

Alignment to the Common Core GPS (CCGPS) and Georgia Performance Standards (GPS) for High School Grades



Created by Jessie Moreau, M.Ed., NBCT
Gwinnett County Public Schools

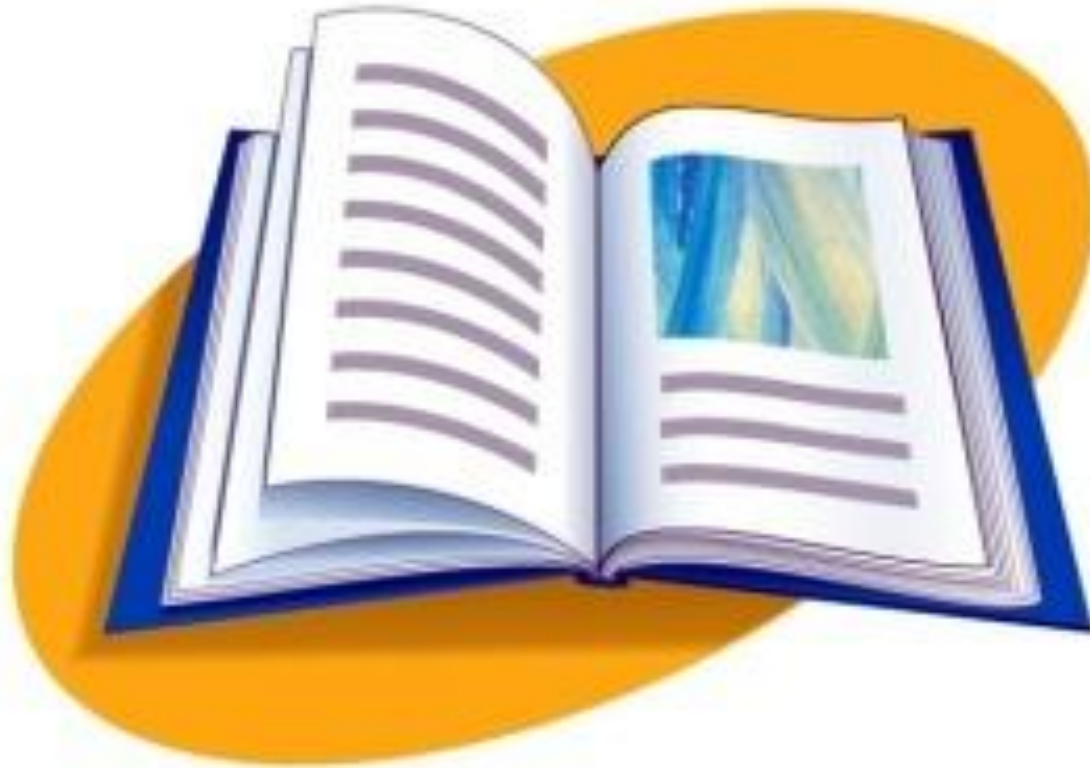
GDOE PowerPoint on Alignment for 2013-14 is also posted DOE website.
It offers some other valuable information across the grade levels for alignment.

Iconic Text

- The use of pictures, symbols, and/or graphics with text
- Be sure to include text with all iconic text



English/Language Arts Common Core GPS (CCGPS) Examples



ELA Grade Levels for High School

- Reading Literature, Reading Informational, and Language standards for GAA from Grades 11-12
- Writing and Listening/Speaking standards for GAA from **Grades 9-10** to cover High School “End of Course Test” (EOCT) requirements
- **All high school students** are required to have access to the curriculum, whether or not being assessed on the GAA this year

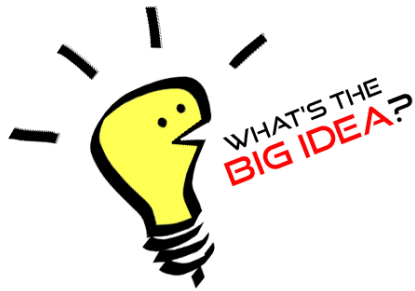


Common Core ELA (CCGPS) Reading Literature (RL) & Reading Informational (RI) "Power Standards"



- **RL1 – literary** text comprehension
Adapted grade level literature: fiction, poetry, drama, biographies/autobiographies
- **RI1 – informational** text comprehension
Most *Unique Learning System* comprehension materials, Social Studies, Science, recipes, newspaper articles, *Kids Discover* & other magazine articles, etc.

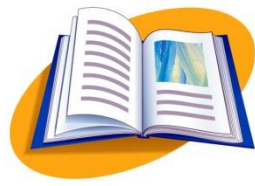
ELACC Reading Literary(RL1)



ELACCRL1 Big Idea:

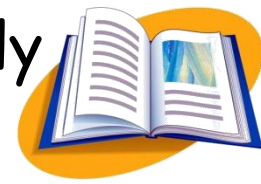
- Explicit and/or inferential understanding of the meaning of the **literary** text
 - Refer to details in a literary text and identify/describe/explain what the text says explicitly or inferentially

ELACC Reading Literary (RL1)



- **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions and to Complete Sentences (RL1)



Billy Bones fell dead at the Admiral Benbow Inn where Jim Hawkins worked



? Where was the treasure hidden?

at the mall Treasure Island






2


Treasure Island


Name: _____ Date: _____





Refer to the book. Find the words to complete the sentences.

1. Jim Hawkins found a  map

2. The map showed where  treasure was hidden.

3.  Captain Smollett helped to sail the ship.

4. They all sailed on a ship to  Treasure Island




 Captain Smollett  treasure  Treasure Island  map

Name _____ Date _____




Refer to the book to answer the questions

Circle or mark your answer




1. Who fell dead at the Admiral Benbow Inn?

 A doorknob fell dead  A horse fell dead  Billy Bones fell dead

2. What did Jim find in Billy's chest?

 Jim found a map  Jim found a cup  Jim found a spoon




3. Who was the captain of the ship?

 a teacher  a firefighter  Captain Smollett

Score: _____

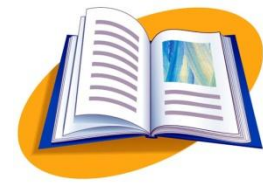
? Where did Billy Bones fall dead?

At the Admiral Benbow Inn In a house At the beach

1

Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions by Placing/Removing Iconic Text from Adapted Text or Matching to Projected Story Text (RL1)



Bilbo found a magic ring that made him invisible.
He helped everyone escape.



barrel



Magic ring



Gandolf

Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions using Character Cube or Character/Plot Foldout (RL1)



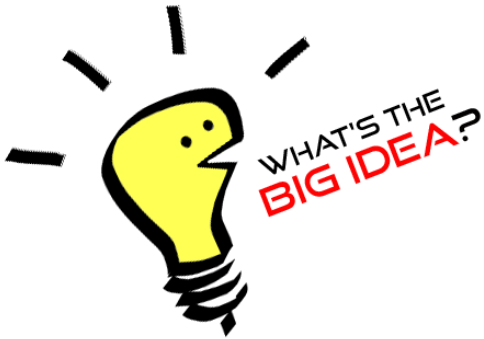
Ned killed the squid with his harpoon.



Captain Nemo would not let the men go. He wanted to keep his Nautilus a secret.



ELACC Reading Informational (RI1)



ELACCR1 Big Idea



- Explicit and/or inferential understanding of the meaning of the **informational** text
 - Refer to details in informational text and identify/describe/explain what the text says explicitly or inferentially

ELACC Reading Informational (RI1)




- **ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELACC11-12RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Refer to Text to Cite What Text Says Explicitly to Answer Comprehension Questions (RI1)



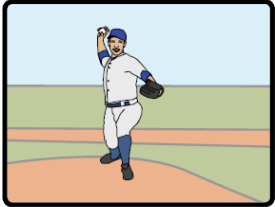
18






The Red team bats first. This team sits in the dugout. Which player will bat first? The Blue team is in the field. A player stands at each base. A pitcher gets ready to throw the ball. The catcher is behind home plate. Some players stand in the outfield. These players are ready to catch the balls hit to them.

Describe the jobs of the players.




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



The pitcher throws the ball.

The batter hits the ball.






He runs to first base.







Chapter 2: "Rules of Baseball"

1. What is this chapter about?



2. Who throws the ball in baseball?



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U.S., Summer 2013

HS, Summer Unit, History and Physical Science, Take Me Out to the Ball Game
Lesson 5, Chapter 2, "Rules of Baseball", Multiple-Choice Level 1

Using "Unique"
for Reading Informational Text
Comprehension

Chapter 2: "Rules of Baseball"

Name: _____

1. What is this chapter about?

- a. shaking hands b. rules of baseball c. throwing a ball



2. Who throws the ball in baseball?

- a. catcher b. batter c. pitcher



3. Who hits the ball in baseball?

- a. catcher b. batter c. pitcher



4. How many strikes says "you're out"?


- a. one b. two c. three


1


2

3

5. What is important to know about this chapter?

a. The catcher can play. 

b. The pitcher can throw the ball. 

c. Baseball is fun. 

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HS, Summer Unit, History and Physical Science, Take Me Out to the Ball Game
Lesson 5, Chapter 2, "Rules of Baseball", Multiple-Choice Level 2

Refer to Text to Cite What Text Says Explicitly and through Inference to Answer Comprehension Questions (RI1)



Questions (RI1)

Narwhals

People thought the sea monster might be a narwhal. What is a Narwhal?

Narwhal are a kind of whale.

The moles have a long horn or tusk.

The tusk can be sixteen feet long.

Narwhals eat fish, squid, and shrimp.

They live in the cold Arctic Ocean.

Name _____

Use the word bank to answer the questions.

1. Narwhals are a kind of dog or whale?

2. Are Narwhals big or small?

3. What do narwhals eat?

4. Where do narwhals live?

whale	big	shrimp and fish	Arctic Ocean
dog	small	French fries	Caribbean Sea

Name _____ Date _____

Refer to the text to answer comprehension questions of what the text says explicitly and/or to make inferences from the text.

In 1928 an employee of the Fleer Company, Walter Diemer, invented the first pink bubble gum called Dubble Bubble.

How many pieces of Dubble Bubble did you need to buy to get a whistle?

Name _____ Date _____

Refer to the text to answer comprehension questions of what the text says explicitly and/or to make inferences from the text.

What part of the timeline refers to this statement below?

Today Dubble Bubble and Bazooka gum are sold in stores.

Referring to Informational Text materials from Unit Stories to Show Comprehension

Citing Text Explicitly (RI1)

"Ba-ba-da-ba heebie-jeebie deh. Ay! Jeep. Dah. Boop. Dee-bah, jip bah bah, bip bip be-doo-doo-doo. Doo, doo-doo-doo deh-deh-deh da-da, deh-da-da-da dee. Oo-be-doo-de-oo..."

-Louis Armstrong in "Heebie Jeebies"
(transcribed from the Louis Armstrong-The Hot Five, Vol. 1 recording)



Louis and Danny Kaye scat to "When the Saints Go Marching In"




Click on projector to watch Louis and Danny Kaye scat

In 1926 Satchmo introduced scat singing.
Scat uses vowels and consonant sounds instead of words.




Louis Armstrong All Stars was Satchmo's small jazz band.
It became one of the most well-known jazz bands in history.




Click on projector

Name _____ Date _____


ELA.CC.1: Refer to the text, "Louis Armstrong & Jazz" to cite evidence of what the text says explicitly.
SSUSH.16: Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz.




What is the name of Louis Armstrong's jazz band?




The Good Fellows




The All Stars




Billy Holiday & Her Orchestra



What did Louis call the music made from vowel and consonant sounds?



Rap music



Opera

"Ba-ba-da-ba heebie-jeebie deh Ay! Jeep Dah Boop Dee-bah, jip bah bah, bip bip be-doo-doo-doo. Doo, doo-doo-doo deh-deh-deh da-da, deh-da-da-da dee. Oo-be-doo-de-oo..."

Scat singing

Using Social Studies materials (Louis Armstrong & Jazz .ppt) for informational text comprehension

Citing Text Explicitly from Recipes (RI1)



Name _____ Date _____

LET'S MAKE S'MORES!

Mark the item used in each step.

- 1/2 GRAHAM CRACKER
 - cookie
 - graham cracker
- ADD 1/2 CHOCOLATE BAR
 - 1/2 chocolate bar
 - gummy bears
- ADD 1 MARSHMALLOW
 - marshmallows
 - 1 large marshmallow
- ADD 1/2 GRAHAM CRACKER
 - graham cracker
 - fish cracker
- MICROWAVE 10 SECONDS
 - microwave
 - refrigerator
- EAT THE S'MORE

Following a recipe then answering questions to cite explicitly from text

Name _____ Date _____

English Muffin Pizza Recipe

Items Needed

- 1 English Muffin
- 1/2 cup pizza sauce
- 8 pepperoni slices
- Mozzarella cheese


1. Split **English Muffin** into 2 halves.
2. Put English Muffins onto a **paper plate**.
3. Spoon **sauce** onto each half.
4. Sprinkle **cheese** onto each half.

Following a recipe then citing text explicitly from the recipe to tell how Muffin Pizza was made.


Citing Text from a Recipe (RI1)





Open jello. Put the jello in the bowl.




Stir!



Open can of oranges and pineapple.






Drain fruit.






Name _____ Date _____

Mark your answers to the recipe comprehension questions below.





1. What did you put into the bowl first?

 Cool Whip[®]  Jell-O[®]  Cottage Cheese



2. Where did you put the cottage cheese?

 Used can opener  In the bowl  In the colander






3. From which two items did you remove the juice?

 Cool Whip[®]  Jell-O[®]  Mandarin oranges  Pineapple

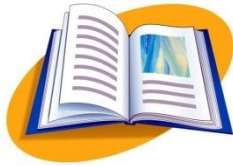
4. What happens when you put the fruit salad in the fridge?

 It gets hot.  It gets cold.

5. What is your favorite part of the fruit salad?

 Cool Whip[®]  Jell-O[®]  Cottage Cheese  Mandarin oranges  Pineapple

Following a recipe then citing text from the recipe .ppt to answer questions

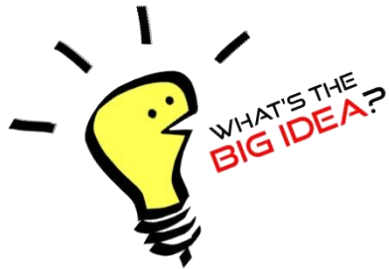
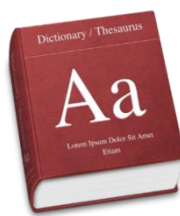


Literary vs. Informational Domain

- Reading **Literary** & Reading **Informational** standards are worded exactly the same
- Major difference is the focus on either literary or informational text
- Be sure to select the domain that goes along with the type of text being read



ELACC Language (L4a)

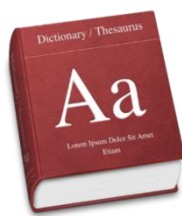


ELACCL4a Big Idea:

Determine the meaning of new/unfamiliar words
in context.

- Words **cannot** be presented in isolation – there must be a context (*phrase, sentence, paragraph*)
- Words can be written or spoken
- Iconic text is allowed to accompany print
- Any word can be used as long as in context and age/grade appropriate (*and words are appropriate*) 😊

ELACC Language (L4c)

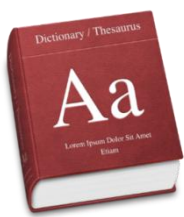


ELACCL4c Big Idea:

Determine the meaning of new/unfamiliar words **through use of specialized reference materials.**

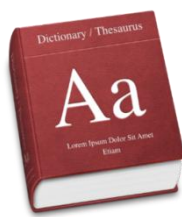
- Meaning must come from a **reference source**, e.g., picture glossary; picture dictionary; vocabulary definition built into a .ppt
- Words must be based on **Grade Level reading & content information**
- Iconic text is allowed to accompany print

ELACC Language (L4c)



- **ELACC11-12L4 Determine** or clarify the **meaning of unknown** and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - c. **Consult** general and **specialized reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, **to** find the pronunciation of a word or **determine or clarify its precise meaning**, its part of speech, or its etymology, or its standard usage.



Consult Specialized Reference Materials to Determine Word Meanings (L4c)







Jim Hawkins looked in Billy's wooden chest and found a **map**!

map



 map	 a representation of a place drawn to scale on a flat surface
---	---

 crew	 the people who work on a ship.
--	---

 inn	a hotel in which people live 
---	--

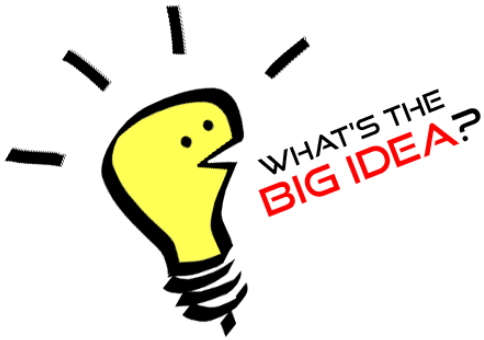
Squire Trelawney ordered a ship and **crew**.
Captain Smollett offered to sail the ship.



Place
Definition
Here

Using a specialized Treasure Island glossary to find word meanings from within the text.

ELACC Speaking & Listening (SL1c)



ELACCSL1c Big Idea:

Pose and respond to questions on **grade level topics, texts, issues** in one-on-one situations, in groups and with teacher-led discussions.

(Using student's communication system(s)

e.g., speech, sign language, AAC device, iconic text, PECS and/or other Assistive Technology

ELACC Speaking & Listening (SL1c)



- **ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Answering questions about grade level curricular subjects verbally, with selection of iconic/tactile text or with AAC (SL1c)



How many green M&Ms were in the bag? (two)



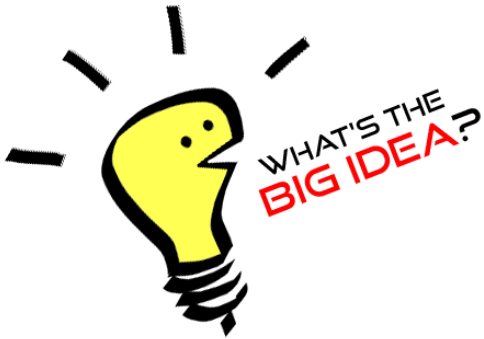
Which one is the brown hair?
(student removes brown hair picture during HS function activity)

ELACC Speaking & Listening (SL4)



- **ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **ELACC11-12SL4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELACC Speaking & Listening (SL4)



ELACCSL4 Big Idea:

Presentation of knowledge through communication of details, facts, main ideas

(Using student's communication system(s))

e.g., speech, sign language, AAC device, and/or other Assistive Technology

Examples: Give a report on topic researched; sequence the steps of a task analysis; tell facts of what happened in a story

ELACC Speaking & Listening (SL4)



My Research Report

By: _____ Date: _____

Topic picture

Title: What Question is Being Asked?

1st fact

1st fact picture

2nd fact picture

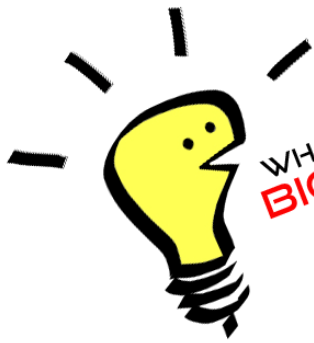
2nd fact

After writing the report, students can **present** their report, either **verbally** or using an **AAC** device.

ELACC Informative/Explanatory Writing (W2a,b)



- **ELACC9-10W2** a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **ELACC11-12W2** a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



WHAT'S THE
BIG IDEA?

ELACC Writing (W2a)



ELACCW2a Big Idea:

- Writing **informative/explanatory** text
 - writing within organizational structures with focus on the content

Examples: writing a letter (not identifying parts of a letter);
Transition profiles; resume writing; writing about a
topic; compare & contrast

Using an Organizational Structure to Write about a Topic (W2a)



My Research Report

By: _____ Date: _____

Topic picture

Title: What Question is Being Asked?

1st fact

1st fact picture

2nd fact picture

2nd fact

Writing about a topic:
A Research Report

My Middle School Transition Profile, Page 2

😊

Activities I enjoy:

new clothes

party

shopping

Chores I do at home or school:

sort silverware

feed pet

🚫

Things I do NOT like:

~~loud sounds~~

~~dentist~~


When I grow up, I would like to:

work with clothes

Signature: _____ Date: _____

Writing about a topic:
Transition Profile

Using a Character Trading Card structure to write to include facts, details, descriptions (W2a,b)

 **Denny**






A Small White Scar

Give 2 details from the story about your character.

1. He has a horse named Scooty. 


2. While looking for a horseshoe, a rattlesnake bites his hand! 



Compare 3 details from the story that are the same for both brothers.




Will
Denny

A Small White Scar

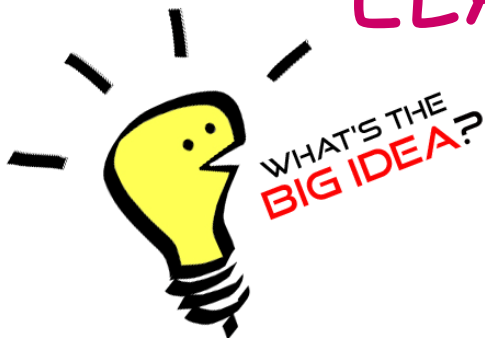
He lives with his father and his brother. 

  He makes a plan and is happy.

 He crosses the river on his horse.



ELACC Writing (W2b)



ELACCW2b Big Idea:











- Writing **informative/explanatory** text
 - Describe a topic and include details, facts, and/or examples

Examples: “**Unique**” writing activities about a particular topic; writing **recipes**; **researching and writing** about a topic

Using an adapted Frayer Model to write about a topic to include facts, details, definitions, quotes (W2b)



Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples

<p>Definition</p> <p>Americans wanted to: Explore new places in America</p>  <p>Build new cities</p> 	<p>Quote(s)</p> <p>"After every matter arranged, we left the banks of St. Charles with cheers from the crowd...into unknown civilization..."</p> <p>— Meriwether Lewis and William Clark, May 21, 1804</p>
<p>Topic</p> <p>Westward Expansion</p> 	
<p>Facts/Details/Examples</p>  <p>The United States bought new land for \$15 million.</p>  <p>Lewis and Clark set out to explore new lands.</p>  <p>The California Gold Rush brought people to the West.</p>  <p>The Oregon Trail was a pathway to the West.</p>	<p>Non-Examples</p>  <p>Explore space</p>  <p>President Washington</p>  <p>Thirteen original colonies</p>

Adapted Frayer Model created by Jessie Moreau, M.Ed., NSCT






Westward Expansion Frayer Model information






Writing about a topic: Effects of Pollution using a tactilized adapted Frayer Model

Writing to Include Details and Facts about a Topic (W2b)








Chapter 5: Slavery and the Civil War **Name:** _____

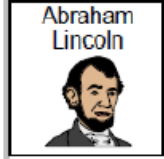
1.  wanted all people to be free.
2.  were not free.
3. 3. The people were fighting in the .
4. A change was made in the .
5. Now the slaves .


free 	Slaves 	Civil War 	Abraham Lincoln 	Constitution 
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U.S., September 2013 MIDDLE, Unit 17, History, What is Equality?
Lesson 11, Chapter 5, Slavery and the Civil War, F4-In Level 2

Chapter 5: Slavery and the Civil War

free 	Slaves 	Civil War 	Abraham Lincoln 	Constitution 
---	---	--	--	---

1.  wanted all people to be free.



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U.S., September 2013 MIDDLE, Unit 17, History, What is Equality?
Lesson 11, Chapter 5, Slavery and the Civil War, F4-In Level 1

Using "Unique"
for Writing Informational Text




Writing to Include Details and Facts about Curricular Topics






Name _____ Date _____

Fill in the blanks to write about the topic, using facts and details.




**Chew & Blow:
Bubble Gum Yesterday
& Today**




In "Charlie and the Chocolate Factory", Violet chewed gum.

   until the 1800s.





Native Americans chewed resin from Spruce trees

Walter Diemer invented the first pink bubble gum called Dubble Bubble


The Topps Company created Bazooka bubble gum which includes a cartoon.




   




Gum in your hair? Peanut butter can help get it out.




Name _____ Date _____




Fill in the blanks to write about the topic, using facts and details.







In the story, , the character   chewed gum.

   , a sticky substance from tree sap.

  bubble gum called .

  which includes a .

  ?   can help get it out.

Writing about a topic: History of Bubble Gum

Writing to Include Facts about a Completed Recipe Task (W2b)



Name _____ Date _____

✂ Cut out each sentence strip and picture to use to write about making a S'more

MICROWAVE

graham cracker

chocolate bar

graham cracker

marshmallow

ATE IT

GOOD

10

graham cracker

I cooked it in the for seconds.

I put another on top of the marshmallow.

Then I put 1 white on the chocolate.

Next, I put $\frac{1}{2}$ a on the .

Last, I . It tasted .

First, I got half of a .

Name _____ Date _____

5. Put 4 pepperoni slices onto each half.

6. Sprinkle on a little more cheese.

7. Put pizzas into microwave; cook for 1 minute and 30 seconds. 1:30

8. Take pizzas out of the oven with hot mitt! CAUTION - HOT!

9. Eat your pizzas!

English Muffin pizzas include four food groups:

grains

meat

dairy

vegetables

ELACC Writing (W3d)



-
- **ELACC9-10W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **(not from literature – student’s own creations)**



ELACC Writing (W3d)



ELACCW3d Big Idea:




- Write narratives about real or imagined experiences or events using details, sensory language (creative writing)




























Examples: Journal writing, descriptive writing about the senses, “Story Bird” creative writing

Journal Writing about Real and Imagined Experiences (W3d)



Name _____ Date _____

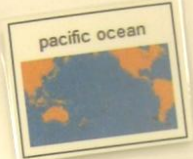



 My Daily School Journal

1st Period	Restroom / Pledge  	Fix / Eat Breakfast   	Schedule / Calendar 
2nd Period	Current Events/ Social Studies  	Math $\begin{array}{r} + \\ 2 \\ 3 \\ \hline 5 \end{array} \quad \begin{array}{r} - \\ 3 \\ 2 \\ \hline \end{array}$	
3rd Period	CBI / CBVI 		
4th Period	  	Eat Lunch  	Restroom / Hygiene  
5th Period	Music/Fitness/Art 	Science  	
6th Period	Snack   	Class Jobs   	Restroom /Go Home  


Schedule developed with Mayer-Johnson, Inc. Boardmaker PCS symbols by Cyndi Masters & Jessie Moreau, 2008, revised 2012.

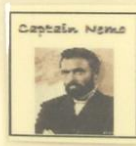
20,000 Leagues under the Sea
Daily Journal

Today we went




WE SAW



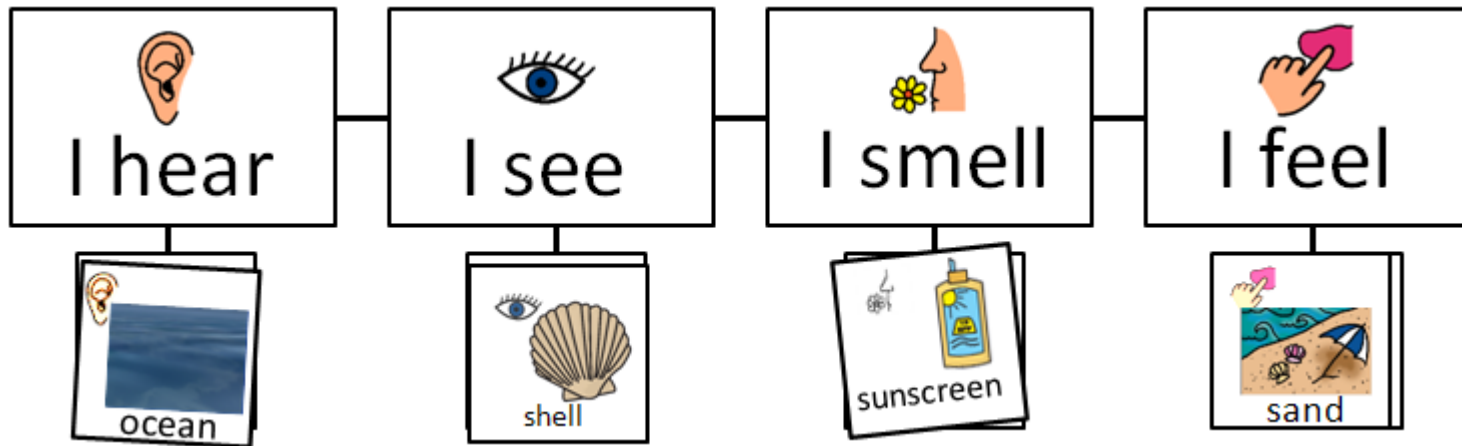


When I read this part of the story, I felt



3

Writing about Real or Imaginary Sensory Experiences (W3d)



At the beach ...

I hear , , , .

At the beach ...

I see , , , .

At the beach ...

I smell , , , .

At the beach ...

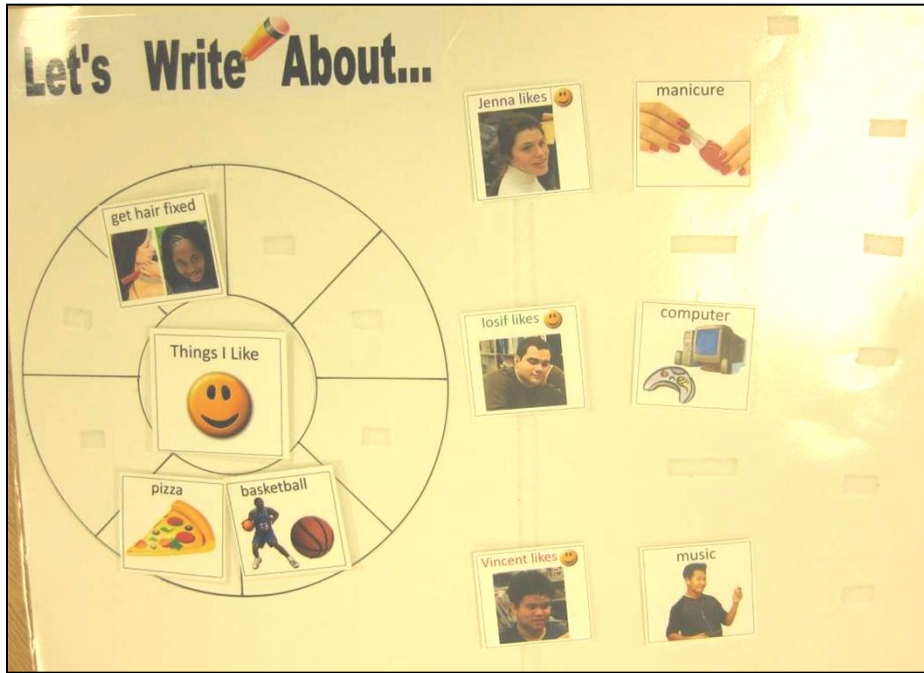
I feel , , , .

Name _____

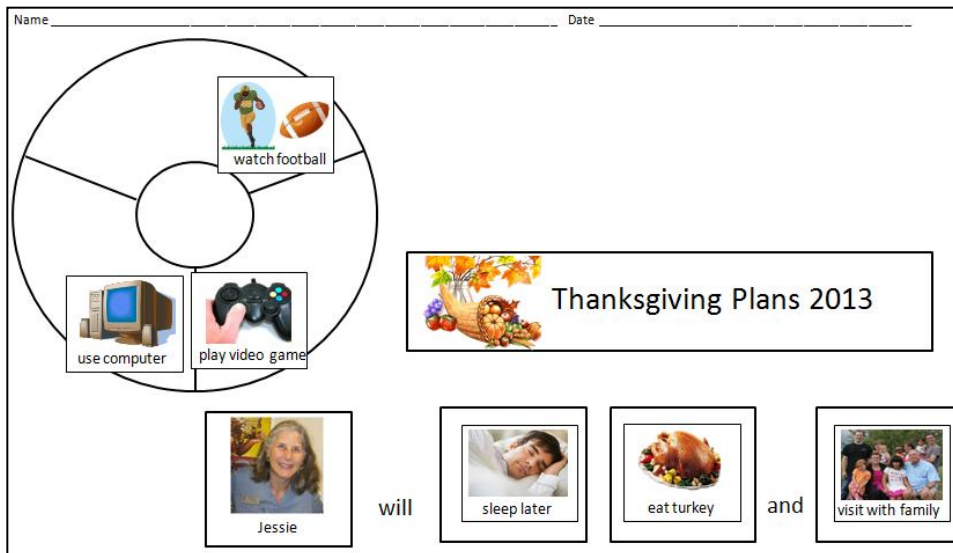
Date _____

-Using a writing tree to choose sensory details to include in writing about a real or imagined experience

Writing about Real and Imagined Experiences (W3d)

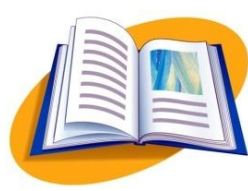


-Using a writing wheel to choose ideas/details to include in writing about yourself



-Selecting the ideas/details and placing them in a sentence structure for writing a sentence.

Cross-Curricular Materials



- Reading & Writing with informative text works GREAT across the different curricular areas
- Unit-type lessons encourage cross curricular learning
- Many comprehension/writing materials already in use may align to the ELA Common Core!



Mathematics

Georgia Performance Standards (GPS)

Examples







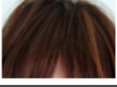




Math I – Function Notation

MM1A1 -Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

a. Represent functions using function notation.

Name _____ Date _____

Function Characteristic: Hair Color of Students $f(x) = \text{hair color}$


red 					
blonde 					
brown 					
black 					
$f = \text{Hair Color}$ $x = \text{Classmates \& Teachers}$	Jess	Dan	Juan	Melody	Nisha

Name _____ Date _____

Hair Color Functions $f(x)$

$f = \text{hair color}; (x) = \text{student}$

$f(\text{Nisha}) = \text{black}$



-In a function equation, $f(x) = \underline{\quad}$, each "x" (input) can only have one answer (output)

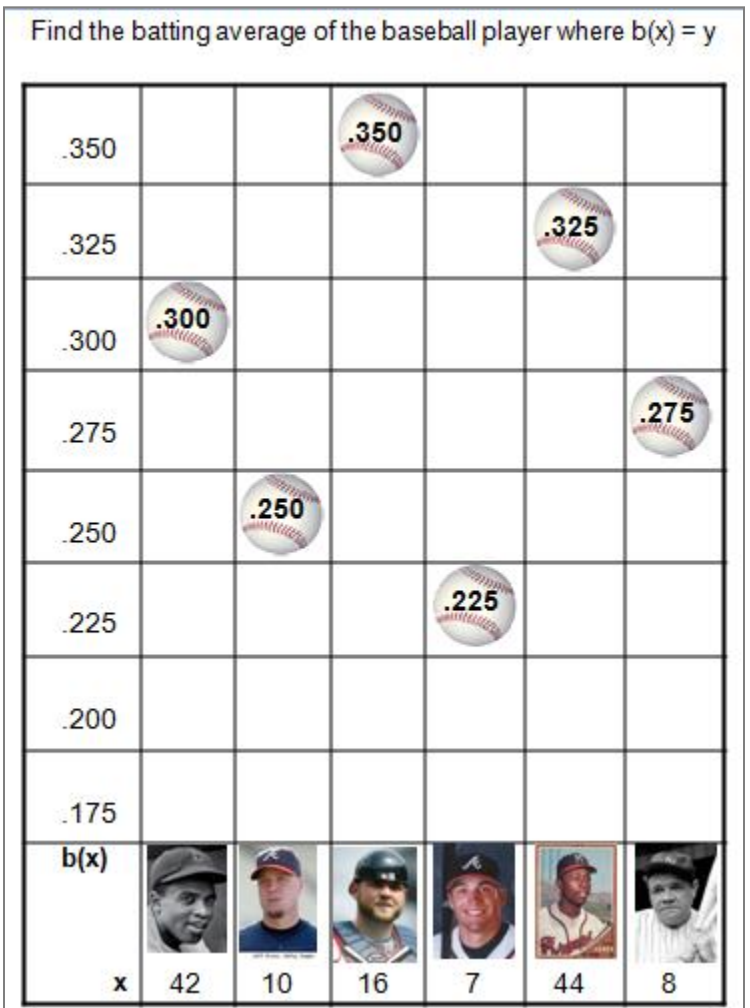
-No two "x" may be alike (if two students have the same first name, then use first name/last initial, for example).



Math I – Function Notation







MM1A1 -Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

a. Represent functions using function notation.



Name _____ Date _____

Find the batting average of the baseball player where $b(x) = y$, using the graph on Slide 2. Write the average or use the preprinted batting average baseballs.

- 
 $b(x) = y$ $b(7) =$ _____
- 
 $b(x) = y$ $b(44) =$ 
- 
 $b(x) = y$ $b(16) =$ _____
- 
 $b(x) = y$ $b(42) =$ _____
- 
 $b(x) = y$ $b(10) =$ _____

Use the graph **and** the function notation worksheet for **1 piece** of evidence.

Math I – Line Symmetry on a Graph

MM1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

h. Determine graphically and algebraically whether a function has symmetry and whether it is even, odd, or neither.

Name _____ Date _____

Does this picture have **line symmetry** on the coordinate plane?

Yes, Symmetrical Not Symmetrical

Name _____ Date _____

Does this graph have **line symmetry** on the coordinate plane?

Yes, Symmetrical Not Symmetrical

Line Symmetry

A shape that has 2 halves that match exactly when folded in half has a line of symmetry.



Symmetry,
Symmetry --
That's our game.
Two sides
Exactly the same.



Name _____ Date _____




Does this picture have **line symmetry** on the coordinate plane?

Yes, Symmetrical Not Symmetrical


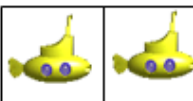

Math I - Polynomials

MM1A2. Students will simplify and operate with radical expressions, polynomials, and rational expressions.

c. Add, subtract, multiply, and divide polynomials. (Prerequisite level for High School)

a =  b =  c = 




1a + 2b + 3c

Name _____ Date _____




Evaluate the polynomial expression for its variables using addition

Bilbo was hungry so he fixed himself some lunch. He put together a sandwich, a piece of fruit and a drink then ate his lunch. How many of each item did Bilbo need to feed himself?

a =  b =  c = 

a + b + c =






1a + 1b + 1c

Name _____ Date _____

Let's double the recipe to expand the polynomial

(1a + 1b + 1c + 1d + 1e) x 2







=

2a + 2b + 2c + 2d + 2e

Name _____ Date _____




Use multiplication and addition to expand polynomial expressions using the distributive property




Gandolf came to visit and was hungry. Bilbo fixed lunch for both of them. Bilbo put together a sandwich (a), a piece of fruit (b) and a drink (c) for each of them. How many of each item did Bilbo need to feed himself and Gandolf?

a =  b =  or  or  c =  

(1a + 1b + 1c) x 2 =

2a + 2b + 2c

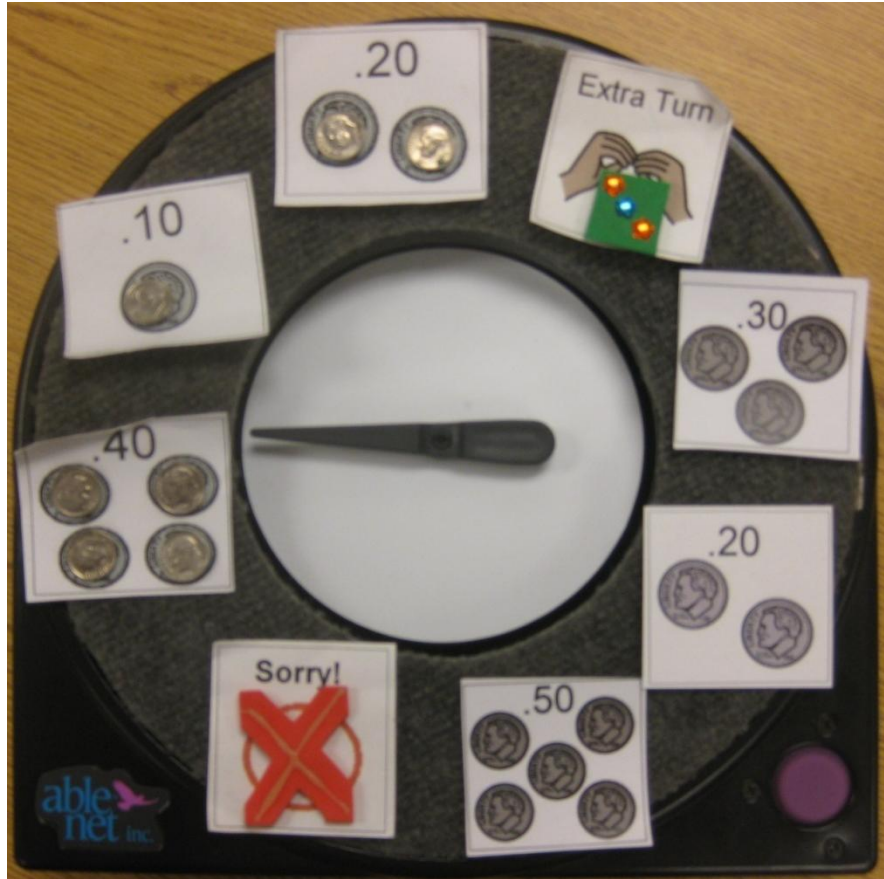
  

Math I – Probability

MM1D2 Students will use the basic laws of probability.

a. Find the probabilities of mutually exclusive events.

Use actual or electronic Spinners



Name _____ Date _____

What is the probability of landing on each color of the spinner? Write or choose the correct probability fraction.

Probability of **Yellow**?

Probability of **Red**?

Probability of **Blue**?

Answer Probability Questions:

- What is the probability of the specific color? **1/3**
- What is the probability of landing on .20? **2/8**

Name _____ Date _____

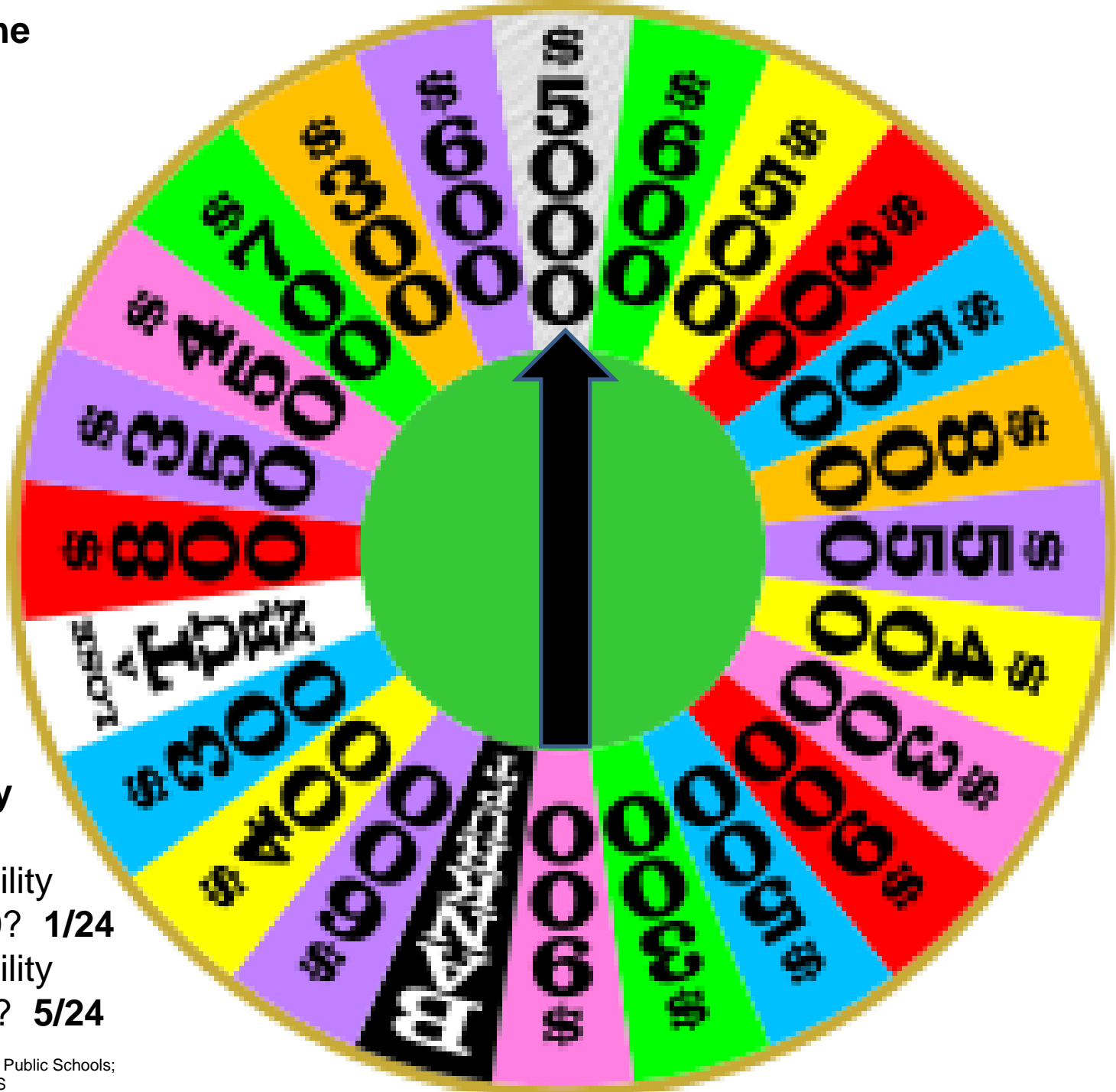
What is the probability of landing on the specified amount on the spinner? Write or choose the correct probability fraction.

Probability of **20¢** ?

Probability of **50¢** ?

Probability of **10¢** ?

Wheel of Fortune



Answer Probability Questions:

- What is the probability of landing on \$5000? $\frac{1}{24}$
- What is the probability of landing on \$300? $\frac{5}{24}$

Math II – Add, Subtract, Multiply, Divide Numbers

MM2N1 Students will represent and operate with complex numbers.

c. Add, subtract, multiply, and divide complex numbers.

(Prerequisite level – add, subtract, multiply, divide rational and/or whole numbers.)

Equation prompt

First fact	Sign	Second fact	Sign	Last fact
4	+	×	=	9

1 2 3 4 5 6 7 8 9 10

Add → ← Subtract

X = 5

Name _____ Date _____

Adam has 2 baseballs. He wants to give each friend in his class a baseball. He has 6 classmates altogether. How many more baseballs does Adam need?

1 2 3 4 5 6 7 8 9 10

$2 + x = 6$
 $x = 4$

Gina has 3 bottles of nail polish. She wants to give each girl in her class a bottle. There are 5 girls in her class. How many more bottles of nail polish does Gina need?

1 2 3 4 5 6 7 8 9 10

$3 + x = 5$
 $x = 2$

Name _____ Date _____

Grocery List Algebra

Item	Quantity	×	Cost per Item	=	\$ Amount
	q	\times	c	$=$	a

1							
2							
3							

Total Cost = _____

Using *Teaching to the Standards: Math*, teacher-made algebra problems with manipulatives and Grocery List Algebra to solve problems;

Math II – Add, Subtract, Multiply, Divide Numbers

MM2N1 Students will represent and operate with complex numbers.

c. Add, subtract, multiply, and divide complex numbers.

(Prerequisite level – add, subtract, multiply, divide rational and/or whole numbers.)



Using manipulatives, tactile numbers and AAC device to solve add whole numbers.







Math II – Function Notation

MM2A2. Students will explore exponential functions.









c. Graph functions as transformations of $f(x) = a^x$.

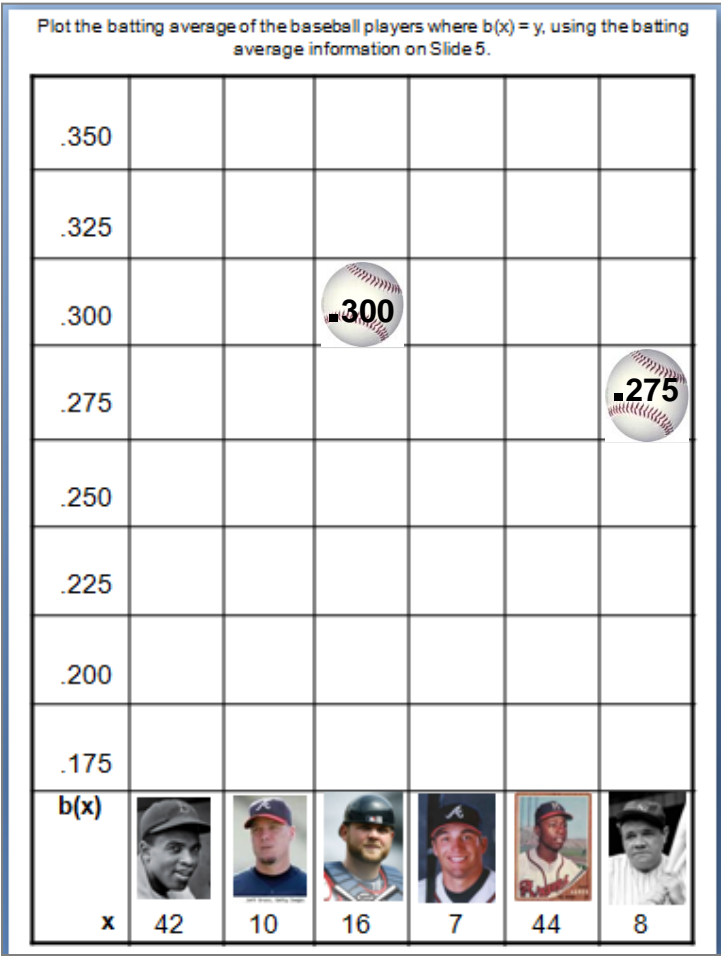
These activities are a prerequisite for exponential and quadratic functions. These activities focus on basic functions and function notation.

Use the batting average information below to plot the functions on the graph on slide 4.

Batting Average		Batting Average	
 42 - Jackie Robinson	.325	 7 - Jeff Francoeur	.225
 10 - Chipper Jones	.250	 44 - Hank Aaron	.350
 16 - Brian McCann	.300	 8 - Babe Ruth	.275

Cut out and use the batting average balls to place on the batting average chart to plot the batting average functions on slide 4.



















Complete the graph using the function notation information; include both as **1 piece** of evidence.

Math II – Survey from 2 Different Populations

MM2D1 Using sample data, students will make informal inferences about population means and standard deviations.

a. Pose a question and collect sample data from at least two different populations.







What is your favorite cookie?

Men Teachers				Women Teachers			
5				5			
4				4			
3				3			
2				2			
1				1			
							



Survey two populations (guys & girls) and collect the survey data to fill in graphs

Who will be the next President?

5				5		
4				4		
3				3		
2				2		
1				1		
						
Guys	Mitt Romney	Barack Obama		Girls	Mitt Romney	Barack Obama

Document student asking the question and the 2 different populations surveyed; include the data collection.

Science
Georgia Performance Standards
(GPS)
Examples



Characteristic of Science

- For all students assessed in Science (grades 3-8 and high school), a Characteristic of Science **must** be recorded/written on the Science Entry Sheet.
- The Characteristic of Science recorded on the Entry Sheet **must** be identifiable and documented in the evidence.
- Even if all four assessment tasks submitted for a science entry align and are scorable, if either of the above conditions are not met, the entry is nonscorable.
 - Nonscorable Code of NA-D



Characteristic of Science

Characteristic of Science indicated must be visible in the evidence as part of the student's participation in the process of science.

For example:

- | | |
|--|---|
| Uses safety techniques | Including safe use, storage, and disposal of materials must be observed ; use of safety techniques must be in evidence |
| Uses scientific tools | Tools and instruments for observing, measuring, and manipulating scientific equipment and materials; use of tools must be in evidence |
| Uses technology | Using scientific technology such as a computer program that analyzes data (not just to research info on the web), using a balance to measure, thermometer, etc.
***This does <u>NOT</u> mean assistive technology or instructional technology. Scientific technology does <u>NOT</u> include using a PowerPoint to view information, using a computer to look up information, or using an electronic whiteboard, etc. |
| Organizes data into graphs, tables, and charts | Places information from scientific inquiry or investigation into a table, chart, or graph format; chart/table/graph must be included in the evidence |



Characteristics of Science

A co-requisite Characteristic of Science standard must be addressed as part of the task on at least one piece of evidence submitted for the science entry.

Please select one item from the list below:

- Records investigations clearly and accurately
- Uses scientific tools
- Interprets graphs, tables, and charts
- Writes clearly
- Uses proper units
- Organizes data into graphs, tables, and charts
- Analyzes scientific data via calculations and inference
- Uses models
- Asks quality questions
- Uses technology
- Uses safety techniques
- Recognizes the importance of explaining data with precision and accuracy

High School Characteristics of Science Standards

~~NA-D~~

Let's wipe out
NA-D
Error Codes!

SB1 - Students will analyze the nature of the relationships between structures and functions in living cells.

c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).

LIPIDS (FATS) – HELP OUR BODIES....



Earwax for waterproofing

Stay warm - insulation

Store energy for use when needed

Breakdown vitamins

Name _____ Date _____

LIPIDS – FATS, OILS & SWEETS

Found in Food 

Tuna Fish

Help our Bodies 

Store energy for use when needed



Stay warm - insulation

CARBOHYDRATES – PRODUCE ENERGY for OUR BODIES



Energy for sports

Energy for dancing

Energy for walking

Energy for chatting

Name _____ Date _____

CARBOHYDRATES – SUGARS & STARCHES

Found in Food 

Sugar from fruit

Help our Bodies 

Energy for dancing

Found in Food 

Starch from beans, rice, bread

Help our Bodies 

Energy for chatting

Characteristic of Science:
Organizes Data into graphs, tables, charts

SB3 - Students will derive the relationship between single celled and multi-celled organisms and the increasing complexity of systems.

b. Compare how structures and function vary between the six kingdoms (archaebacteria, eubacteria, protists, fungi, plants, and animals).



Tactile materials created by Jessie Moreau, Gwinnett County Schools
 Linnaeus materials created by Juanita Pritchard, Cobb County Schools

Linnaeus classified all living things as either plants or animals.

Name _____ Date _____

Place the animals and plants onto the T-chart according to Linnaeus' classification based upon structure.

Linnaeus classified all living things as either plants or animals.

<p>Animals</p>	<p>PLANTS</p>
----------------	---------------

Aligned to standard *and*

Aligned to a **Characteristic of Science: Organizes Data** into graphs, tables, charts

SB3 - Students will derive the relationship between single celled and multi-celled organisms and the increasing complexity of systems.

b. Compare how structures and function vary between the six kingdoms (archaebacteria, eubacteria, protists, fungi, plants, and animals).

How do living things in each kingdom eat?

Animals	PLANTS	FUNGI
With their mouth	Through their roots and leaves	Absorb or soak it in
		 Fungal structures in soil Mycelial strand, Absorptive hyphae, Sclerotia, Spore, Mycorrhizal root, Rhizomorphs, Soil mycelium

How do living things in each kingdom move?

Animals	PLANTS	FUNGI
With legs	seeds	Through spores
	 swim slither fly Toward light	 wind absorbed

C of S:
Organizes data
into graphs,
tables, charts

Name _____ Date _____

Refer to the Plant/Animal/Fungi Chart "How Do Living Things In Each Kingdom Eat" to answer the question.

If I eat with my mouth I am...

- an animal
- a plant
- fungi

C of S:
Interprets graphs,
tables, charts

Name _____ Date _____

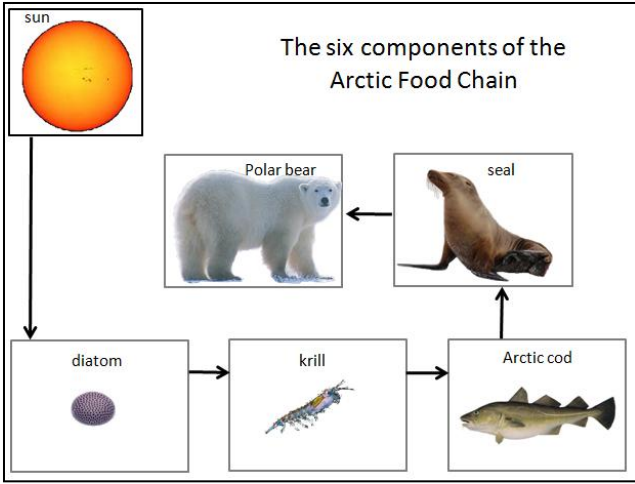
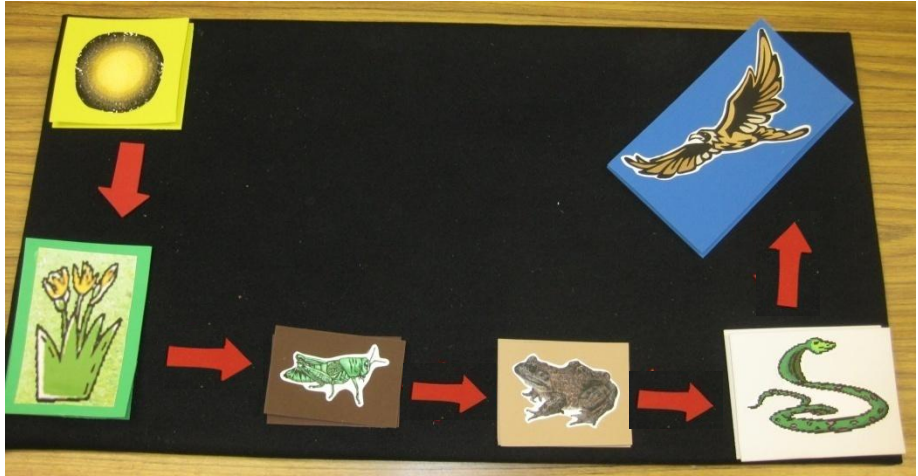
Refer to the Plant/Animal/Fungi Chart "How Do Living Things In Each Kingdom Move" to answer the question.

If I move using the wind I am...

- an animal
- a plant
- fungi

SB4b. Explain the flow of matter and energy through ecosystems by

- Arranging components of a food chain according to energy flow.



Name _____ Date _____

Arrange the six components of the Arctic Food Chain according to energy flow.

Congratulations!

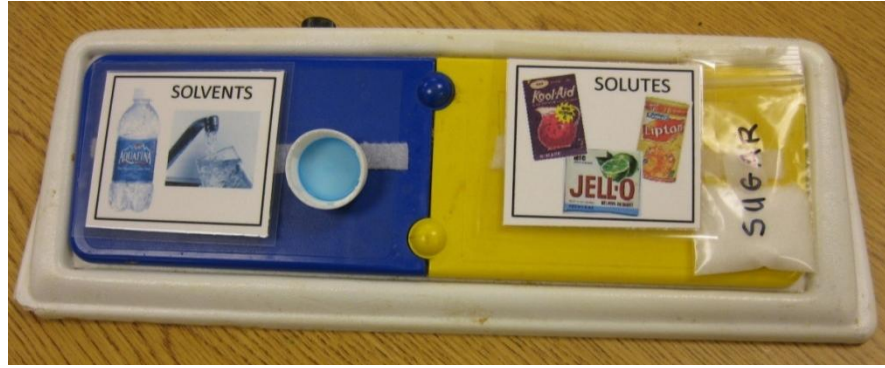
Drag each picture to its place in the Arctic Food Web.

http://www.harcourtschool.com/activity/food/arctic_activity.html

Aligned to a Characteristic of Science: **Organizes data** into graphs, tables, charts

SPS6 Students will investigate the properties of solutions:

a. Describe solutions in terms of: solute/solvent




Must have **labels** of **Solvent** or **Solute** when sorting or describing which is a solute/solvent to align.


Name _____ Date _____

Find the solvent and the solution that results when solute & solvent are mixed.


ice tea mix

 + =


Kool-Aid powder

 + =

lemonade mix

 + =

Jello mix

 + =

This piece of evidence only:
C of S: Organizes data into graphs, **tables**, charts.

SPS6 Students will investigate the properties of solutions:

b. Observe factors affecting the rate a solute dissolves in a specific solvent

Name _____ Date _____

Mark the water temperature where the solute dissolves the fastest.

	 WARM WATER	 COLD WATER
		
		
		
		
		

C of S: Records investigations clearly and accurately





SPS6 Students will investigate the properties of solutions.

e. Determine whether common household substances are acidic, basic, or neutral.

Name _____ Date _____

Acids & Bases






Directions: Determine what color the litmus paper will be if dipped into each substance. Mark your answer.

<p>Orange Juice</p>  <p>_____</p> <p>_____</p>	<p>Ketchup</p>  <p>_____</p> <p>_____</p>
<p>Milk</p>  <p>_____</p> <p>_____</p>	<p>Lemon Juice</p>  <p>_____</p> <p>_____</p>

Name _____ Date _____

Acid and Bases Lab

Directions: Dip the red and blue litmus paper into each solution and record the change. Then circle whether the solution is an acid or a base.

solution	use blue paper	use red paper	(circle answer) acid or base
 pickles	<p>no change turns red</p>	<p>no change turns blue</p>	<p>acid base</p>
 salsa	<p>no change turns red</p>	<p>no change turns blue</p>	<p>acid base</p>
 vinegar	<p>no change turns red</p>	<p>no change turns blue</p>	<p>acid base</p>
 Coke	<p>no change turns red</p>	<p>no change turns blue</p>	<p>acid base</p>
 milk	<p>no change turns red</p>	<p>no change turns blue</p>	<p>acid base</p>

Materials created by Lauren Marks, Gwinnett County Public Schools

Use safety goggles and rubber gloves
for these experiments
(be sure to document this in your annotation!)





Aligned to standard *and*
 Aligned to a **Characteristic of Science: Uses safety techniques**

SPS8. Students will determine relationships among force, mass, and motion.


e. Calculate amounts of work and mechanical advantage using simple machines. *(This is at a prerequisite level.)*

Name: _____ Date: _____

Simple Machine Quiz 




You need to push this car.
Which simple machine will make the work easier?




LEVER
Man lifting a stone with a lever

Lever



Inclined plane



Wheel & Axle

Name _____ Date _____

Determine which simple machine will make work easier.



You need to push this car.
Which simple machine will make the job easier?



LEVER
Man lifting a stone

Lever



Inclined plane



Wheel & Axle



You need to move this rock.
Which simple machine will make the job easier?



LEVER
Man lifting a stone

Lever



Inclined plane



Wheel & Axle



You need to get down from this ledge.
Which simple machine will make the job easier?



LEVER
Man lifting a stone

Lever



Inclined plane




Wheel & Axle

Name _____ Date _____


Materials adapted from: http://edheads.org/activities/simple-machines/frame_loader.htm

Q: What do you do with kitchen knives?




- Place them in the trash
- Chop and slice food
- Throw them at the wall
- Chop and slice rocks

Q: What is this jar lid used for?




- Drumming out a beat
- Keeping the cookies fresh
- Throwing like a Frisbee
- Scooping up cookies

Q: What type of simple machine are knives?




- Pulley
- Wheel and Axle
- Gear
- Lever
- Inclined Plane
- Screw
- Wedge

Q: What type of simple machine do you tighten the jar lid onto?

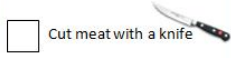


- Pulley
- Wheel and Axle
- Gear
- Lever
- Inclined Plane
- Screw
- Wedge

Which takes less work (is easier)?

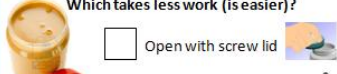


Cut meat with a fork

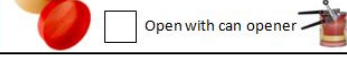


Cut meat with a knife

Which takes less work (is easier)?



Open with screw lid

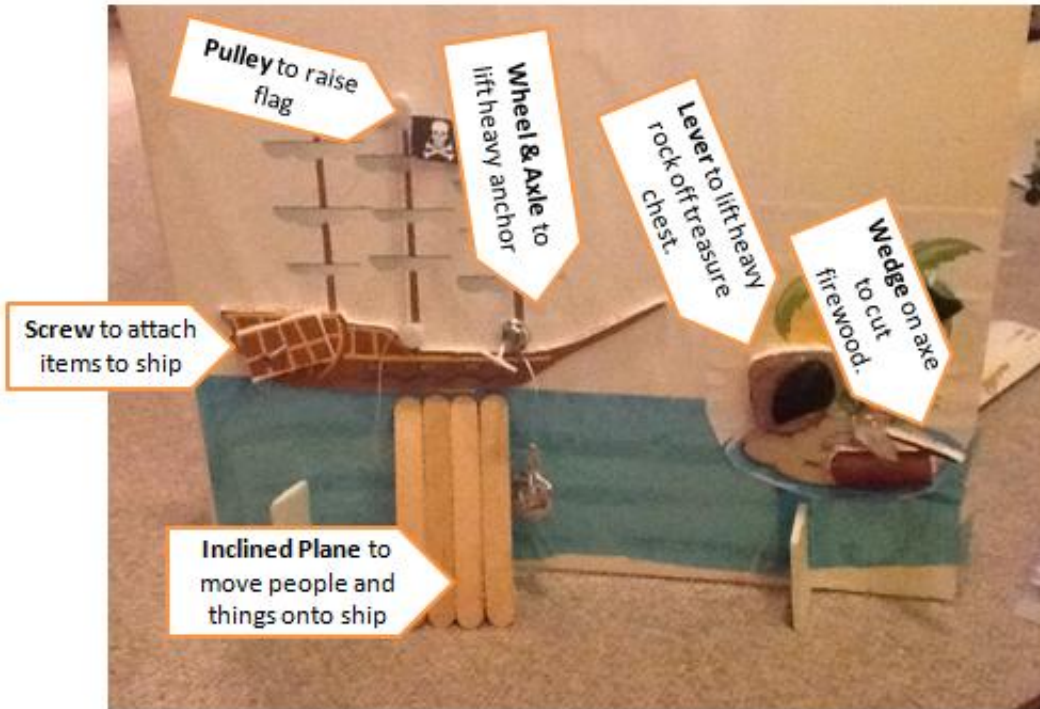


Open with can opener

Aligned to standard;
Not aligned to a Characteristic of Science

S8P3. Students will investigate relationship between force, mass, and the motion of objects.

c. Demonstrate the effect of simple machines (lever, inclined plane, pulley, wedge, screw, and wheel and axle) on work. (This is at a prerequisite level.)










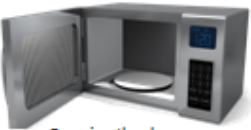




Creating a **3-D model ship** then identifying the simple machines and what they do to help with work

C of S: Uses models

Name _____ Date _____

Examine the real items as models then mark your answers.

 Cutting ribbon	 screw	 wedge
Which simple machine makes this work easier?		
 Moving this type of chair	 wheel & axle	 lever
Which simple machine makes this work easier?		
 Opening a water bottle	 wedge	 screw
Which simple machine makes this work easier?		
 Opening the door	 lever	 wheel & axle
Which simple machine makes this work easier?		

Student must use the **real items as models** before responding

Social Studies

Georgia Performance Standards (GPS)

Examples




SSUSH11 - The student will describe the growth of big business and technological innovations after Reconstruction.



d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.

Name _____ Date _____


Circle or mark 3 things Thomas Edison invented.




phonograph


microwave




vacuum cleaner



light bulb



telephone




Motion pictures




Name _____ Date _____

Tell who created the original invention below, give two examples of an updated invention, and tell how it impacts American life today by matching the picture to the sample.




phonograph

Thomas Edison




Inventor

Boom box




iPod





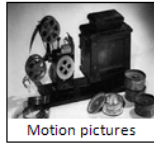
Impact on Life

Listen to music anywhere



Name _____ Date _____

Show how Thomas Edison's inventions have impacted our lives over the years.

 phonograph 1877	→	→
 light bulb 1879	→	→
 Motion pictures 1896	→	→

SSUSH16 - The student will identify key developments in the aftermath of WWI.



d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin and Tin Pan Alley.



Click on cornet

His jazz song "Cornet Chop Suey" had a new music pattern called *stop-time accompaniment*.

The band played a simple harmony so Louis could play a more complex solo pattern on his cornet/trumpet.

Click on cornet

Louis showed how the solo musician (one person playing) could be the focus of jazz music.

Play Louis Armstrong music selections and non-jazz for students to identify jazz

"Ba-ba-da-ba heebie-jeebie deh. Ay! Jeep. Dah. Boop. Dee-bah, jip bah bah, bip bip be-doo-doo-doo. Doo, doo-doo-doo deh-deh-deh da-da, deh-da-da-dee. Oo-be-doo-de-oo..."

-Louis Armstrong in "Heebie Jeebies"
(transcribed from the Louis Armstrong-The Hot Five, Vol. 1 recording)

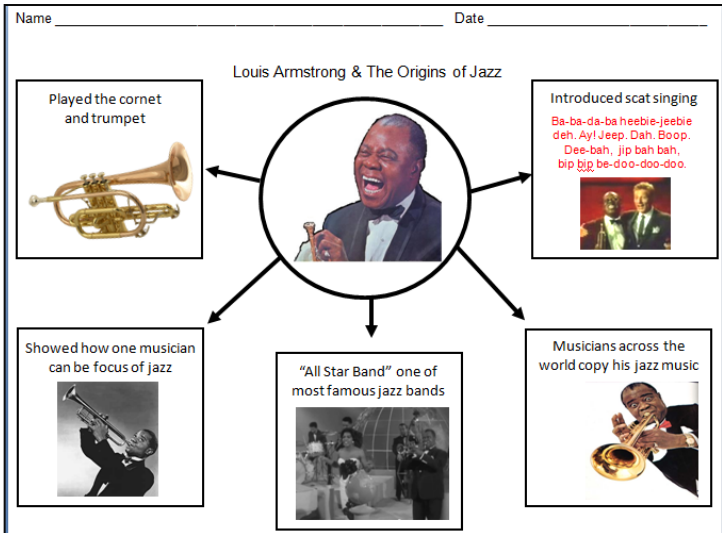




Louis and Danny Kaye scat to "When the Saints Go Marching In"


Click on projector to watch Louis and Danny Kaye scat

In 1926 Satchmo introduced scat singing. Scat uses vowels and consonant sounds instead of words.



SSUSH22 The student will identify dimensions of the Civil Rights Movement 1945-1970.

b. Identify Jackie Robinson and the integration of baseball.



"I'M NOT CONCERNED WITH YOUR LIKING OR DISLIKING ME ... ALL I ASK IS THAT YOU RESPECT ME AS A HUMAN BEING."
— JACKIE ROBINSON

INTEGRATION & MLB

- Cleveland Indians & St. Louis Cardinals added black players in 1947
- Integration of Major League Baseball slowly followed
- By 1959 all MLB teams had finally integrated







Must focus upon Jackie Robinson's role in the integration of baseball.

Name	Date
What team did Jackie Robinson play on in the Negro league? 	
Who was the first Black player in the MLB? 	
What does MLB stand for? 	

JACKIE ROBINSON

- Became the first black baseball player in Major League Baseball since 1880s
- Signed by Brooklyn Dodgers in 1945
- Played first MLB game against Boston Braves, April 15, 1947




Name	Date
What number did Jackie Robinson wear on his MLB jersey? 	
By what year had all MLB teams integrated? 	
Who was the first Black manager in the MLB? 	

Clarification on SSEPF1b from the GDOE

SSEPF1b

This assessment task addresses the essential skills of the standard by requiring the student **to use a decision making model (needs vs. wants)** to make spending and saving choices.

The task can be modified to provide an appropriate level of challenge for students by providing pictures, as was done here, by having them cut and paste pictures of their choosing, or by having them generate their own lists.

This task could also be expanded to have a student create a budget from which spending and savings decisions can be made.

Spending and Saving

There are some things we spend money on things because we need them and other things we spend money on because we want them. Use the chart below to separate the pictures into NEEDS and WANTS.

Wants	Needs
	
	
	

What is the first thing you would choose to spend your money on?

FOOD



What is something you want to save your money to be able to buy?

iPod



Describing the Assessment Task as it Relates to the Standard

- In the preceding example, the task description should be written to include the most important terms - the nouns (decision making model).
 - It should be clear that the student used a decision making model.
 - It should be clear if/how the student is making spending and savings choices.

“Sam will use a decision making model based on wants and needs to make spending and savings choices. After separating pictures into the categories of “wants” and “needs,” he will answer questions about his choices.”



SSEPF1 - The student will apply rational decision making to personal spending and saving choices.

b. Use a rational decision making model to select one option over another.

PIRATE STORE

BEST BUYS

BEST BUYS

Find the best buy for Pirate Pete on each shelf. Place your answer on this list.

Use your gold coins to see if Pirate Pete has enough coins to buy your choices.

Bilbo's Bargain Bonanza Money Game

BARGAIN BONANZA CHOICES

BEST BARGAIN

Find the best buy for Bilbo on each shelf. Place your answer on this list.


Use the gold coins to see if Bilbo has enough money to buy his choices.

SSEPF1 - The student will apply rational decision making to personal spending and saving choices.



b. Use a rational decision making model to select one option over another.

Use a rational decision making model to select one option over another.

Which is the best deal based on size & price?




\$1.00






1 King Size candy bar

This one is the best deal because you get more for the same amount of money.





\$1.00

1 Snack Size candy bar



Use a rational decision making model to select one option over another.

Which is the best deal based on the price?

This one is the best deal because
 $2 \text{ for } 75\text{c} = 37\text{c each}^*$.
 37c each is less than 50c .

(*Actual 27.5 cents each)

Name _____ Date _____

Use a rational decision making model to select one option over another.

Which is the best deal based on size & price?



\$1.00



1 cup



\$3.00



1 quart
(4 cups per quart)

SSEPF1 - The student will apply rational decision making to personal spending and saving choices.

b. Use a rational decision making model to select one option over another.

Name: _____ Date: 11/6/11

Earn and Spend on the Best Deal

Amount Earned: 20¢

+ 30¢

= 50¢

- 40¢

Purchase amount: _____

Use rational decision making to select the best deal based on cost.



Place wrapper or picture of item(s) purchased here.

Mark the best deal based on cost. What did you buy?





SSEMI1 -The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.

b. Explain the role of money as a medium of exchange.


 Name: _____  Date: _____

Earn, Spend, Save – Using Money as a Medium of Exchange


 Amount Earned: _____

 +


Amount Earned: _____

 =

Total Earnings: _____

 -



Purchase amount: _____

 =



Total Savings: _____

Name _____ Date _____



Using Money as Medium of Exchange for Shopping Experience

1.   _____




1. How much money have you earned?

2.   _____




2. What did you buy?

3.   _____

3. How much did it cost?

4.    _____

4. How many dollars did you pay?


5.    **YES** **NO**

5. Do you have any change for your savings?
(If yes, how much change?) _____


SSEPF6 - The student will describe how the earnings of workers are determined in the marketplace.

a. Identify skills that are required to be successful in the workplace.


A Hygiene Problem
By Jennifer Westphal




“WOW”, said Julie as she got on the bus that morning for school. “Something smells really bad; I wonder where that smell is coming from?”




When it was time to get off the bus she figured out what smelled so bad, it was one of the boys. He smelled like he had not taken a shower in five days.



When he got to school, nobody wanted to talk to him. He was very upset and asked his teacher why nobody wanted to talk to him.









The teacher went over with the class five things that you should do to have good personal hygiene.











Name _____ Date _____

Circle or mark 3 things that will help you be successful at work.

 Argue with Coworker	 Dirty Teeth
 Clean Teeth	 Dirty Hands
 Clean Hair	 Clean Hands

Are you a good worker?

		
Start work on time.		
Do 1 work box.	 1	
Clean-up the work area		
Did you do your best?	