Academic Outcomes

for the

Hillsborough City School District

Table of Contents

Topic	Page Number
English Language Arts/Literacy	pages 3-7
Mathematics	pages 8-13
Science	pages 14-15
Social Science	pages 16-17
World Language	page 18
Physical Education	page 19
Health	page 20
Fine Arts	page 21

Links to all Grade Level Standards Can be Found at
www.cde.ca.gov/be/st/ss

Academic Outcomes
English Language Arts/Literacy

Students who are college and career ready in reading, writing, speaking and listening, and language…

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

Key Features of the Standards

Reading: Text complexity and the growth of comprehension
The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research
The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration
Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary
The Language standards include the essential "rules" of standard written and spoken English. However, language is presented as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Academic Outcomes
English Language Arts/Literacy

Anchor Standards for Reading
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Academic Outcomes
English Language Arts/Literacy

Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Academic Outcomes
English Language Arts/Literacy

Anchor Standards for Speaking and Listening
Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Academic Outcomes
English Language Arts/Literacy

Anchor Standards for Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

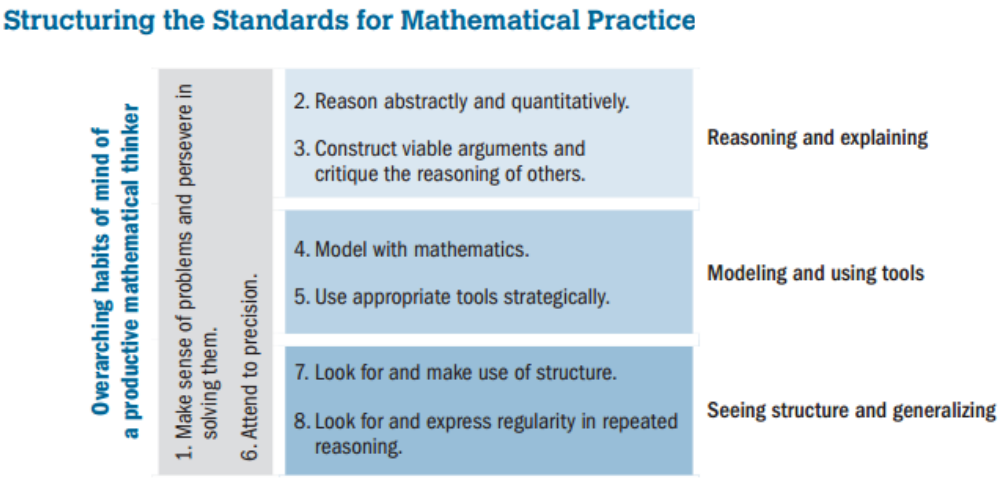
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Academic Outcomes
Mathematics

Mathematical Practice Standards:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Mathematic Content Standards:

- Counting and Cardinality (TK, K)
- Operations and Algebraic Thinking (TK, K, 1, 2, 3, 4, 5)
- Number and Operations in Base Ten (TK, K, 1, 2, 3, 4, 5)
- Number and Operations—Fractions (3, 4, 5)
- Measurement and Data (TK, K, 1, 2, 3, 4, 5)
- Geometry (TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- Ratios and Proportional Relationships (6, 7)
- The Number System (6, 7, 8)
- Expressions and Equations (6, 7, 8)
- Statistics and Probability (6, 7, 8, 9, 10, 11, 12)
- Functions (8, 9, 10, 11, 12)
- Number and Quantity (9, 10, 11, 12)
- Algebra (9, 10, 11, 12)
- Advanced Courses past 12th grade may be explored at http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

Academic Outcomes
Mathematics

Mathematic Content Standards Overview:

TK/ Kindergarten
Counting and Cardinality: Know number names and the count sequence.
Count to tell the number of objects.
Compare numbers.
Operations and Algebraic Thinking:
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten:
Work with numbers 11–19 to gain foundations for place value.
Measurement and Data:
Describe and compare measurable attributes.
Classify objects and count the number of objects in categories.
Geometry:
Identify and describe shapes.
Analyze, compare, create, and compose shapes.

1st Grade
Operations and Algebraic Thinking:
Represent and solve problems involving addition and subtraction.
Understand and apply properties of operations and the relationship between addition and subtraction.
Add and subtract within 20.
Work with addition and subtraction equations.
Number and Operations in Base Ten:
Extend the counting sequence.
Understand place value.
Use place value understanding and properties of operations to add and subtract.
Measurement and Data:
Measure lengths indirectly and by iterating length units.
Tell and write time.
Represent and interpret data.
Geometry:
Reason with shapes and their attributes.

2nd Grade
Operations and Algebraic Thinking:
Represent and solve problems involving addition and subtraction.
Add and subtract within 20.
Work with equal groups of objects to gain foundations for multiplication.
Number and Operations in Base Ten:
Understand place value.
Use place value understanding and properties of operations to add and subtract.

Measurement and Data:
Measure and estimate lengths in standard units.
Relate addition and subtraction to length.
Work with time and money.
Represent and interpret data.
Geometry:
Reason with shapes and their attributes.

3rd Grade

Operations and Algebraic Thinking:
Represent and solve problems involving multiplication and division.
Understand properties of multiplication and the relationship between multiplication and division.
Multiply and divide within 100.
Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Number and Operations in Base Ten:
Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions:
Develop understanding of fractions as numbers.
Measurement and Data:
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Represent and interpret data.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry:
Reason with shapes and their attributes.

4th Grade

Operations and Algebraic Thinking:
Use the four operations with whole numbers to solve problems.
Gain familiarity with factors and multiples.
Generate and analyze patterns.
Number and Operations in Base Ten:
Generalize place value understanding for multi-digit whole numbers.
Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions:
Extend understanding of fraction equivalence and ordering.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
Understand decimal notation for fractions, and compare decimal fractions.
Measurement and Data:
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
Represent and interpret data.
Geometric measurement: understand concepts of angle and measure angles.
Geometry:
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

5th Grade

Operations and Algebraic Thinking:
Write and interpret numerical expressions.
Analyze patterns and relationships.
Number and Operations in Base Ten:
Understand the place value system.
Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations—Fractions:
Use equivalent fractions as a strategy to add and subtract fractions.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data:
Convert like measurement units within a given measurement system.
Represent and interpret data.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Geometry:
Graph points on the coordinate plane to solve real-world and mathematical problems.
Classify two-dimensional figures into categories based on their properties.

6th Grade

Ratios and Proportional Relationships:
Understand ratio concepts and use ratio reasoning to solve problems.
The Number System:
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Compute fluently with multi-digit numbers and find common factors and multiples.
Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations:
Apply and extend previous understandings of arithmetic to algebraic expressions.
Reason about and solve one-variable equations and inequalities.
Represent and analyze quantitative relationships between dependent and independent variables.
Geometry:
Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability:
Develop understanding of statistical variability.
Summarize and describe distributions.

7th Grade

Ratios and Proportional Relationships:
Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System:
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Expressions and Equations:
Use properties of operations to generate equivalent expressions.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Geometry:
Draw, construct and describe geometrical figures and describe the relationships between them.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Statistics and Probability:

Use random sampling to draw inferences about a population.
Draw informal comparative inferences about two populations.
Investigate chance processes and develop, use, and evaluate probability models.

8th Grade

The Number System:
Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations:
Work with radicals and integer exponents.
Understand the connection between proportional relationships, lines, and linear equations.
Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions:
Define, evaluate, and compare functions.
Use functions to model relationships between quantities.
Geometry:
Understand congruence and similarity using physical models, transparencies, or geometry software.
Understand and apply the Pythagorean Theorem.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
Statistics and Probability:
Investigate patterns of association in bivariate data.

9th Grade

Number and Quantity Quantities:
Reason quantitatively and use units to solve problems.
Algebra Seeing Structure in Expressions:
Interpret the structure of expressions.
Creating Equations:
Create equations that describe numbers or relationships.
Reasoning with Equations and Inequalities:
Understand solving equations as a process of reasoning and explain the reasoning.
Solve equations and inequalities in one variable.
Solve systems of equations.
Represent and solve equations and inequalities graphically.
Functions Interpreting Functions:
Understand the concept of a function and use function notation.
Interpret functions that arise in applications in terms of the context.
Analyze functions using different representations.
Building Functions:
Build a function that models a relationship between two quantities.
Build new functions from existing functions.
Linear, Quadratic, and Exponential Models:
Construct and compare linear, quadratic, and exponential models and solve problems.
Interpret expressions for functions in terms of the situation they model.
Geometry Congruence:
Experiment with transformations in the plane.
Understand congruence in terms of rigid motions.
Make geometric constructions.
Expressing Geometric Properties with Equations:

Use coordinates to prove simple geometric theorems algebraically.
Statistics and Probability Interpreting Categorical and Quantitative Data:
Summarize, represent, and interpret data on a single count or measurement variable.
Summarize, represent, and interpret data on two categorical and quantitative variables.
Interpret linear models.

10th Grade

Number and Quantity The Real Number System:
Extend the properties of exponents to rational exponents.
Use properties of rational and irrational numbers.
The Complex Number Systems:
Perform arithmetic operations with complex numbers.
Use complex numbers in polynomial identities and equations.
Algebra Seeing Structure in Expressions:
Interpret the structure of expressions.
Write expressions in equivalent forms to solve problems.
Arithmetic with Polynomials and Rational Expressions
Perform arithmetic operations on polynomials.
Creating Equations:
Create equations that describe numbers or relationships.
Reasoning with Equations and Inequalities:
Solve equations and inequalities in one variable.
Solve systems of equations. Functions Interpreting Functions:
Interpret functions that arise in applications in terms of the context.
Analyze functions using different representations.
Building Functions:
Build a function that models a relationship between two quantities.
Build new functions from existing functions.
Linear, Quadratic, and Exponential Models:
Construct and compare linear, quadratic, and exponential models and solve problems.
Interpret expressions for functions in terms of the situation they model.
Geometry Congruence:
Prove geometric theorems.
Similarity, Right Triangles, and Trigonometry:
Understand similarity in terms of similarity transformations.
Prove theorems involving similarity.
Define trigonometric ratios and solve problems involving right triangles.
Circles:
Understand and apply theorems about circles.
Find arc lengths and areas of sectors of circles.
Expressing Geometric Properties with Equations:
Translate between the geometric description and the equation for a conic section.
Use coordinates to prove simple geometric theorems algebraically.
Geometric Measurement and Dimension:
Explain volume formulas and use them to solve problems.
Statistics and Probability Conditional Probability and the Rules of Probability:
Understand independence and conditional probability and use them to interpret data.
Use the rules of probability to compute probabilities of compound events in a uniform probability model.
Using Probability to Make Decisions:
Use probability to evaluate outcomes of decisions.

Academic Outcomes: Science

Crosscutting Concepts

1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

2. Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

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

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

5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.

6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
7. Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study

Practices of Science and Engineering

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Academic Outcomes: Science

TK-5 Science Topics

Kindergarten:

- forces and interactions: pushes and pulls
- interdependent relationships in ecosystems:
  - animals, plants, and their environment
- weather and climate
- engineering design

1st Grade

- waves: light and sound
- structure, function, and information processing
- space systems: patterns and cycles
- engineering design

2nd Grade:

- structure and properties of matter
- interdependent relationships in ecosystems
- earth's systems: processes that shape the earth
- engineering design

3rd Grade:

- forces and interactions
- interdependent relationships in ecosystems
- inheritance and variation of traits
- weather and climate
- engineering design

4th Grade:

- energy
- waves
- structure, function, and information processing
- Earth's systems: processes that shape the earth
- engineering design

5th Grade:

- structure and properties of matter
- matter and energy in organisms and ecosystems
- Earth's systems
- space systems: stars and the solar system
- engineering design

6-8 Science Topics

Physical Sciences:

structure and properties of matter
chemical reactions
forces and interactions
energy
waves and electromagnetic radiation

Life Sciences:

structure, function, and information processing
matter and energy in organisms and ecosystems
interdependent relationships in ecosystems
growth, development, and reproduction of organisms
natural selection and adaptations

Earth and Space Sciences:

space systems
history of Earth
Earth's systems
weather and climate
human impacts

Engineering, Tech., & Applications of Science

Engineering and Design

Academic Outcomes: Social Science

Chronological and Spatial Thinking (TK-8)

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century,* and *generation.*
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
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.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.
6. Students explain how major events are related to one another in time.
7. Students construct various time lines of key events, people, and periods of the historical era they are studying.
8. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View (TK-8)

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
4. Students frame questions that can be answered by historical study and research.
5. Students distinguish fact from opinion in historical narratives and stories.
6. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
7. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
8. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation (TK-8)

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
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.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.
5. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
6. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
7. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
8. Students recognize the role of chance, oversight, and error in history.
9. Students recognize that interpretations of history are subject to change as new information is uncovered.
10. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Academic Outcomes: Social Science

Intellectual Skills (TK-5)

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
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.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
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Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
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.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

Grade Level Themes

TK/Kinder Learning and Working Now and Long Ago
1st Grade A Child's Place in Time and Space
2nd Grade People Who Make a Difference
3rd Grade Continuity and Change
4th Grade California: A Changing State
5th Grade United States History and Geography: Making a New Nation
6th Grade World History and Geography: Ancient Civilizations
7th Grade World History and Geography: Medieval and Early Modern Times
8th Grade United States History and Geography: Growth and Conflict

Academic Outcomes: World Language

Stages of Language Learning

Stage I (Formulaic): Learners understand and produce signs, words, and phrases.
Stage II (Created): Learners understand and produce sentences and strings of sentences.
Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.
Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Categories of Language Learning

Content
Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Communication
Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

Cultures
Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures
The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Settings
Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Academic Outcomes: Physical Education

Overarching Standards K-8

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Movement Concepts
- Body Management
- Locomotor Movement
- Manipulative Skills
- Rhythmic Skills
- Combinations of Movement Patterns and Skills

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- Movement Concepts
- Body Management
- Manipulative Skills
- Rhythmic Skills
- Combinations of Movement Patterns and Skills

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

- Fitness Concepts
- Aerobic Capacity
- Muscular Strength/Endurance
- Flexibility
- Body Composition
- Assessment

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Fitness Concepts
- Aerobic Capacity
- Muscular Strength/Endurance
- Flexibility
- Body Composition

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- Self-Responsibility
- Social Interaction
- Group Dynamics

Academic Outcomes: Health

Overarching Standards

Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health.

Content Areas and Grade Level Assignments

- Nutrition and Physical Activity (K, 2, 4, 5, 7, 8, 9-12)
- Injury Prevention and Safety (K,1, 4, 6, 7, 8, 9-12)
- Alcohol, Tobacco, and Other Drugs (K, 2, 3, 6, 7, 8, 9-12)
- Mental, Emotional, and Social Health (K, 2, 3, 6, 7, 8, 9-12)
- Personal and Community Health (K, 1, 3, 5, 7, 8, 9-12)
- Growth, Development, and Sexual Health (5, 7, 8, 9-12)

Academic Outcomes: Fine Arts

Overarching Standards: Dance

ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance
CREATIVE EXPRESSION Creating, Performing, and Participating in Dance
HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Dance
AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Dance
CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Overarching Standards: Music

ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
CREATIVE EXPRESSION Creating, Performing, and Participating in Music
HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music
AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music
CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Overarching Standards: Theatre

ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre
CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre
HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre
AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences
CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Overarching Standards: Visual Arts

ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers