early Intermediate ELD Level: Reading: Comprehension

Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.

Early Advanced ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.

Advanced ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.

Early Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism

Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.

Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text
Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

History and Social Science

Grade 11

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

Language Arts

Grade 6

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.3. Restate and execute multiple-step oral instructions and directions.

The More the Merrier?

English Language Development

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple multiple-step oral directions for classroom or work-related activities.

Early Intermediate ELD Level: Writing: Organization and Focus

Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.

Language Arts

Grade 6

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.3. Restate and execute multiple-step oral instructions and directions.

Science

Grade 6: Focus on Earth Sciences

5. Ecology (Life Sciences). Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Timber!

English Language Development

Grades 3-5

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Understand and follow some multiple-step directions for classroom-related activities.

Grades 6-8

Beginning ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using simple sentences or phrases.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple multiple-step oral directions for classroom or work-related activities.

History and Social Science

Grade 3

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

Grade 8

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

Language Arts

Grade 3

Reading

2.0. Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making

predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.7. Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.3. Respond to questions with appropriate elaboration.

Grade 4

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1. Use simple and compound sentences in writing and speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Grade 6

Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.3. Restate and execute multiple-step oral instructions and directions.

Mathematics

Grade 2

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.2 Use tools, such as manipulatives or sketches, to model problems.

Grade 3

Number Sense

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1 Find the sum or difference of two whole numbers between 0 and 10,000.

Algebra and Functions

2.0 Students represent simple functional relationships:

2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

Grade 4

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 5

Number Sense

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

Algebra and Functions

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

1.1 Use information taken from a graph or equation to answer questions about a problem situation.

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

Grade 6

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.7 Make precise calculations and check the validity of the results from the context of the problem.

Grade 7

Mathematical Reasoning

2.0 Students use strategies, skills, and concepts in finding solutions:

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

Grades 8-12: Probability and Statistics

8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

Science

Grade 2

3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Make predictions based on observed patterns and not random guessing.

g. Follow oral instructions for a scientific investigation.

Grade 3

3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

c. Use numerical data in describing and comparing objects, events, and measurements.

d. Predict the outcome of a simple investigation and compare the result with the prediction.

- e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 4

- 3. Life Sciences. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

- 6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- c. Formulate and justify predictions based on cause-and-effect relationships.

- f. Follow a set of written instructions for a scientific investigation.

Grade 5

- 6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

- h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Grade 6: Focus on Earth Sciences

- 5. Ecology (Life Sciences). Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

- e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

- 6. Resources. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

- b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

- 7. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

- c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

Grade 7: Focus on Life Sciences

- 7. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

Grade 8: Focus on Physical Sciences

9. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
- g. Distinguish between linear and nonlinear relationships on a graph of data.

People Count: Facing the Population Challenge

English Language Development

Grades 6-8

Early Intermediate ELD Level: Reading: Vocabulary and Concept Development
Read simple paragraphs and passages independently.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use decoding skills and knowledge of both academic and social vocabulary to read independently.

Early Advanced ELD Level: Reading: Vocabulary and Concept Development
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.

Advanced ELD Level: Reading: Vocabulary and Concept Development
Apply knowledge of academic and social vocabulary to achieve independent reading.

Early Intermediate ELD Level: Reading: Comprehension
Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.

Early Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.

Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.

Early Advanced ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.

Advanced ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.

Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text
Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

History and Social Science

Grade 8

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

Grades 6-8

Historical Interpretation

2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Language Arts

Grade 6

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.