

Essential Standards Chart

Working in collaborative teams, determine which standards are essential for all students to master. Remember, all standards are not equal. For each standard selected, complete the remaining columns.



Every journey begins with the first step.

[Unfinished Learning Document](#)

What Is It We Expect All Students to Learn?					
Grade: 3	Subject: ELA	Unit: 1 Explorers	Team Members: (names removed)		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example or description.	What prior knowledge, skills, or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessments will be used to measure student mastery?	What will we do when students have already mastered this standard?
RI3.2: I can identify the main idea of a text and explain how the key details support the main idea. <u>Success Criteria</u> I can identify the main idea of text (written, highlighted, or through a series of options)	See IAR digital library for RI 3.2 (linked above)	RI2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Week 1: introduce skill/Model Week 2: Model & shared practice Week 3: Independent Practice/small group with feedback Week 4: Independent practice & Assessment	Week 1: No assessment Week 2: Formative Week 3: Formative Week 4: Summative assessment	Practice with higher level text Introduce creating a summary using the main idea statement and key details Compare and contrast key details from two texts with similar main ideas

<p>Determine specific details that best supports the main idea and explain in writing or through a series of options how the details support the main idea.</p>					

MATH: SECOND-GRADE ESSENTIAL STANDARDS

Standard— Description	Example—Rigor	Prior Skills Needed	Common Assessment	When Taught?	Extension Skills
<i>What is the essential standard to be learned? Describe it in student-friendly vocabulary.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>	<i>What prior knowledge, skills, and/or vocabulary are needed to master this standard?</i>	<i>What assessments will be used to measure student mastery?</i>	<i>When will this standard be taught?</i>	<i>What will we do when students have learned the essential standards?</i>
I can compare whole numbers to 1,000 by using symbols <, =, >.	Example: What goes in the box to make this problem correct? $62 \square 21 + 31$ < > = +	I know the place value of digits from 1 to 1,000. I understand key words: greater than, less than, fewer, least, and most.	CFAs designed by the second-grade team are administered halfway through and at the completion of the unit.	September	I can compare money written in decimal form.
I can use commutative and associative rules to simplify addition and check my answers.	Example: Which problem can you use to check your answer for $9 + 5 = 14$? $13 - 5 = 9$ $14 - 9 = 5$ $5 + 9 = 14$	I understand relationships within fact families.	Same as above	October	I can use commutative and associative rules to simplify multiplication and check my answers.

Essential Standards Chart: What Do We Expect Students to Learn?

Grade	9	Subject	Concept Physics	Semester	Two	Team Members	J. Rudasill	N. Duncan	
							P. Barnard	M. McGrannahan	
							C. Hyslope		
Standard or Description	Example or Rigor	Prior Skills Needed	Common Assessment	When Taught?	Enrichment				
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will standard(s) be taught?	What will we do when students have learned the essential standard(s)?				
I can explain how energy is stored and transferred.	Identify the positions at which energy converts to varying forms and where they are equal. Apply calculations associated with the skill.	Conservation of energy; potential energy; kinetic energy	Calculate the potential and kinetic energy of a skateboarder in a half pipe at the top, middle, and bottom of the process.	Early January	Design a roller coaster. Calculate and label KE, V, and G forces.				
I can describe the properties of magnetism and electromagnetism.	Create an electromagnetic coil that functions properly. Explain how to increase and decrease electric output.	Polarity; magnets; neodymium; iron; polarity; field lines; charge particles	Draw magnetic field lines around a bar magnet and properly label all lines and fields.	January	Apply electromagnetism to everyday applications and machines.				
I can explain the relationships among current, voltage, and resistance.	Create a parallel and series circuit and properly calculate current, voltage, and resistance.	Direct and alternating currents; Ohm's Law; short circuiting; circuit flow; open and closed circuits	Measure current and resistance in a parallel circuit and calculate these as well. Compare calculated and actual. Determine reasons for errors and differences.	February	Design and build a working speaker.				
I can explain the relationships among energy, frequency, and wavelength.	A string vibrates at its fundamental frequency. Explain what happens to the speed of the wave on the string when the frequency is increased, causing the string to vibrate at its second harmonic.	Wavelength; frequency; period; amplitude; harmonic; longitudinal; transverse; oscillation; medium; interference	Using words such as wavelength and energy, explain why radio and low-powered microwaves are used for cell phones and not other waves such as ultraviolet	March-April	Explain how hearing slowly occurs in the auditory system.				