

North Carolina Extended Content Standards

Extensions of the Standard Course of Study
for English/Language Arts, Mathematics, and
Science

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North Carolina Extended Content Standards - 2006

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Beginning in January of 2005, five divisions of the North Carolina Department of Public Instruction (Accountability Services, Exceptional Children, Elementary Education, Middle Grades Education, and Secondary Education) began a collaborative effort to create extensions of the North Carolina Standard Course of Study. Approximately 45 staff participated in this process to extend and clarify the content standards so that educators could provide access to students with a wide range of cognitive, physical, and perceptual skills.

Upon completion of extensions for each content standard in English-Language Arts, Mathematics and Science, an experienced group of regular and special educators, school and system administrators, parents, testing coordinators, and university staff reviewed the draft of the extensions in three sessions. Their goal was to create extensions that would be accessible to the full range of abilities presented by students with the most significant cognitive disabilities.

It is with deep appreciation that we acknowledge the concerted efforts of this capable group of invested parents and professionals.

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Introduction

The "No Child Left Behind" Act (2002) requires that all students have access to the general curriculum at their designated grade level. Federal guidance received from the US Department of Education noted that these extended standards are intended only for students with the most significant cognitive disabilities.

A key goal is to assure that the extended standards represent both the content standards and the range of cognitive skills of all students. A group of approximately 50 regular education teachers, special education teachers, parents, university personnel, school administrators and system administrators convened with staff of the five divisions in three sessions between September 2005, and January 2006, to further delineate the extensions at three entry points. These three entry points were defined as symbolic, early symbolic and pre-symbolic (see Behaviors Demonstrated at Entry Points).

The extended standards represent an effort to assure a balance of functional and academic skills within the North Carolina Standard Course of Study. Also, a goal of the extended standards is to provide concepts at a level accessible to the student within a grade-level context. It is critical that the IEP of each student continues to address both academic skills and functional skills necessary to assure positive school and adult outcomes. The intent is to provide the student what he needs to succeed through the IEP and instruction.

Questions that should guide the IEP team in determining of goals and objectives for IEP include:

- **How is access to the general curriculum assured for this student?**
- **Are the IEP goals and supporting objectives functional, meaningful and relevant?**
- **Do the IEP goals and supporting objectives adequately address the student's present level of skill?**

The NC Extended Content Standards document is to be used for reference purposes. The following information will assist school personnel in the appropriate use of the document.

The first step is for school personnel to identify the student for whom goals and objectives are to be developed. The second step is to identify the content area(s) - English/Language Arts, Mathematics or Science. The third step is to determine the grade level of the student.

In each content area, four to seven competencies are given for consideration for each student. Each competency is presented in a "top down" model. School personnel should refer to the competency at the top of the page. (If further clarification of the competency is needed, reference should be made to the *North Carolina Standard Course of Study*.)

On each page of the extended standards document is the "top down" structure of the competency - the extension, the symbolic entry point extension, the early symbolic entry point extension, and the pre-symbolic entry point extension. This structure is intended to help the IEP team understand the standard and find a point at which a link between the student's ability and the standard can be identified. School personnel should note that providing exposure to the standards at levels that assure skill development is critical.

Behaviors Demonstrated at Entry Points

Entry points represent a further definition of the extensions of the standard course of study. These entry points are intended to clarify how the extended content standards link meaningfully to the differing abilities of students with significant cognitive disabilities. They clarify how a student can access the standard course of study. They should represent a continuum of opportunities for exposure to the content standards. Exposure is a key in teaching the standards. Students should be exposed to the breadth of the standard, not just limited activities aimed at one entry point. The focus continues to be access to the standard and teachers will need to keep the entry points and the standards in mind when developing teaching activities.

Symbolic

- Communicates with symbols (e.g., pictures) or words (e.g., spoken words, assistive technology, American Sign Language, home signs).
- May have emerging or basic functional academic skills:
 - decoding and comprehension
 - knowledge of meaning in a variety of symbols (pictures, logos, signs, letters, numbers, symbols or words)
 - counting or number recognition
 - identifying or categorizing by a variety of attributes
 - emerging or basic number sense and/or computation
 - understanding of models or simple representations
 - emerging writing or graphic representation for the purpose of conveying meaning through writing, drawing, or computer keying

Early Symbolic

- Demonstrates emerging knowledge of symbols (e.g., pictures, logos, associated objects – flag for circle time).
- May have limited emerging functional academic skills:
 - limited or emerging knowledge of graphic symbols (logos, restroom signs, etc.)
 - limited or emerging knowledge that objects may be ‘symbolically’ or ‘graphically’ related to an event, activity or another object (cereal box for cereal, photo of toys for ‘play area,’ picture of bus for ‘go home’)
 - may respond to a variety of instructions (verbal or pictorial)
 - may categorize by one or more attributes
 - may demonstrate knowledge of a variety of cause-effect relationships

Pre-symbolic

- May demonstrate intentionality – shows interest, directed focus, purpose or desire for a result through behavior
- Beginning to build intentional communication; may use idiosyncratic gestures, sounds, and movements to communicate with others
- Does not discriminate between pictures or other symbols (and does not use symbols to communicate)
- Associates objects or physical settings with routine activity - cup means drink, diaper means lie down
- Demonstrates limited or simple understanding of cause and effect with immediate and frequent routines
- May have the capacity to sort or combine (e.g., stack) very different objects, may use trial and error
- May demonstrate emerging knowledge of cause-effect relationships
- May manipulate (put in mouth, touch, grab, etc.) or engage in repeated movements to gain knowledge of objects

English/Language Arts

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Kindergarten</p> <p>Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.</p>		
What is the grade level extension?		
<p>The learner will develop and apply enabling strategies and skills to read and write.</p> <ul style="list-style-type: none"> ▪ Develop book and print awareness ▪ Develop phonemic awareness – attend to similarities and differences in sound ▪ Decode symbols ▪ Attend to pictures, text, environmental print or symbols ▪ Choose text for exploration 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to recognize common printed words or pictures. ▪ Demonstrate ability to track print. ▪ Demonstrate ability to choose books to be read. ▪ Demonstrate awareness of commonly used environmental symbols. 	<ul style="list-style-type: none"> ▪ Demonstrate attention to the reader. ▪ Demonstrate awareness of the differences among symbols, pictures, and environmental print. ▪ Chose text for exploration. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of being read to ▪ Demonstrate a response to changes in sounds within a literacy context

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Kindergarten		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
What is the grade level extension?		
The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed		
<ul style="list-style-type: none"> ▪ Demonstrate sense, concept, and/or sequence of story ▪ Develop awareness of different forms of text (e.g., pictures, text, environmental print or symbols) ▪ Follow oral-graphic directions (define tasks that assure use of text) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of objects or actions connected to stories or songs. ▪ Follow instructions that are read, heard, or viewed. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of different forms of text. ▪ Respond to oral-graphic directions. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. ▪ Physically interact/explore text.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Kindergarten</p> <p>Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</p>		
What is the grade level extension?		
<p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <ul style="list-style-type: none"> ▪ Connects text to self ▪ Connects text to text ▪ Connects text to world 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Connect text to self. ▪ Connect text to text ▪ Connect text to world. 	<ul style="list-style-type: none"> ▪ Communicate preference of favorite story, poem, song or book. ▪ Demonstrate awareness of association between symbol and meaning. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/ or response to text.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Kindergarten</p> <p>Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.</p>		
What is the grade level extension?		
<p>The learner will apply strategies and skills to create oral, written, and visual texts</p> <ul style="list-style-type: none"> ▪ Use new vocabulary and/or symbols ▪ Maintain or attend to conversations ▪ Write and/or participate in writing behaviors 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use new vocabulary and/or symbols. ▪ Maintain or attend to conversations. ▪ Write or participate in writing behaviors. 	<ul style="list-style-type: none"> ▪ Attempt communication using various means. ▪ Write and/or participate in writing behavior. ▪ Use new vocabulary and/or symbols. 	<ul style="list-style-type: none"> ▪ Attends or responds to conversations ▪ Write and/or participate in writing behavior

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Kindergarten</p> <p>Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>		
What is the grade level extension?		
<p>The learner will apply grammar and language conventions to communicate effectively.</p> <ul style="list-style-type: none"> ▪ Practice strategies to create a legible product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Practice strategies to create a legible product. 	<ul style="list-style-type: none"> ▪ Practice strategies to create a legible product. ▪ Demonstrate attention to language from communication partner. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of writing ▪ Practice strategies to create a legible product

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 1 Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
What is the grade level extension?		
The learner will develop and apply enabling strategies and skills to read and write. <ul style="list-style-type: none"> ▪ Demonstrate awareness of letters and non-letters ▪ Develop phonemic awareness – attend to similarities and differences in sound ▪ Demonstrate awareness of symbol/letter-sound relationships ▪ Increase vocabulary ▪ Choose text for exploration 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate awareness of letters and non-letters. ▪ Demonstrate awareness of letter/sound relationships. ▪ Demonstrate increased knowledge of new words through a variety of means. ▪ Choose text for exploration. 	<ul style="list-style-type: none"> ▪ Demonstrate attention to the reader. ▪ Demonstrate awareness to the differences among symbols, pictures, and environmental print. ▪ Chose text for exploration. ▪ Demonstrate knowledge of the connection of sounds with specific pictures or objects. ▪ Increase vocabulary 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to being read to ▪ Demonstrate awareness of and/or response to changes in sounds within a literacy context ▪ Demonstrate Awareness of and/or response to change in elements of verbal/non-verbal communication within a literary context

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 1		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
What is the grade level extension?		
<p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed</p> <ul style="list-style-type: none"> ▪ Demonstrate comprehension of text ▪ Demonstrate awareness of variety of texts ▪ Participates in before/during/after-reading activities ▪ Understand simple symbol/written instruction 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate a preference of text. ▪ Demonstrate comprehension of literary text. ▪ Understand and follow simple written/symbol instructions. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of different forms of text. ▪ Respond to oral-graphic directions. ▪ Participate in comprehension activities on text that is read, heard, or viewed. ▪ Understand simple symbol/written instructions. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. ▪ Physically interact/explore text. ▪ Demonstrate awareness of and/or response to a repeated event within a literacy context.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 1</p> <p>Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</p>		
What is the grade level extension?		
<p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <ul style="list-style-type: none"> ▪ Connects text to self ▪ Connects text to text ▪ Connects text to world ▪ Determine message of text/speaker 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Connect text to self. ▪ Connect text to text ▪ Connect text to world. ▪ Determine message of text/speaker. 	<ul style="list-style-type: none"> ▪ Communicate preference of favorite story, poem, song or book. ▪ Demonstrate awareness of association between symbol and meaning. ▪ Participate in discussions based on similar texts. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/ or response to text. ▪ Demonstrate preference for specific text.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 1 Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.</p>		
What is the grade level extension?		
<p>The learner will apply strategies and skills to create oral, written, and visual texts</p> <ul style="list-style-type: none"> ▪ Use new vocabulary and/or symbols ▪ Write and/or participate in writing behaviors ▪ Engage in story-telling (characters, settings, actions, and events) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use new vocabulary and/or symbols. ▪ Write or participate in writing behaviors. ▪ Engage in story-telling elements of literature. 	<ul style="list-style-type: none"> ▪ Attempt communication using various means. ▪ Write and/or participate in writing behavior. ▪ Engage in storytelling. ▪ Write and/or participate in writing behavior to create a product. ▪ Use new vocabulary and/or symbols. 	<ul style="list-style-type: none"> ▪ Attends or responds to conversations ▪ Write and/or participate in writing behavior ▪ Write and/or participate in writing behavior to create a product ▪ Initiating a response at an appropriate time within a story

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 1</p> <p>Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>		
What is the grade level extension?		
<p>The learner will apply grammar and language conventions to communicate effectively.</p> <ul style="list-style-type: none"> ▪ Explore phonics as a spelling strategy ▪ Practice conventions strategies to create a legible product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Explore phonics as a spelling strategy. ▪ Practice pre-writing strategies to create a product. 	<ul style="list-style-type: none"> ▪ Practice strategies to create a legible product. ▪ Practice effective communication. ▪ Demonstrate attention to language from communication partner. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of writing ▪ Practice strategies to create a legible product

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 2 Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
What is the grade level extension?		
The learner will develop and apply enabling strategies and skills to read and write. <ul style="list-style-type: none"> ▪ Demonstrate awareness of symbol/letter-sound relationships ▪ Demonstrate sustained attention to text ▪ Choose text for exploration 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate awareness of symbol/letter sound relationships. ▪ Demonstrate sustained attention to preferred text. ▪ Choose text for exploration. 	<ul style="list-style-type: none"> ▪ Demonstrate attention to the reader. ▪ Demonstrate awareness of the differences among symbols, pictures, and environmental print. ▪ Chose text for exploration. ▪ Demonstrate knowledge of the connection of sounds with specific pictures or objects. ▪ Increase vocabulary ▪ Demonstrate attention to text ▪ Demonstrate awareness of symbol/letter sound. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to being read to ▪ Demonstrate awareness of and/or response to changes in sounds within a literacy context ▪ Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literary context ▪ Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 2		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
What is the grade level extension?		
<p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed</p> <ul style="list-style-type: none"> ▪ Make connections between ideas and text ▪ Demonstrate awareness of variety of texts ▪ Participates before, during, and after-reading/listening/viewing activities ▪ Derive meaning from visual representations 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Make connections between ideas and text. ▪ Demonstrate awareness of variety of text. ▪ Participate before, during, and after reading/listening/Viewing activities. ▪ Derive meaning from visual representations. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of different forms of text. ▪ Respond to oral-graphic directions. ▪ Participate in comprehension activities on text that is read, heard, or viewed. ▪ Understand simple symbol/written instructions. ▪ Participate in comprehension activities on text. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. ▪ Physically interact/explore text. ▪ Demonstrate awareness of and/or response to a repeated event within a literacy context. ▪ Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 2		
Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
What is the grade level extension?		
<p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <ul style="list-style-type: none"> ▪ Connects text to self ▪ Connects text to text ▪ Connects text to world ▪ Increase sight-symbol vocabulary ▪ Develop awareness of author’s purpose 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Connect text to self. ▪ Connect text to text ▪ Connect text to world. ▪ Develop awareness of author’s purpose • Increase sight-symbol vocabulary 	<ul style="list-style-type: none"> ▪ Communicate preference of favorite story, poem, song or book. ▪ Demonstrate awareness of association between symbol and meaning. ▪ Participate in discussions based on similar texts. ▪ Increase sight-symbol vocabulary. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/ or response to text. ▪ Demonstrate preference for preferred text. ▪ Make connections between objects and text.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 2 Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.		
What is the grade level extension?		
The learner will apply strategies and skills to create oral, written, and visual texts <ul style="list-style-type: none"> ▪ Use expanded vocabulary ▪ Write and/or participate in writing behaviors ▪ Relate information in organized fashion ▪ Explore visual representations 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use new vocabulary and/or symbols. ▪ Write or participate in writing behaviors. ▪ Relate information in an organized fashion. ▪ Explore visual representations. 	<ul style="list-style-type: none"> ▪ Attempt communication using various means. ▪ Write and/or participate in writing behavior. ▪ Engage in storytelling. ▪ Write and/or participate in writing behavior to create a product. ▪ Use new vocabulary and/or symbols. ▪ Explore visual representations. ▪ Relay information in an organized fashion. 	<ul style="list-style-type: none"> ▪ Attends or responds to conversations ▪ Write and/or participate in writing behavior ▪ Write and/or participate in writing behavior to create a product ▪ Initiating a response at an appropriate time within a story

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 2</p> <p>Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>		
What is the grade level extension?		
<p>The learner will apply grammar and language conventions to communicate effectively.</p> <ul style="list-style-type: none"> ▪ Use phonics as a spelling strategy ▪ Use conventions strategies to create a legible product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Explore phonics as a spelling strategy. ▪ Practice pre-writing strategies to create a legible product. 	<ul style="list-style-type: none"> ▪ Practice strategies to create a legible product. ▪ Practice effective communication. ▪ Demonstrate attention to language from communication partner. ▪ Demonstrate awareness of differences in language content. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of writing ▪ Practice strategies to create a legible product

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 3		
Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
What is the grade level extension?		
<p>The learner will develop and apply enabling strategies and skills to read and write.</p> <ul style="list-style-type: none"> ▪ Demonstrate sustained attention to text ▪ Increase sight-symbol vocabulary ▪ Connect experience and text ▪ Choose text for exploration 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate understanding of words with similar phonetic patterns. ▪ Demonstrate increased vocabulary. ▪ Demonstrate sustained interaction with text. ▪ Demonstrate personal experiences to connect with text. 	<ul style="list-style-type: none"> ▪ Demonstrate attention to the reader. ▪ Demonstrate awareness of the differences among symbols, pictures, and environmental print. ▪ Chose text for exploration. ▪ Demonstrate knowledge of the connection of sounds with specific pictures or objects. ▪ Increase vocabulary ▪ Demonstrate attention to text ▪ Demonstrate awareness of symbol/letter sound. ▪ Demonstrate sustained attention to text. ▪ Demonstrate awareness/and or response to sight-symbol vocabulary. ▪ Demonstrate recognition of graphic symbols. ▪ Demonstrate a preference for a variety of text. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to being read to ▪ Demonstrate awareness of and/or response to changes in sounds within a literacy context ▪ Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literary context ▪ Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context ▪ Demonstrate awareness of and/or response to instructional materials in a literacy context

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 3		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
What is the grade level extension?		
<p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed</p> <ul style="list-style-type: none"> ▪ Interacts with text before/ during/ after- reading/ listening, viewing activities for a variety of purposes ▪ Interacts with a variety of texts ▪ Demonstrate active listening 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Interact with text before, during, after reading/listening/ Viewing activities for a variety of purposes. ▪ Interacts with a variety of texts. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of different forms of text. ▪ Respond to oral-graphic directions. ▪ Participate in comprehension activities on text that is read, heard, or viewed. ▪ Understand simple symbol/written instructions. ▪ Participate in comprehension activities on text. ▪ Demonstrate ability to identify some aspect of text. ▪ Participate in comprehension activities on text. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. ▪ Physically interact/explore text. ▪ Demonstrate awareness of and/or response to a repeated event within a literacy context. ▪ Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context. ▪ Demonstrate awareness of and/or anticipatory response to some aspect of the text.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 3 Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
What is the grade level extension?		
The learner will make connections through the use of oral language, written language, and media and technology. <ul style="list-style-type: none"> ▪ Connects text to self ▪ Connects text to text ▪ Connects text to world ▪ Examine/ explore visual representations ▪ Explore a variety of information sources 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Explore a variety of information sources. ▪ Student continues to demonstrate connections of text to text or text to world. ▪ Demonstrate awareness between fact and fiction in literary context. 	<ul style="list-style-type: none"> ▪ Communicate preference for story, poem, song or book. ▪ Demonstrate awareness of association between symbol and meaning. ▪ Participate in discussions based on similar texts. ▪ Increase sight-symbol vocabulary. ▪ Demonstrate awareness of similarities in text to real world experiences. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/ or response to text. ▪ Demonstrate preference for specific text. ▪ Make connections between objects and text. ▪ Demonstrate response to similarities between texts.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 3</p> <p>Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.</p>		
What is the grade level extension?		
<p>The learner will apply strategies and skills to create oral, written, and visual texts</p> <ul style="list-style-type: none"> ▪ Share written or oral products in a variety of ways ▪ Write and/or participate in writing behaviors ▪ Compose visual representations ▪ Explore technology as a tool to produce a product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Share written or oral products in a variety of ways. ▪ Write or participate in writing behaviors. ▪ Compose visual representations. ▪ Explore technology as a tool to produce a product. 	<ul style="list-style-type: none"> ▪ Attempt communication using various means. ▪ Write and/or participate in writing behavior. ▪ Engage in storytelling. ▪ Write and/or participate in writing behavior to create a product. ▪ Use new vocabulary and/or symbols. ▪ Explore visual representations. ▪ Relay information in an organized fashion. ▪ Share written, oral, or visual products in a variety of ways. ▪ Use technology to create a product. ▪ Share oral, written, or visual text. 	<ul style="list-style-type: none"> ▪ Attends or responds to conversations ▪ Write and/or participate in writing behavior ▪ Write and/or participate in writing behavior to create a product ▪ Initiating a response at an appropriate time within a story ▪ Share written/oral products in a variety of ways ▪ Use technology to produce a product

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 3</p> <p>Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>		
What is the grade level extension?		
<p>The learner will apply grammar and language conventions to communicate effectively.</p> <ul style="list-style-type: none"> ▪ Use conventions strategies to create a legible product ▪ Explore a variety of spelling strategies ▪ Produce two thoughts in a logical sequence. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use conventions strategies to create a legible product ▪ Explore variety of spelling strategies ▪ Produce two thoughts in a logical sequence 	<ul style="list-style-type: none"> ▪ Practice strategies to create a legible product ▪ Practice effective communication ▪ Demonstrate attention to language from communication partner ▪ Demonstrate awareness of differences in language content ▪ Create a product with two or more connected thoughts ▪ Demonstrate use of one or more conventions in writing ▪ Sequence two activities 	<ul style="list-style-type: none"> ▪ Create a product with two connected thoughts

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 4		
Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
What is the grade level extension?		
The learner will develop and apply enabling strategies and skills to read and write.		
<ul style="list-style-type: none"> ▪ Use word-identification strategies ▪ Increase sight-symbol vocabulary ▪ Choose text for exploration 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Increase understanding of words with similar phonetic patterns ▪ Continue to increase vocabulary ▪ Demonstrate sustained interaction with text ▪ Continue to demonstrate personal experiences to connect with text 	<ul style="list-style-type: none"> ▪ Demonstrate attention to the reader ▪ Demonstrate awareness of the differences among symbols, pictures, and environmental print ▪ Chose text for exploration ▪ Demonstrate knowledge of the connection of sounds with specific pictures or objects ▪ Increase vocabulary ▪ Demonstrate attention to text ▪ Demonstrate awareness of symbol/letter sound ▪ Demonstrate sustained attention to text ▪ Demonstrate awareness/and or response to sight-symbol vocabulary ▪ Demonstrate recognition of graphic symbols ▪ Demonstrate a preference for a variety of texts ▪ Demonstrate an association between graphic symbols and their meaning/function 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to being read to ▪ Demonstrate awareness of and/or response to changes in sounds within a literacy context ▪ Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literacy context ▪ Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context ▪ Demonstrate awareness of and/or response instructional materials in a literacy context ▪ Demonstrate a preference for text

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 4		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
What is the grade level extension?		
<p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed</p> <ul style="list-style-type: none"> ▪ Interacts with text before/ during/ after- reading/ listening, viewing activities for a variety of purposes ▪ Interacts with a variety of texts ▪ Demonstrate active listening skills 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Interact with text before, during, after reading/listening/ Viewing activities for a variety of purposes ▪ Interacts with a variety of texts 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of different forms of text ▪ Respond to oral-graphic directions ▪ Participate in comprehension activities on text that is read, heard, or viewed. ▪ Understand simple symbol/written instructions ▪ Participate in comprehension activities on text ▪ Demonstrate ability to identify some aspect of text ▪ Participate in comprehension activities on text 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context ▪ Physically interact/explore text ▪ Demonstrate awareness of and/or response for a repeated event within a literacy context ▪ Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context ▪ Demonstrate awareness of and/or anticipatory response to some aspect of the text

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 4		
Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
What is the grade level extension?		
<p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <ul style="list-style-type: none"> ▪ Connects text to text ▪ Connects text to world ▪ Examine and use visual representations ▪ Explore a variety of information sources 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Connect text to text ▪ Connect text to world ▪ Examine and use visual representations ▪ Explore a variety of informational sources 	<ul style="list-style-type: none"> ▪ Communicate preference of favorite story, poem, song or book. ▪ Demonstrate awareness of association between symbol and meaning ▪ Participate in discussions based on similar texts ▪ Increase sight-symbol vocabulary ▪ Demonstrate awareness of similarities between text and real world experiences ▪ Explore/examine informational sources 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/ or response to text ▪ Demonstrate preference for specific text ▪ Make connections between objects and text ▪ Demonstrate response to similarities between texts

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 4 Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.</p>		
What is the grade level extension?		
<p>The learner will apply strategies and skills to create oral, written, and visual texts</p> <ul style="list-style-type: none"> ▪ Share written or oral products in a variety of ways ▪ Participate in pre-writing activities ▪ Write and/or participate in writing behaviors ▪ Share self-selected texts ▪ Use technology as a tool in preparing a product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate, implement, and share the writing process ▪ Use technology to create a product 	<ul style="list-style-type: none"> ▪ Attempt communication using various means ▪ Write and/or participate in writing behavior ▪ Engage in storytelling ▪ Write and/or participate in writing behavior to create a product ▪ Use new vocabulary and/or symbols ▪ Explore visual representations ▪ Relay information in an organized fashion ▪ Share written, oral, or visual products in a variety of ways ▪ Use technology to create a product ▪ Create personal oral, written, or visual text 	<ul style="list-style-type: none"> ▪ Attends or responds to conversations ▪ Write and/or participate in writing behavior ▪ Write and/or participate in writing behavior to create a product ▪ Initiating a response at an appropriate time within a story ▪ Share written/oral products in a variety of ways ▪ Use technology to produce a product

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 4 Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.		
What is the grade level extension?		
The learner will apply grammar and language conventions to communicate effectively. <ul style="list-style-type: none"> ▪ Produce multiple thoughts in a logical sequence. ▪ Explore spelling resources ▪ Use conventions strategies to create a legible product ▪ Attends to conventional grammar 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Explore spelling resources ▪ Use convention strategies to create a product ▪ Demonstrate an awareness of grammar conventions ▪ Produce multiple thoughts in a logical sequence 	<ul style="list-style-type: none"> ▪ Practice strategies to create a legible product ▪ Practice effective communication ▪ Demonstrate attention to language from communication partner ▪ Demonstrate awareness of differences in language content ▪ Create a product with two or more connected thoughts ▪ Demonstrate use of one or more conventions in writing ▪ Sequence two or more activities 	<ul style="list-style-type: none"> ▪ Create a product with at least two connected thoughts

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 5 Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
What is the grade level extension?		
The learner will develop and apply enabling strategies and skills to read and write. <ul style="list-style-type: none"> ▪ Expand and refine vocabulary ▪ Choose text for exploration ▪ Demonstrate awareness of key words in text 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of letters and their sounds ▪ Respond to common words/phrases or sentences ▪ Create common words/phrases or simple sentences ▪ Continue to increase vocabulary 	<ul style="list-style-type: none"> ▪ Demonstrate attention to the reader ▪ Demonstrate awareness of the differences among symbols, pictures, and environmental print ▪ Chose text for exploration ▪ Demonstrate knowledge of the connection of sounds with specific pictures or objects ▪ Increase vocabulary ▪ Demonstrate attention to text ▪ Demonstrate awareness of symbol/letter sound ▪ Demonstrate sustained attention to text ▪ Demonstrate awareness of and/or response to sight-symbol vocabulary ▪ Demonstrate recognition of graphic symbols ▪ Demonstrate a preference for a variety of text ▪ Demonstrate an association between graphic symbols and their meaning/function ▪ Demonstrate awareness for key words in text ▪ Expand and refine vocabulary 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to being read to ▪ Demonstrate awareness of and/or response to changes in sounds within a literacy context ▪ Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literacy context ▪ Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context ▪ Demonstrate awareness of and/or response to instructional materials in a literacy context ▪ Demonstrate a preference for text

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 5		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
What is the grade level extension?		
<p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed</p> <ul style="list-style-type: none"> ▪ Interacts with text before/ during/ after- reading/ listening, viewing activities for a variety of purposes ▪ Interacts with a variety of texts ▪ Demonstrate active listening skills ▪ Determine text for specific purpose 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Interact with text before, during, after reading/listening/ viewing activities for a variety of purposes ▪ Interacts with a variety of texts ▪ Determine text for specific purpose 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of different forms of text ▪ Respond to oral-graphic directions ▪ Participate in comprehension activities on text that is read, heard, or viewed ▪ Understand simple symbol/written instructions ▪ Participate in comprehension activities on text ▪ Demonstrate ability to identify some aspect of text ▪ Participate in comprehension activities on text ▪ Demonstrate through choice the ability to choose main idea and make predictions 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context ▪ Physically interact/explore text ▪ Demonstrate awareness of and/or response to a repeated event within a literacy context ▪ Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context ▪ Demonstrate awareness of and/or anticipatory response to some aspect of the text

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 5</p> <p>Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</p>		
What is the grade level extension?		
<p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <ul style="list-style-type: none"> ▪ Connects text to text ▪ Connects text to world ▪ Examine and determine purpose of a variety of media ▪ Uses a variety of information sources 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Connect text to text ▪ Connect text to world ▪ Examine and determine purpose of a variety of media ▪ Use a variety of informational sources 	<ul style="list-style-type: none"> ▪ Communicate preference for favorite story, poem, song or book. ▪ Demonstrate awareness of association between symbol and meaning ▪ Participate in discussions based on similar texts ▪ Increase sight-symbol vocabulary ▪ Demonstrate awareness of similarities in text to real world experiences ▪ Explore/examine and/or use informational sources 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/ or response to text ▪ Demonstrate preference for preferred text ▪ Make connections between objects and text ▪ Demonstrate response to similarities between texts ▪ Demonstrate awareness of connection between texts and personal world

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 5 Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts</p>		
What is the grade level extension?		
<p>The learner will apply strategies and skills to create oral, written, and visual texts</p> <ul style="list-style-type: none"> ▪ Demonstrate self-determination skills through a product ▪ Participate in pre and post-writing activities ▪ Write and/or participate in writing behaviors ▪ Use technology to produce a product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate, implement, and share the writing process ▪ Use technology to create a product ▪ Demonstrate knowledge through participation in post writing activities 	<ul style="list-style-type: none"> ▪ Attempt communication using various means ▪ Write and/or participate in writing behavior ▪ Engage in storytelling ▪ Write and/or participate in writing behavior to create a product ▪ Use new vocabulary and/or symbols ▪ Explore visual representations ▪ Relay information in an organized fashion ▪ Share written, oral, or visual products in a variety of ways ▪ Use technology to create a product ▪ Create personal oral, written, or visual text ▪ Use products to self-advocate and make choices 	<ul style="list-style-type: none"> ▪ Attends or responds to conversations ▪ Write and/or participate in writing behavior ▪ Write and/or participate in writing behavior to create a product ▪ Initiating a response at an appropriate time within a story ▪ Share written/oral products in a variety of ways ▪ Use technology to produce a product ▪ Selecting tools to produce a product

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 5</p> <p>Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>		
What is the grade level extension?		
<p>The learner will apply grammar and language conventions to communicate effectively.</p> <ul style="list-style-type: none"> ▪ Attends to conventional grammar ▪ Explore/use spelling resources ▪ Use conventions strategies to create a legible product ▪ Explore communication style 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use inventive and conventional spelling ▪ Use convention strategies to create a product ▪ Demonstrate an awareness of grammar conventions ▪ Produce multiple thoughts in a logical sequence 	<ul style="list-style-type: none"> ▪ Practice strategies to create a legible product ▪ Practice effective communication ▪ Demonstrate attention to language from communication partner ▪ Demonstrate awareness of differences in language content ▪ Create a product with two or more connected thoughts ▪ Demonstrate use of one or more conventions in writing ▪ Sequence two or more activities 	<ul style="list-style-type: none"> ▪ Explore and use different communication strategies and styles

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 6		
Competency Goal 1: The learner will use language to express individual perspectives drawn from personal or related experience (<i>oral and written expression-expressive and not informational, use journal</i>).		
What is the grade level extension?		
<p>The learner will use language to express individual perspectives drawn from personal or related experience (me.)</p> <ul style="list-style-type: none"> ▪ Communicate an expressive event orally and in writing, incorporating personally relevant details and feelings. ▪ Explore and comprehend expressive materials that make connections between events and feelings. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate perspective/feelings on a personal event 	<ul style="list-style-type: none"> ▪ Communicate perspective/feelings on a personal activity or event 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to varied personal activities/experiences

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 6</p> <p>Competency Goal 2: The learner will explore and analyze information from a variety of sources.</p>		
What is the grade level extension?		
<p>The learner will explore and make connections with a variety of sources.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, and/or demonstrate comprehension of informational materials that are read, heard or viewed. ▪ Make connections between self and informational materials. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate comprehension of informational materials ▪ Make connections between self and informational materials 	<ul style="list-style-type: none"> ▪ Demonstrate awareness and use of informational materials related to self 	<ul style="list-style-type: none"> ▪ Demonstrate preference within literacy context related to self

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 6</p> <p>Competency Goal 3: The learner will examine the foundations and the use of argument.</p>		
What is the grade level extension?		
<p>The learner will explore and comprehend argumentative works that are read, heard, or viewed.</p> <ul style="list-style-type: none"> • Explore, interact with, and/or demonstrate comprehension of sources containing preference, opinion or argument • Makes connections between self and author with regard to preference, opinion or argument 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Respond with comprehension to argumentative works that are read, heard or viewed 	<ul style="list-style-type: none"> ▪ The student will demonstrate a personal preference to a particular argument in a given source 	<ul style="list-style-type: none"> ▪ The student will express an opinion or preference within a literacy context

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 6</p> <p>Competency Goal 4: The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.</p>		
What is the grade level extension?		
<p>Use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials</p> <ul style="list-style-type: none"> ▪ Explore, interact with and demonstrate understanding of criteria ▪ Make distinctions based on criteria (Explore author’s purpose - recognize message) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Create or use criteria to express judgments about print and non-print materials 	<p>The student will use criteria to express preference about print and non-print materials</p>	<ul style="list-style-type: none"> ▪ The student will use criteria to express preference about print and non-print materials

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 6</p> <p>Competency Goal 5: The learner will respond to various literary genres using interpretative and evaluative processes.</p>		
What is the grade level extension?		
<p>The learner will explore and respond to a variety of print and non-print texts (functional and literary)</p> <ul style="list-style-type: none"> ▪ Explore relationships of characters, ideas, concepts (including literary devices) and/or experiences ▪ Extend understanding by creating products that exemplify specific types of text 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate with symbols, expressions, spoken words or writing to explore and respond to a variety of print and non-print texts 	<ul style="list-style-type: none"> ▪ Explore various literary genres ▪ Match characters with their symbols ▪ Match characters with concepts ▪ Sequence two or more steps in a story and/or event 	<ul style="list-style-type: none"> ▪ The student will attend to various literary genres ▪ The student will express a preference for a literary genre

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 6</p> <p>Competency Goal 6: The learner will apply conventions of grammar and language usage.</p>		
What is the grade level extension?		
<p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p> <ul style="list-style-type: none"> ▪ Use appropriate conventions (including sentence formation, usage and mechanics) for purpose, audience and context, ▪ Use standard English for clarity, technical language for specificity and informal usage for effect, ▪ Extend vocabulary knowledge by learning and using new words 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the appropriate use of communication a personal situation 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words ▪ Extend knowledge of vocabulary that is related to an event, activity or another symbol 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 7</p> <p>Competency Goal 1: The learner will use language to express individual perspectives in response to personal, social, cultural and historical issues.</p>		
What is the grade level extension?		
<p>The learner will use language to express individual perspectives in response to personal and social issues (me and my community)</p> <ul style="list-style-type: none"> • Communicate an expressive event orally and in writing incorporating point of view. • Respond to and comprehend expressive materials that make connections between events and feelings. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate perspective/feelings on a community activity or event 	<ul style="list-style-type: none"> ▪ Communicate perspective/feelings on a community activity or event 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to community activities/ experiences

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 7</p> <p>Competency Goal 2: The learner will synthesize and use information from a variety of sources.</p>		
What is the grade level extension?		
<p>The learner will explore and use information from a variety of sources.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, and/or demonstrate comprehension of informational materials that are read, heard or viewed. ▪ Make connections between and/or determine importance/relevance of sources of information. ▪ Use information from sources to communicate or create an informational product. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate comprehension of informational materials ▪ Make connections between self and informational materials ▪ Create an informational product 	<ul style="list-style-type: none"> ▪ The student will sort by attributes related to a given topic ▪ The student will sort by relevance to a given topic ▪ Demonstrate comprehension and use of materials to create an informational product 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to information from a variety of sources regarding specific topic, activity, or event

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 7</p> <p>Competency Goal 3: The learner will refine the understanding and use of argument.</p>		
What is the grade level extension?		
<p>The learner will explore, identify and/or support a preference, opinion or argument.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, and/or demonstrate comprehension of sources containing preference, opinion or argument. ▪ Express and support preference, opinion or argument. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use oral or written language to express and/or support a preference or opinion 	<ul style="list-style-type: none"> • The student will demonstrate a personal preference to a particular argument in a given source • The student will express and/or support a preference or opinion 	<ul style="list-style-type: none"> ▪ The student will express an opinion or preference

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 7</p> <p>Competency Goal 4: The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.</p>		
What is the grade level extension?		
<p>Develop and/or use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials</p> <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate understanding of and/or develop criteria ▪ Make distinctions based on criteria 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Create or use criteria to express judgments about print and non-print materials 	<ul style="list-style-type: none"> ▪ The student will refine criteria to express preference about print and non-print materials 	<ul style="list-style-type: none"> ▪ The student will use criteria to express preference about print and non-print materials

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 7		
Competency Goal 5: The learner will respond to various literary genres using interpretative and evaluative processes.		
What is the grade level extension?		
<p>The learner will explore and respond to a variety of print and non-print texts (functional and literary)</p> <ul style="list-style-type: none"> ▪ Explore and/or analyze relationships of characters, ideas, concepts (including literary devices) and/or experiences ▪ Extend understanding by creating products that exemplify specific types of text. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate with symbols, expressions, spoken words or writing to explore and respond to a variety of print and non-print texts 	<ul style="list-style-type: none"> ▪ Explore various literary genres ▪ Match characters with their symbols ▪ Match characters with concepts ▪ Sequence two or more steps in a story and/or event 	<ul style="list-style-type: none"> ▪ The student will attend to various literary genres ▪ The student will express a preference for a literary genre

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 7</p> <p>Competency Goal 6: The learner will apply conventions of grammar and language usage.</p>		
What is the grade level extension?		
<p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p> <ul style="list-style-type: none"> ▪ Use appropriate conventions (including sentence formation, usage and mechanics) for purpose, audience and context, ▪ Use standard English for clarity, technical language for specificity and informal usage for effect, ▪ Extend vocabulary knowledge by learning and using new words 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the appropriate use of communication in a community situation 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words ▪ Extend knowledge of vocabulary that is related to an event, activity or another symbol 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 8		
Competency Goal 1: The learner will use language to express individual perspectives through analysis of personal, social, cultural and historical issues.		
What is the grade level extension?		
<p>The learner will use language to express individual perspectives through analysis of personal, social, cultural and/or historical issues (me in the world.)</p> <ul style="list-style-type: none"> ▪ Communicate an expressive event orally and in writing, showing connections between self and others. ▪ Interact with and comprehend expressive materials that make connections between events and feelings. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate perspective/feelings on a world activity or event 	<ul style="list-style-type: none"> ▪ Communicate perspective/feelings on world cultures and issues 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to objects from other cultures

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 8</p> <p>Competency Goal 2: The learner will use and evaluate information from a variety of sources.</p>		
What is the grade level extension?		
<p>The learner will explore, organize and use information from a variety of sources.</p> <ul style="list-style-type: none"> ▪ Explore, interact with and/or demonstrate comprehension of informational materials that are read, heard or viewed. ▪ Make connections between and/or determine importance/relevance of sources of information. ▪ Use information from multiple sources to communicate or create an informational product. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate comprehension of informational materials ▪ Make connections between self and informational materials ▪ Create an informational product ▪ Determine importance/relevance of source(s) of information 	<ul style="list-style-type: none"> ▪ The student will sort by attributes related to a given topic ▪ The student will sort by relevance to a given topic ▪ Demonstrate comprehension and use of materials to create an informational product ▪ The student will be able to identify useful sources of information ▪ The student will identify the correct source based on requested information 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or anticipatory response to information from a variety of sources regarding specific topic, activity, or event

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 8</p> <p>Competency Goal 3: The learner will continue to refine the understanding and use of argument.</p>		
What is the grade level extension?		
<p>The learner will explore, identify, support and/or evaluate a preference, opinion or argument.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate comprehension of and/or evaluate sources containing preference, opinion or argument. ▪ Express and support preference, opinion or argument. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Use oral or written language to express, support and/or evaluate a preference or opinion 	<ul style="list-style-type: none"> • The student will demonstrate a personal preference to a particular argument in a given source • Demonstrate the ability to express, support and/or evaluate a preference or opinion 	<ul style="list-style-type: none"> ▪ The student will express an opinion or preference

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
English/Language Arts – Grade 8		
Competency Goal 4: The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.		
What is the grade level extension?		
Develop and/or use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate understanding of, develop and/or evaluate criteria ▪ Make distinctions based on criteria ▪ Explore and evaluate connections between author’s craft and purpose, look for bias, emotional factors, hidden messages, propaganda 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Create or use criteria to express judgments about print and non-print materials 	<ul style="list-style-type: none"> ▪ The student will continue to refine criteria to express preference about print and non-print materials 	<ul style="list-style-type: none"> ▪ The student will use criteria to express preference about print and non-print materials

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 8</p> <p>Competency Goal 5: The learner will respond to various literary genres using interpretative and evaluative processes.</p>		
What is the grade level extension?		
<p>The learner will explore and respond to a variety of print and non-print texts (functional and literary)</p> <ul style="list-style-type: none"> ▪ Explore, analyze and/or evaluate relationships of characters, ideas, concepts (including literary devices) and/or experiences ▪ Extend understanding by creating products that exemplify specific types of text 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ The student will communicate with symbols, expressions, spoken words or writing to explore and respond to a variety of print and non-print texts 	<ul style="list-style-type: none"> ▪ Explore various literary genres ▪ Match characters with their symbols ▪ Match characters with concepts ▪ Sequence two or more steps in a story and/or event 	<ul style="list-style-type: none"> ▪ The student will attend to various literary genres ▪ The student will express a preference for a literary genre

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>English/Language Arts – Grade 8</p> <p>Competency Goal 6: The learner will apply conventions of grammar and language usage.</p>		
What is the grade level extension?		
<p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p> <ul style="list-style-type: none"> ▪ Use appropriate conventions (including sentence formation, usage and mechanics) for purpose, audience and context, ▪ Use standard English for clarity, technical language for specificity and informal usage for effect, ▪ Extend vocabulary knowledge by learning and using new words 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the appropriate use of communication in a world situation 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words ▪ Extend knowledge of vocabulary that is related to an event, activity or another symbol 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 1 English/Language Arts: 9 th Grade The learner will express reflections and reactions to print and non-print text and personal experiences.		
What is the grade level extension?		
The learner will explore and express reflections and reactions to print and non-print text. <ul style="list-style-type: none"> ▪ Communicate personal experiences orally and in writing (product), expressing the student's personal voice. ▪ Comprehend and respond to expressive materials that make connections between text and experience. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Express a personal experience ▪ Express personal connection to text 	<ul style="list-style-type: none"> ▪ Communicate personal experience through the development of a product ▪ Demonstrate a reaction to text 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to varied personal experiences

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 2 English/Language Arts: 9th Grade</p> <p>The learner will explain meaning, describe processes, and answer research questions to inform an audience.</p>		
What is the grade level extension?		
<p>The learner will explore, organize and use information from a variety of sources.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate comprehension and/or sharing of informational materials that are read, heard or viewed. ▪ Make connections between and/or determine importance/relevance of sources of information. ▪ Use information from multiple sources to communicate or create an informational product. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate information about a topic from a variety of sources ▪ The student will create an informational product 	<ul style="list-style-type: none"> ▪ Demonstrate awareness that information can be obtained from a variety of sources ▪ Use information from a source(s) to make a choice ▪ Demonstrate comprehension and use of materials to create an informational product 	<ul style="list-style-type: none"> ▪ Demonstrate comprehension related to text ▪ Demonstrate preference related to text

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 3 English/Language Arts: 9th Grade</p> <p>The learner will examine argumentation and develop informed opinions.</p>		
What is the grade level extension?		
<p>The learner will explore, identify, and/or provide informed support for a preference, opinion or argument.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate comprehension of and/or evaluate sources containing preference, opinion or argument. ▪ Use information to express and/or support preference, opinion or argument. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Identify pros and cons when given the main points from sources containing preference, opinion or argument ▪ Use pros and cons to express a preference/opinion 	<ul style="list-style-type: none"> ▪ Express a preference or choice to represent the pros and cons of a topic 	<ul style="list-style-type: none"> ▪ Make a choice, demonstrating informed opinion, within a literary context

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 4 English/Language Arts: 9th Grade</p> <p>The learner will create and use standards to critique communication.</p>		
What is the grade level extension?		
<p>Develop and/or use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials</p> <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate understanding of, develop and/or evaluate criteria ▪ Make distinctions based on criteria ▪ Demonstrate understanding of impact of elements or parts to the work as a whole 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Create or use criteria to express judgments about print and non-print materials ▪ Use criteria to make judgments about print and non-print material 	<ul style="list-style-type: none"> ▪ Use criteria to make judgments about print and non-print materials ▪ Demonstrate consistency and persistence in communicating a preference 	<ul style="list-style-type: none"> ▪ Demonstrate consistency and persistence in communicating a preference

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 5 English/Language Arts: 9 th Grade The learner will demonstrate understanding of various literary genres, concepts, elements and terms.		
What is the grade level extension?		
The learner will explore and respond to types of text, concepts, elements and terms as a foundation for literary analysis <ul style="list-style-type: none"> ▪ Explore, analyze and/or evaluate relationships of types of text, concepts, elements and terms ▪ Extend understanding by creating products that exemplify specific types of text 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Identify different types of genres and literary elements • Create a product demonstrating a specific genre 	<ul style="list-style-type: none"> ▪ Identify literary elements in a variety of different genres ▪ Create a product demonstrating a specific genre 	<ul style="list-style-type: none"> ▪ Demonstrate consistency and persistence in communicating a preference

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 6 English/Language Arts: 9th Grade</p> <p>The learner will apply conventions of grammar and language usage.</p>		
What is the grade level extension?		
<p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p> <ul style="list-style-type: none"> ▪ Use appropriate conventions (including sentence formation, usage and mechanics) for purpose, audience and context, ▪ Use standard English for clarity, technical language for specificity and informal usage for effect, ▪ Extend vocabulary knowledge by learning and using new words 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Identify the correct end punctuation and capitalization of sentences • Demonstrate ability to use new vocabulary to write or dictate a simple sentence 	<ul style="list-style-type: none"> ▪ Extend knowledge of vocabulary that is related to an event, activity or another symbol ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 1 English/Language Arts: 10 th Grade The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives.		
What is the grade level extension?		
The learner will explore and express reflections and reactions to print and non-print multi-cultural/world text <ul style="list-style-type: none"> ▪ Comprehend print and non-print multi-cultural expressive multi-cultural/world text ▪ Communicate reactions orally and in writing to multi-cultural/world text and experience 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Express a reaction to a selection of world literature 	<ul style="list-style-type: none"> ▪ Communicate personal experience through the development of a product ▪ Demonstrate a reaction to text ▪ Demonstrate a reaction to cultural differences depicted in a selection of world literature 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and/or response to characteristics of other cultures

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 2 English/Language Arts: 10 th Grade The learner will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.		
What is the grade level extension?		
The learner will explore, organize, and use information from sources to generate and answer questions. <ul style="list-style-type: none"> ▪ Explore, interact with, demonstrate comprehension and/or sharing of informational materials that are read, heard or viewed ▪ Use sources of information to determine problems, solutions, causes and effects and their relationships ▪ Use information from sources to communicate or create an informational product 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge about the cause and effect relationships of a topic using information from a variety of sources ▪ The student will create an informational product 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of cause and effect relationships and/or problem solving using an informational source(s) ▪ Demonstrate comprehension and use of materials to create an informational product 	<ul style="list-style-type: none"> ▪ Demonstrate comprehension related to text ▪ Demonstrate preference related to text

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 3 English/Language Arts: 10th Grade</p> <p>The learner will defend argumentative positions on literary and nonliterary issues.</p>		
What is the grade level extension?		
<p>The learner will use experiences, world events, and/or literature to explore, identify, and/or provide support for a preference, opinion or argument.</p> <ul style="list-style-type: none"> ▪ Explore, interact with, and/or demonstrate comprehension of experiences, world events, and/or literature as connected to preference, opinion or argument. ▪ Make connections between experiences, world events and/or literature with regard to preference, opinion or argument. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Identify pros and cons when given the main points from world events /literature containing preference, opinion or argument ▪ Use pros and cons to express a preference/opinion pertaining to world literature 	<ul style="list-style-type: none"> ▪ Express a preference or choice to represent the pros and cons of a topic ▪ Express a preference or choice to represent the pros and cons of world events/literature 	<ul style="list-style-type: none"> ▪ Demonstrate a reaction to non-selected choices

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 4 English/Language Arts: 10th Grade</p> <p>The learner will critically interpret and evaluate experiences, literature, language and ideas.</p>		
What is the grade level extension?		
<p>Interpret and/or evaluate experiences, world events, literature, language and/or ideas</p> <ul style="list-style-type: none"> ▪ Make distinctions based on criteria ▪ Make generalizations and connections between experiences, world events, literature, language and/or ideas ▪ Demonstrate understanding of impact of elements or parts to work(s) as a whole 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Create or use criteria to express judgments about print and non-print materials ▪ Identify/make connections between world events/literature and personal experiences ▪ Demonstrates an understanding of the impact in changing a major element in the story 	<ul style="list-style-type: none"> ▪ Compare likenesses/differences of world events/literature ▪ Give feedback based on personal experiences 	<ul style="list-style-type: none"> ▪ Give feedback based on personal experiences

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 5 English/Language Arts: 10th Grade</p> <p>The learner will demonstrate understanding of selected world literature through interpretation and analysis.</p>		
What is the grade level extension?		
<p>The learner will explore and respond to a variety of world and multi-cultural print and non-print texts</p> <ul style="list-style-type: none"> ▪ Explore, analyze and/or evaluate relationships of types of text (genres), concepts, elements and terms, as found in a variety of world and multi-cultural works ▪ Extend understanding by creating products that exemplify specific types of text 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Identify different types of world literature genres and the literary elements ▪ Create a product demonstrating a specific genre 	<ul style="list-style-type: none"> ▪ Identify literary elements in a variety of world literature selections ▪ Create a product demonstrating a specific genre 	<ul style="list-style-type: none"> ▪ React to basic elements of specific types of world literature

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 6 English/Language Arts: 10th Grade</p> <p>The learner will apply conventions of grammar and language usage.</p>		
What is the grade level extension?		
<p>The learner will demonstrate an understanding of and/or apply conventions of grammar and language usage in written and spoken expression.</p> <ul style="list-style-type: none"> ▪ Use appropriate conventions (including sentence formation, usage and mechanics) for purpose, audience and context, ▪ Use standard English for clarity, technical language for specificity and informal usage for effect, ▪ Extend vocabulary knowledge by learning and using new words 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Identify the correct end punctuation and capitalization of sentences ▪ Demonstrate ability to use new vocabulary to write or dictate a simple paragraph 	<ul style="list-style-type: none"> ▪ Extend knowledge of vocabulary that is related to world event, activity or another symbol ▪ Demonstrate ability to write or dictate a simple sentence ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words 	<ul style="list-style-type: none"> ▪ Extend vocabulary knowledge by learning, using, and/or responding to new words

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Kindergarten The learner will recognize, model, and write whole numbers through 30.</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense for whole numbers (from the set 0-30) <ul style="list-style-type: none"> • Represent numbers in different forms 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count ▪ Demonstrate ability to order numerals ▪ Demonstrate knowledge of first and last 	<ul style="list-style-type: none"> ▪ Demonstrate recognition of numbers vs. non numbers ▪ Demonstrate emerging knowledge of first and last ▪ Demonstrate awareness of the concept of one 	<ul style="list-style-type: none"> ▪ Demonstrate ability to attend to or respond to objects being counted ▪ Demonstrate awareness of the concept of one

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Mathematics Competency Goal 2 – Kindergarten The learner will explore concepts of measurement</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify and compare attributes (including color, weight, height, width, length, texture) <ul style="list-style-type: none"> • Time: understand order of events 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of attributes (weight, color, length, width, height, and texture) ▪ Demonstrate awareness of days of the week and months of the year 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of attributes (weight, color, length, width, height, and texture of objects) ▪ Demonstrate emerging knowledge of yesterday, today and tomorrow using the calendar • Demonstrate an emerging knowledge of first, next, then 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of attributes of objects (e.g. rough and smooth) ▪ Demonstrate awareness of calendar ▪ Demonstrate awareness of ‘first-then’

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Kindergarten The learner will explore concepts of geometry</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate knowledge of direction, position or location <ul style="list-style-type: none"> • Complete simple spatial visualization tasks 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of directional and positional words ▪ Demonstrate knowledge of relationship between shape and template (e.g. insert a shape into a hole or place a piece in a puzzle) ▪ Discriminate between shapes (identify likenesses and differences) ▪ Demonstrate knowledge and application of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate emerging recognition of shapes ▪ Demonstrate emerging recognition of relationship between shape and template (e.g. insert a shape into a hole or place a piece in a puzzle) ▪ Demonstrate emerging knowledge of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of directional words used in daily routine (e.g. looks up for “up”) ▪ Demonstrate awareness of different shapes and objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Kindergarten The learner will collect, organize and display data</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Explore collecting and displaying data 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Collect and display data in a variety of ways 	<ul style="list-style-type: none"> ▪ Show awareness of data display by participation (e. g. students wearing blue jeans stand in line) 	Choose picture or objects (help collect data) to put in data display (e.g. object, graph)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Kindergarten The learner will model simple patterns and sort objects</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Recognize and copy simple patterns made with actions, words, and/or objects <ul style="list-style-type: none"> • Sort and classify objects 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to copy/create a pattern ▪ Demonstrate the ability to sort and classify objects by one attribute 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize a pattern associated with familiar activity ▪ Demonstrate ability to copy simple patterns ▪ Demonstrate the ability to match to an established attribute (e.g. red block goes with other red blocks) 	<ul style="list-style-type: none"> ▪ Responds to a pattern associated with a familiar activity (pattern is identifiable apart from the activity) ▪ Demonstrate the ability to sort like objects that are familiar (e.g. cups go with cups, not blocks)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 1 The learner will read, write and model whole numbers through 99 and compute with whole numbers.</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense for whole numbers (from the set 0-99) <ul style="list-style-type: none"> • Represent numbers in different forms • Develop fluency with adding to, taking away from, and equal grouping. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count ▪ Demonstrate ability to recognize numerals ▪ Demonstrate ability to order numerals ▪ Demonstrate knowledge of sets ▪ Demonstrate knowledge of adding to and taking away from ▪ Demonstrate one to one correspondence ▪ Demonstrate knowledge of ordinal positions 	<ul style="list-style-type: none"> ▪ Demonstrate ability to follow a counting sequence ▪ Demonstrate emerging knowledge of one more and one less ▪ Demonstrate emerging knowledge of one to one correspondence 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of equal groups ▪ Demonstrate awareness of adding to and taking away from ▪ Demonstrate awareness of one to one correspondence ▪ Demonstrate ability to attend to or respond to objects being counted

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 1 The learner will use non-standard units of measure and tell time.</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify and compare attributes (including length, capacity, mass) using non-standard units <ul style="list-style-type: none"> • Time: understand order of events 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to follow sequential events ▪ Demonstrate ability to compare length, capacity, and mass ▪ Measure length, capacity and mass using non-standard measurement ▪ Measure length, capacity and mass using non-standard measurement 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of length, capacity, mass ▪ Demonstrate knowledge of order of events (e.g. follow a picture schedule) 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of attributes of objects (length, capacity, mass) ▪ Demonstrate awareness of calendar ▪ Demonstrate awareness of ‘first-then’

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 1 The learner will identify, describe, draw, and build basic geometric figures</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify, build, draw and/or name simple figures <ul style="list-style-type: none"> • Compare and contrast simple figures • Complete simple spatial visualization tasks 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to compare shapes ▪ Demonstrate knowledge of relationship between shape and template (e.g. insert a shape into a hole or place a piece in a puzzle) ▪ Demonstrate ability to complete spatial tasks/actions ▪ Demonstrate knowledge and application of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of shapes ▪ Demonstrate emerging recognition of relationship between shape and template (e.g. insert a shape into a hole or place a piece in a puzzle) ▪ Demonstrate emerging knowledge of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of directional words used in daily routine (e.g. looks up for “up”) ▪ Demonstrate awareness of different shapes and objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 1 The learner will understand and use data and simple probability concepts</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Gather and display data using concrete graphs, pictorial graphs, line plots or tallies 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Record data using tally marks ▪ Collect, organize and display data in a variety of ways 	<ul style="list-style-type: none"> ▪ Show awareness of data display by participation (e. g. students wearing blue jeans stand in line) ▪ Collect data in a variety of ways 	<ul style="list-style-type: none"> ▪ Choose picture or objects (help collect data) to put in data display (e.g. object, graph)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 1 The learner will demonstrate an understanding of classification and patterning</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Recognize, copy and/or create simple patterns made with actions, words, numbers and/or objects <ul style="list-style-type: none"> • Sort and classify objects by one or more attributes 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to copy/create a pattern ▪ Demonstrate the ability to sort and classify objects by one or more attributes 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize a pattern associated with familiar activity ▪ Demonstrate ability to copy simple patterns ▪ Demonstrate the ability to match to an established attribute (e.g. red block goes with other red blocks) 	<ul style="list-style-type: none"> ▪ Choose picture or objects (help collect data) to put in data display (e.g. object, graph)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 2 The learner will read, write, model and compute with whole numbers through 999</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense for whole numbers (from the set 0-999) <ul style="list-style-type: none"> • Represent numbers in different forms • Develop fluency with adding to, taking away from and equal grouping <ul style="list-style-type: none"> • Use models to identify and compare part-whole relationships 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count ▪ Demonstrate ability to match numerals to pictorial representations ▪ Demonstrate knowledge of ordinal numbers ▪ Demonstrate knowledge of equal and unequal sets ▪ Demonstrate knowledge of addition and subtraction ▪ Demonstrate knowledge of fractions using concrete objects or pictures 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to rote count ▪ Demonstrate ability to trace number 1-10+ ▪ Demonstrate emerging knowledge of one more and one less ▪ Demonstrate emerging knowledge of whole vs. part using concrete models 	<ul style="list-style-type: none"> ▪ Demonstrate ability to perform requested activity on a specified count ▪ Demonstrate ability to attend to or respond to objects being counted ▪ Demonstrate ability to request “one more” ▪ Demonstrate awareness of one to one correspondence ▪ Demonstrate awareness of whole vs. part

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 2 The learner will recognize and use standard units of metric and customary measurement</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Estimate and measure length and temperature <ul style="list-style-type: none"> • Time: understand order of events 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to follow sequential events ▪ Demonstrate emerging ability for using measurement tools for length, temperature and time 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of tools for measurement (ruler, scales, thermometer, clock) ▪ Demonstrate knowledge of order of events(e.g. follow a picture schedule) 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of hot and cold ▪ Demonstrate the ability to perform action for predetermined amount of time ▪ Demonstrate awareness of attributes of objects (length, capacity, mass) ▪ Demonstrate awareness of ‘first-then’

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 2 The learner will perform simple transformations</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Combine shapes to make new shapes • Identify congruent shapes and those with line symmetry (fold on axis) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of congruency and symmetry ▪ Demonstrate knowledge and application of directional words ▪ Demonstrate ability to compare shapes ▪ Demonstrate ability to combine simple figures to create a given shape 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of congruency ▪ Demonstrate ability to sort shapes ▪ Demonstrate emerging knowledge of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of directional words used in daily routine (e.g. looks up for “up”) ▪ Demonstrate awareness of different shapes and objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 2 The learner will understand and use data and simple probability concepts</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Gather and display data using concrete graphs, pictorial graphs, pictographs, line plots and tallies <ul style="list-style-type: none"> • Conduct simple probability experiments and describe results 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to conduct simple probability activities ▪ Demonstrate ability to chart information 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize a simple concrete chart ▪ Demonstrate awareness of probability (certain, impossible, more or less likely) ▪ Collect data in a variety of ways 	<ul style="list-style-type: none"> ▪ Choose picture or objects (help collect data) to put in data display (e.g. object, graph) ▪ Demonstrate ability to predict simple activities

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 2 The learner will recognize and represent patterns and simple mathematical relationships</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Recognize, copy, create and/or extend simple patterns • Model quality with concrete objects, pictures, words and/or numbers 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to create patterns ▪ Demonstrate the ability to extend a pattern ▪ Demonstrate knowledge of equality with concrete objects, pictures, and/or words 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of equality ▪ Demonstrate ability to recognize, repeat, and copy a pattern 	<ul style="list-style-type: none"> ▪ Demonstrate ability to mimic vocal and/or physical patterns ▪ Demonstrate ability to repeat a pattern

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 3 The learner will model, identify and compute whole numbers through 999</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense for whole numbers (from the set 0-999) <ul style="list-style-type: none"> • Represent numbers in different forms • Develop fluency with adding to, taking away from, and equal grouping <ul style="list-style-type: none"> • Identify and compare part-whole relationships 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to rote count orally or in written form ▪ Demonstrate the ability to recognize numerals and match them to number words and/or pictorial representation ▪ Demonstrate knowledge of ordinal numbers ▪ Demonstrate knowledge of addition and subtraction ▪ Demonstrate knowledge of the fraction one half using area or regional models 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to rote count ▪ Demonstrate emerging knowledge of representing numbers 1-10 in a variety of forms ▪ Demonstrate ability to trace number 1-10+ ▪ Demonstrate emerging knowledge of adding to and taking away ▪ Demonstrate ability to match fractional pieces to picture representation ▪ Demonstrate knowledge of part vs. whole using models or pictures 	<ul style="list-style-type: none"> ▪ Demonstrate ability to perform requested activity on a specified count ▪ Demonstrate ability to attend to or respond to objects being counted ▪ Demonstrate ability to request “one more” ▪ Demonstrate one to one correspondence ▪ Demonstrate awareness of whole vs. part ▪ Demonstrate awareness of first and last

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 3 The learner will recognize and use standard units of metric and customary measurement</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Compare and measure based on physical attributes (capacity, mass, length and temperature) <ul style="list-style-type: none"> • Time: understand order of events 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the connection between seasons and temperature ▪ Demonstrate ability to order sequential events ▪ Demonstrate emerging ability for using measurement tools for length, temperature, weight, volume and time ▪ Demonstrate an awareness of elapsed time 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of differences in measurement. ▪ Demonstrate emerging knowledge of tools for measurement (ruler, scales, thermometer, measuring cups, clock) ▪ Demonstrate knowledge of order of events (e.g. follow a picture schedule) 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of hot and cold ▪ Demonstrate the ability to perform action for predetermined amount of time ▪ Demonstrate awareness of attributes of objects (length, capacity, mass, temperature) ▪ Demonstrate awareness of ‘first-then’

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 3 The learner will recognize and use basic geometric properties of two-and three-dimensional figures</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Compare, describe and classify shapes • Place items at specific locations on a grid • Follow the path between given points (map, grid, floor plan or plane) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to sort shapes by attribute ▪ Demonstrate ability to identify specific block on a grid ▪ Demonstrate ability to follow a path given oral or written directions ▪ Demonstrate knowledge and application of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of straight edges of shapes ▪ Demonstrate emerging knowledge of sides of shapes ▪ Demonstrate ability to follow a path with picture cues ▪ Demonstrate emerging knowledge of directional words 	<ul style="list-style-type: none"> ▪ Demonstrate ability to track a stimulating object across a plane ▪ Demonstrate awareness of relationship between a shape and its container ▪ Demonstrate awareness of different shapes and objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 3 The learner will understand and use data and simple probability concepts</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Collect, organize and display data to solve problems (goal is to use graphs and data) <ul style="list-style-type: none"> • Demonstrate permutations and combinations of items 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to create object graph ▪ Demonstrate ability to identify like and different combinations 	<ul style="list-style-type: none"> ▪ Demonstrate ability to identify “more/most” on a graph • Demonstrate emerging knowledge of possible combinations of items 	<ul style="list-style-type: none"> ▪ Demonstrate ability to track a stimulating object across a plane ▪ Demonstrate awareness of relationship between a shape and its container ▪ Demonstrate awareness of different shapes and objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 3 The learner will recognize, determine and represent patterns and simple mathematical relationships</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns • Model equality including the use of number sentences 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to create and extend patterns ▪ Demonstrate knowledge of equality with concrete objects, pictures, and words 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize, repeat, copy, and extend a pattern ▪ Demonstrate emerging knowledge of equality relative to simple number sentences 	<ul style="list-style-type: none"> ▪ Demonstrate ability to repeat a pattern ▪ Demonstrate awareness of equality

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 4 The learner will read, write, model and compute with non-negative rational numbers</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense with rational numbers <ul style="list-style-type: none"> • Represent numbers in different forms • Develop fluency with adding to, taking away from and equal grouping <ul style="list-style-type: none"> • Identify and compare part-whole relationships • Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count orally or in written form ▪ Demonstrate ability to recognize numerals and match them to number words and/or pictorial representation ▪ Demonstrate knowledge of ordinal numbers ▪ Demonstrate knowledge of addition and subtraction facts ▪ Demonstrate ability to skip count by 10's ▪ Demonstrate the ability to count backwards ▪ Demonstrate knowledge of a fraction using area or regional models ▪ Demonstrate ability to solve simple story problems ▪ Use appropriate technology to solve problems ▪ Demonstrate awareness of multiplication 	<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count. ▪ Demonstrate ability to trace number 1-10+ ▪ Demonstrate emerging knowledge of adding to and taking away ▪ Match fractional pieces to picture representation ▪ Demonstrate ability to match fractional pieces to picture representation ▪ Demonstrate use of one problem solving strategy 	<ul style="list-style-type: none"> ▪ Demonstrate ability to perform requested activity on a specified count ▪ Demonstrate ability to attend to or respond to objects being counted ▪ Demonstrate ability to request "one more" ▪ Demonstrate awareness of one to one correspondence ▪ Demonstrate awareness of whole vs. part

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 4 The learner will understand and use perimeter and area</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop strategies to find perimeter and area • Solve area, perimeter and measurement problems 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of perimeter as distance around a two-dimensional figure ▪ Demonstrate knowledge of area (amount ‘on’ a two-dimensional figure) 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of perimeter as distance around ▪ Demonstrate emerging knowledge of area as amount within a boundary 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of physical boundaries ▪ Demonstrate awareness of area

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Mathematics Competency Goal 3 – Grade 4 The learner will recognize and use geometric properties and relationships		
What is the grade level extension?		
<ul style="list-style-type: none"> • Place items at specific locations on a grid • Position items in parallel and perpendicular placements • Demonstrate model transformation of figures in a plane (recognize that transformed shapes are congruent – exact match) <ul style="list-style-type: none"> A) Reflections – flips (mirror) B) Translations – slides C) Rotations - turns 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to identify specific places on a grid ▪ Demonstrate ability to create perpendicular and parallel lines ▪ Demonstrate rotations, reflections and translations 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of perpendicular and parallel lines ▪ Demonstrate emerging knowledge of rotations, translations and reflections 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of reflections and translations ▪ Demonstrate ability to track a stimulating object across a plane

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 4 The learner will understand and use graphs, probability and data analysis</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Collect, organize and display data to solve problems (goal is to use graphs and data – bar graphs, tallies, pictographs, Venn diagrams, circle graphs, line plots, tables) <ul style="list-style-type: none"> • Describe events as certain, impossible, more likely or less likely to occur 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to create a simple data display ▪ Demonstrate ability to interpret data display ▪ Demonstrate knowledge of mode ▪ Demonstrate knowledge of probability (certain, impossible, more likely or less likely to occur) 	<ul style="list-style-type: none"> ▪ Demonstrate ability to create a simple data display ▪ Demonstrate emerging knowledge of mode (most often occurring) ▪ Demonstrate emerging knowledge of probability (certain, impossible, more or less likely to occur) 	<ul style="list-style-type: none"> ▪ Choose picture or objects (help collect data) to put in data display (e.g. object, graph) ▪ Demonstrate awareness of mode (most often occurring) of a data set ▪ Demonstrate awareness of probability (certain, impossible, more likely or less likely to occur)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 4 The learner will demonstrate an understanding of mathematical relationships</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns • Model and create simple number sentences 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to create and extend patterns ▪ Demonstrate ability to create simple number sentences 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize, repeat, copy, and extend a pattern ▪ Demonstrate emerging knowledge of equality relative to simple number sentences 	<ul style="list-style-type: none"> ▪ Demonstrate ability to repeat a pattern ▪ Demonstrate emerging knowledge of equality

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 5 The learner will understand and compute with non-negative rational numbers</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense for rational numbers <ul style="list-style-type: none"> • Represent numbers in different forms • Develop fluency with adding to, taking away from and equal grouping <ul style="list-style-type: none"> • Identify and compare part-whole relationships • Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count orally or in written form ▪ Demonstrate ability to recognize numerals and match them to number words and/or pictorial representation ▪ Demonstrate knowledge of ordinal numbers ▪ Demonstrate knowledge of addition and subtraction facts ▪ Demonstrate ability to skip count by 5's ▪ Demonstrate the ability to count backwards ▪ Demonstrate the ability to create and solve simple story problems ▪ Use appropriate technology to solve problems ▪ Use problem-solving computer programs ▪ Demonstrate knowledge of multiplication 	<ul style="list-style-type: none"> ▪ Demonstrate ability to rote count ▪ Demonstrate ability to trace number 1-10+ ▪ Demonstrate emerging knowledge of adding to and taking away ▪ Match fractional pieces to picture representation ▪ Demonstrate knowledge of fractions of concrete/pictorial objects ▪ Demonstrate use of problem solving technology 	<ul style="list-style-type: none"> ▪ Demonstrate ability to perform requested activity on a specified count ▪ Demonstrate ability to attend to or respond to objects being counted ▪ Demonstrate ability to request "one more" ▪ Demonstrate awareness of one to one correspondence ▪ Demonstrate awareness of whole vs. part.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 5 The learner will recognize and use standard units of metric and customary measurement</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify and measure angles • Measure objects in different ways or with different tools 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Measure item with standard or non standard tools ▪ Identify 90 degree angles in environment 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of measurement tools and their purpose ▪ Demonstrate emerging knowledge of angles (straight and not straight) 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of concrete measurement ▪ Demonstrate awareness of angles (sharp & smooth)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 5 The learner will understand and use properties and relationships of plane figures</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify, describe and/or accurately represent a variety of polygons • Demonstrate polygons with rotational symmetry (turn less than 360 degrees to land on itself – rotate to create exact shape/position) • Identify examples of parallelism and perpendicularity in the environment 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to identify polygons by name ▪ Demonstrate awareness of interior and exterior angles ▪ Identify figures with a specified number of lines of symmetry 	<ul style="list-style-type: none"> ▪ Demonstrate ability to sort shapes ▪ Demonstrate emerging knowledge of symmetry ▪ Demonstrate the ability to count the angles on polygons 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of relationship between a shape and its container ▪ Demonstrate awareness of attributes of shapes

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 5 The learner will understand and use graphs and data analysis</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Collect, organize and display data to solve problems (goal is to use graphs and data – bar graphs, tallies, pictographs, Venn diagrams, circle graphs, line plots, tables) <ul style="list-style-type: none"> • Identify the mode of a set of data (most often occurring) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to create a simple data display ▪ Demonstrate ability to interpret data display ▪ Demonstrate ability to identify mode in a given data set 	<ul style="list-style-type: none"> ▪ Demonstrate ability to sort using a variety of data displays ▪ Demonstrate ability to identify mode using a variety of data displays 	<ul style="list-style-type: none"> ▪ Choose picture or objects (help collect data) to put in data display (e.g. object, graph) ▪ Demonstrate awareness of an object graph ▪ Demonstrate emerging knowledge of mode of a data set

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 5 The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns <ul style="list-style-type: none"> • Recognize and describe constant and varying rates of change (faster and slower) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to create and extend patterns ▪ Demonstrate the ability to recognize and describe constant and varying rate of change (faster and slower) 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize, repeat, copy, and extend a pattern ▪ Demonstrate ability to recognize constant and varying rates of change (faster and slower) 	<ul style="list-style-type: none"> ▪ Demonstrate ability to repeat a pattern ▪ Demonstrate emerging knowledge of equality ▪ Demonstrate awareness of constant and varying rates of change (faster & slower)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Mathematics Competency Goal 1 – Grade 6 The learner will understand and compute with rational numbers		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop numbers sense for all rational numbers <ul style="list-style-type: none"> • Represent numbers in different forms • Develop fluency with adding to, taking away from and equal grouping • Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of number positioning on number line ▪ Demonstrate conceptual knowledge of positive/negative numbers ▪ Demonstrate awareness of decimals ▪ Demonstrate knowledge of multiplication ▪ Demonstrate awareness of division ▪ Demonstrate problem solving skills from a variety of strategies ▪ Demonstrate appropriate technology skills to solve mathematical problems 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of the number line ▪ Demonstrate emerging knowledge of equal groupings ▪ Demonstrate awareness of positive and/or negative numbers ▪ Demonstrate emerging knowledge of whole vs. part ▪ Demonstrate multiple strategies to solve mathematical problems 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of differences in amount of objects ▪ Demonstrate awareness of nothing (zero) or something (numbers more than zero) ▪ Demonstrate awareness of whole vs. part

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 6 The learner will select and use appropriate tools to measure two- and three-dimensional figures</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Estimate and measure length, perimeter, area, angles, weight and mass of two- and three-dimensional figures <ul style="list-style-type: none"> • Solve area, circumference and perimeter problems 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Measure item with standard or non standard tools ▪ Estimate and measure two- and three-dimensional figures by a variety of attributes (e.g., length, weight, and mass) ▪ Demonstrate understanding of area and perimeter 	<ul style="list-style-type: none"> ▪ Classify two- and three- dimensional figures by 1 or more attributes (e.g., length, weight, and mass) ▪ Demonstrate knowledge of area and perimeter 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of attributes (e.g., length, weight, and mass) of two- and three-dimensional figures ▪ Demonstrate awareness of concepts related to area and perimeter (e.g., in, out, around)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 6</p> <p style="text-align: center;">The learner will understand and use properties and relationships of geometric figures in the coordinate plane</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and describe examples of the intersection of figures • Solve problems involving circles (center and circumference) and related segments (radius, diameter, chord) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate ability to communicate the intersection (touch) of two figures ▪ Demonstrate knowledge of two intersecting figures ▪ Communicate the center, circumference, radius, diameter and chord of a circle using correct mathematical terminology 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of the number of points of intersection (touch) for two figures ▪ Demonstrate emerging knowledge of the center, and circumference of a circle 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of intersection (touch) points for two figures ▪ Locate the interior of a circle

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 6 The learner will understand and determine probabilities</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Describe events as certain, impossible, more likely or less likely to occur <ul style="list-style-type: none"> • Demonstrate permutations and combinations of items 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of probability (certain, impossible, more likely or less likely to occur) ▪ Create permutations of 3 or more items 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of probability (certain, impossible, more or less likely to occur) ▪ Create combination of 2 items 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of probability (certain, impossible, more likely or less likely to occur) ▪ Recognize different order of objects in an arrangement/display

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 6 The learner will demonstrate and understanding of simple algebraic expressions</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns • Demonstrate commutativity of addition and multiplication (is order significant or insignificant – commutative?) <ul style="list-style-type: none"> • Demonstrate identity element (for addition – 0, for multiplication – 1) • Solve simple one-step equations • Recognize and describe constant and varying rates of change (faster or slower) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to create and extend patterns ▪ Demonstrate knowledge of equal and not equal elements of an equation ▪ Demonstrate knowledge of identity element ▪ Demonstrate ability to solve simple one step equations ▪ Demonstrate the ability to recognize and describe constant and varying rate of change (faster and slower) ▪ Demonstrate knowledge of commutativity of addition and multiplication 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize, repeat, copy, and extend a pattern ▪ Demonstrate awareness of equal and not equal sides of an equation ▪ Demonstrate awareness of identity element ▪ Demonstrate ability to recognize constant and varying rates of change (faster and slower) 	<ul style="list-style-type: none"> ▪ Demonstrate ability to repeat a pattern ▪ Demonstrate awareness of identity element ▪ Demonstrate awareness of constant and varying rates of change (faster & slower)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 7 The learner will understand and compute with rational numbers</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Represent numbers in different forms <ul style="list-style-type: none"> • Develop fluency with adding to, taking away from and equal grouping • Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology <ul style="list-style-type: none"> • Identify relationships in which a change in one quantity relates to change in second quantity 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of number positioning on number line ▪ Demonstrate awareness of decimals ▪ Demonstrate awareness of percents ▪ Demonstrate knowledge of multiplication ▪ Demonstrate knowledge of division ▪ Compute sums and differences ▪ Demonstrate technology skills to solve mathematical problems ▪ Demonstrate awareness of adjusting quantity when another quantity is changed (e.g., doubling recipe) 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of counting on number line ▪ Demonstrate knowledge of equal groupings ▪ Demonstrate knowledge of whole vs. part ▪ Demonstrate multiple strategies to solve mathematical problems ▪ Compute sums without regrouping using models or concrete objects 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of differences in amount of objects ▪ Demonstrate awareness of addition by combining objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 7 The learner will select and use measurement involving two- and three-dimensional figures</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Solve problems involving volume and surface area <ul style="list-style-type: none"> • Recognize objects from scale drawings 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of volume (as amount within) or surface area (amount around) ▪ Analyze scale drawing to locate items 	<ul style="list-style-type: none"> ▪ Demonstrate emerging knowledge of volume (as amount within) and surface area (as amount around) ▪ Demonstrate ability to relate objects to drawings or photographs 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of concepts related to surface area and volume (in & around)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 7 The learner will understand and use properties and relationships in geometry</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify three-dimensional figures from various views (top, side, front, corner) <ul style="list-style-type: none"> • Build three-dimensional figures from various views • Prove by demonstration that figures are congruent or symmetric 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Differentiate 3-dimensional objects by attribute (top, side, front, corner) ▪ Construct a 3-dimensional model/figure given a front or side view ▪ Identify congruent and non-congruent figures 	<ul style="list-style-type: none"> ▪ Construct a 3-dimensional model/figure ▪ Demonstrate congruency with shapes ▪ Construct figures with lines of symmetry ▪ Identify 3-dimensional objects given top and front views 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of like objects ▪ Construct a 3-dimensional figure

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 7 The learner will understand and use graphs and data analysis</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Collect, organize and display data to solve problems • Identify mode of a set of data (most often occurring) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Organize data for display ▪ Create data display 	<ul style="list-style-type: none"> ▪ Organize data for pictorial display ▪ Create data display 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of organization for object display ▪ Demonstrate knowledge of mode of a data set.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 7 The learner will demonstrate an understanding of linear relations and fundamental algebraic concepts</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns (emphasize relation [set of ordered pairs] and function) <ul style="list-style-type: none"> • Solve simple one-step equations 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to create and extend patterns ▪ Demonstrate concept of equality by solving simple one-step equations ▪ Demonstrate knowledge of ordered pairs 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize, repeat, copy, and extend a pattern ▪ Demonstrate understanding of equality ▪ Demonstrate emerging knowledge of ordered pairs 	<ul style="list-style-type: none"> ▪ Distinguish between equal and less ▪ Demonstrate ability to repeat and/or extend a pattern

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 1 – Grade 8 The learner will understand and compute with real numbers</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop numbers sense for real numbers • Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of number positioning on number line ▪ Demonstrate appropriate use of technology to solve mathematical problems. ▪ Compute sums, differences and products ▪ Demonstrate knowledge of division ▪ Demonstrate knowledge of decimals ▪ Demonstrate knowledge of percent 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of counting on number line ▪ Demonstrate technology skills to solve mathematical problems ▪ Compute sums and differences without regrouping using models or concrete objects ▪ Demonstrate an understanding of more or less (compare quantities to identify more or less) 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of differences in amount of objects ▪ Demonstrate awareness of addition by combining objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 2 – Grade 8 The learner will understand and use measurement concepts</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Recognize how change in one dimension of a figure affects area, perimeter or volume 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Predict impact of changes on surface area and/or volume 	<ul style="list-style-type: none"> ▪ Demonstrate ability to differentiate volume and/or area of objects of same shape but different size 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of differences in amount of objects ▪ Demonstrate awareness of addition by combining objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 3 – Grade 8 The learner will understand and use properties and relationships in geometry</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Identify, predict, describe and illustrate dilations (stretching and shrinking) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate a stretch or shrink of a triangle, square, rectangle or circle 	<ul style="list-style-type: none"> ▪ Identify figures as ‘smaller’ or ‘larger’ than an original object/figure 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of like objects ▪ Construct a 3-dimensional figure

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 4 – Grade 8 The learner will understand and use graphs and data analysis</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Collect, organize and display data to solve problems (goal is to use graphs and data – scatter plots, bar graphs, line graphs, tally, stem and leaf plots, pictographs, Venn diagrams, circle graphs, line plots, tables) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Organize data for display ▪ Create data display ▪ Analyze data to identify mode of a data set 	<ul style="list-style-type: none"> ▪ Compare data to identify mode of a data set ▪ Organize data for pictorial display ▪ Create data display 	<ul style="list-style-type: none"> • Demonstrate knowledge of organization for object/data display

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Mathematics Competency Goal 5 – Grade 8 The learner will understand and use linear relations and functions</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns (emphasize relation [set of ordered pairs] and function) <ul style="list-style-type: none"> • Solve simple one-step equations • Recognize and describe constant and varying rates of change (slower and faster) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate the ability to create and extend patterns ▪ Demonstrate the ability to recognize and describe constant and varying rate of change (faster and slower) ▪ Demonstrate concept of equality by solving simple one-step equations ▪ Demonstrate concept of equality by solving simple one-step equations 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize constant and varying rates of change (faster and slower) ▪ Demonstrate emerging knowledge of ordered pairs ▪ Demonstrate awareness of equal and not equal sides of an equation 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of constant and varying rates of change (faster & slower) ▪ Distinguish between equal and less ▪ Demonstrate ability to repeat and/or extend a pattern

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Number and Operations--Mathematics – Grades 9-12 The learner will perform operations with numbers and expression to solve problems</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Develop number sense for real numbers • Develop flexibility in solving mathematical problems by selecting strategies and using appropriate technology 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrates ability to perform tasks with appropriate technology ▪ Demonstrates ability to perform basic number operations ▪ Demonstrates ability to represent numbers in different forms ▪ Demonstrates ability to estimate values and quantities ▪ Demonstrates ability to discriminate whole numbers from fractions ▪ Associates counting up/down with increase/decrease 	<ul style="list-style-type: none"> ▪ Demonstrates ability to use numbers to organize materials ▪ Demonstrates ability to count objects in a set ▪ Demonstrates an understanding of more or less (compare quantities to identify more or less) ▪ Demonstrates ability to compute sums and differences ▪ Demonstrate technology skills to solve mathematical problems 	<ul style="list-style-type: none"> ▪ Demonstrates ability to perform a requested activity on a specified count ▪ Demonstrates emerging knowledge of addition by combining objects ▪ Demonstrates emerging knowledge of differences in amount of object ▪ Demonstrates emerging knowledge of whole vs. part ▪ Demonstrates knowledge of “more” as an increase

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Geometry and Measurement--Mathematics – Grades 9-12 The learner will describe geometric figures in the coordinate plane algebraically</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Solve problems using two- and three- dimensional shapes. Demonstrate or model transformation of figures in a plane. <ul style="list-style-type: none"> • Solve perimeter, area, and volume problems. Describe, compare and classify geometric figures. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrates ability to estimate needed amount of materials for a task ▪ Solve problems using perimeter, area and/or volume ▪ Applies appropriate measurement techniques to authentic tasks ▪ Demonstrate ability to model transformation of figures in a plane (ex: rotate pad of paper to write on with heading on top) ▪ Classify geometric figures ▪ Sort objects based on like physical attributes 	<ul style="list-style-type: none"> ▪ Demonstrates emerging knowledge of linear, area and/or volume concepts ▪ Recognizes comparisons of magnitude (long/short, full/empty, etc.) ▪ Identify basic shapes (2 and/or 3 dimensional) ▪ Sort objects based on like physical attributes 	<ul style="list-style-type: none"> ▪ Recognizes change in position (up/down, left/right) ▪ Responds to positional directions (up/down, left/right) ▪ Demonstrate emerging knowledge of different shapes ▪ Demonstrate emerging knowledge of concrete measurement

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Data, Analysis and Probability – Mathematics – Grade 9-12 The learner will collect, organize and interpret data with matrices and linear models to solve problems</p>		
What is the grade level extension?		
<ul style="list-style-type: none"> • Collect, organize and display data to solve problems (goal is to use graphs and data – scatter plots, bar graphs, line graphs, tally, stem and leaf plots, pictographs, Venn diagrams, circle graphs, line plots, tables) <ul style="list-style-type: none"> • Describe events as certain, impossible, more likely or less likely to occur <ul style="list-style-type: none"> • Demonstrate permutations and combinations of items • Identify mode of a set of data (most often occurring) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrates ability to collect, organize, interpret, and display data ▪ Create permutations and combinations of items ▪ Demonstrates ability to describe likelihood of events (schedule predictions) ▪ Identifies various graphical/pictorial representations of data 	<ul style="list-style-type: none"> ▪ Associates cause and effect relationship for certain events (using an electronic switch to turn on/off a preferred toy) ▪ Demonstrate ability to participate in data collection ▪ Demonstrate ability to display data ▪ Demonstrate ability to interpret data ▪ Identifies various graphical/pictorial representations of data ▪ Creates permutations of 3 or more items 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of chart or work system ▪ Demonstrate ability to participate in data collection ▪ Demonstrates emerging knowledge in interpreting data ▪ Demonstrates emerging knowledge of probability (certain, impossible, more or less likely to occur) ▪ Recognize different order of objects in an arrangement/display ▪ Demonstrates ability to identify mode of a data set

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Algebra - Mathematics – Grade 9-12 The learner will use relations and functions to solve problems		
What is the grade level extension?		
<ul style="list-style-type: none"> • Demonstrate and extend patterns (emphasize relation [set of ordered pairs] and function) <ul style="list-style-type: none"> • Solve and create simple one- and two-step equations • Recognize and describe constant and varying rates of change (faster and slower) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrates ability to create and extend patterns with words, actions or objects ▪ Demonstrates ability to solve simple one and two-step equations ▪ Demonstrate ability to describe constant rate of change (faster and slower) ▪ Demonstrate an understanding of real world applications of functions 	<ul style="list-style-type: none"> ▪ Demonstrate ability to recognize, repeat, copy, and extend a pattern ▪ Demonstrate ability to solve 1-step equations using models ▪ Demonstrate ability to recognize and describe constant and varying rates of change (faster and slower) 	<ul style="list-style-type: none"> ▪ Demonstrate recognition of a repetitive pattern ▪ Demonstrate ability to repeat and/or extend a pattern ▪ Respond to changed quantity (two objects/one object) ▪ Demonstrate emerging knowledge of constant and varying rates of change (faster and slower)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 1 Kindergarten: Life Science</u> Observe and describe the similarities and differences among animals including: structure, growth, changes, movement</p>		
What is the grade level extension?		
<p>Observe and communicate similarities and differences among animals Development (baby vs. mature) Structure and movement (4 legs vs. 2 legs, etc.) Basic needs (food, water, air, etc.)</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of similarities and differences in animals (i.e., development, structure and movement, basic needs, etc.) 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of baby animals and mature animals ▪ Demonstrate knowledge of basic needs of animals ▪ Demonstrate knowledge of animals by structure and movement 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of animals vs. non-animals ▪ Demonstrate awareness of similarities among groups of animals

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 2 Kindergarten: Earth/Environmental Will make observations and build an understanding of weather concepts</p>		
What is the grade level extension?		
Explore, observe and communicate daily weather and its effects on human activities		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of weather concepts 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of various weather conditions. ▪ Demonstrate knowledge of appropriate apparel for various weather conditions 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of animals vs. non-animals ▪ Demonstrate awareness of similarities among groups of animals

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3</u> Kindergarten Physical Science & Earth/Environmental Science: Make observations and build an understanding of the properties of common objects</p>		
What is the grade level extension?		
<p>Explore, observe, and communicate properties of common objects -Use of senses to describe and sort by properties (characteristics: texture, color, shape, size, smell, sound) in common objects in nature (e.g., sand, soil, water, air)</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate an understanding of properties of common objects 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge through observation of properties of common objects 	<ul style="list-style-type: none"> ▪ Demonstrate awareness through exploration of properties of common objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4 Kindergarten Physical Science</u> Use appropriate tools and measurements to increase their ability to describe their world</p>		
What is the grade level extension?		
<p>Explore, observe, and communicate uses of nonstandard and standard units of measure</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of use of appropriate tools of measurement 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of appropriate tools of measurement through exploration 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of appropriate tools of measurement through exploration

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 1 First Grade: Life Science Will conduct investigations and make observations to build an understanding of the needs of living organisms		
What is the grade level extension?		
Investigate needs of plants and animals Air, food, water and space		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of plant and animal needs 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of basic needs of different animals ▪ Demonstrate knowledge of basic needs of different plants 	<ul style="list-style-type: none"> ▪ Demonstrates awareness that animals have needs. ▪ Demonstrates awareness that plants have needs

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<u>Competency Goal 2</u> First Grade: Earth/Environmental Will make observations and use student-made rules to build an understanding of solid earth materials		
What is the grade level extension?		
Develop and use student's own system to sort solid earth materials		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of solid earth material 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of solid earth materials 	<ul style="list-style-type: none"> ▪ Demonstrates awareness of properties of earth materials utilizing the senses

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 3 Physical & Earth/Environmental Science First Grade Will make observations and conduct investigations to build an understanding of the properties and relationship of objects</p>		
What is the grade level extension?		
<p>Explore, observe, communicate, and investigate properties of solids, liquids and mixtures</p> <ul style="list-style-type: none"> • Buoyancy (float or sink) • The ability to roll or stack • The tendency to flow <p>*Connects with Earth/Environmental: goal includes concepts within both disciplines</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate an understanding of properties of solids, liquids, and mixtures 	<ul style="list-style-type: none"> ▪ Develop knowledge through observation of properties of solids, liquids, and mixtures 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of properties of solids, liquids, and mixtures

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 4 First Grade Physical Science Will make observations and conduct investigations to build an understanding of balance, motion and weighing of objects</p>		
What is the grade level extension?		
Explore, observe, and communicate balance, motion, and weight		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate an understanding of a balanced system 	<ul style="list-style-type: none"> ▪ Develop knowledge through observation of balance with objects 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of balance with objects

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<u>Competency Goal 1</u> Second Grade: Life Science Will conduct investigations and build an understanding of animal life cycles		
What is the grade level extension?		
Explore and communicate stages of animal life		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of life cycles 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of relationship of animal life stages 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of animals at any life stage

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 2</u> Second Grade: Earth/Environmental Will conduct investigations and use appropriate technology to build an understanding of changes in weather</p>		
What is the grade level extension?		
Explore and/or communicate the ways in which weather is measurable		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the changes in weather 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of changes in weather ▪ Demonstrate awareness of weather instruments 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of hot and cold, wet and dry

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3</u> Second Grade Physical & Earth/Environmental Science Will observe and conduct investigations to build an understanding of changes in properties</p>		
What is the grade level extension?		
Explore and/or communicate changes in states of matter (liquids, solids, and gases)		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate an understanding of changes in the properties of solids, liquids, and gases 	<ul style="list-style-type: none"> ▪ Develop knowledge through observation of solids, liquids, and gases 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of solids, liquids, and gases

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4</u> Second Grade Physical Science Will conduct investigations and use appropriate technology to build an understanding of the concept of sound</p>		
What is the grade level extension?		
<p>Explore, observe, and communicate how different sounds are produced and how sound is detected Note which part of body detects sound, proximity</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate an understanding of sound 	<ul style="list-style-type: none"> ▪ Develop knowledge through observation of sound 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of sound

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 1 Third Grade: Life Science</u> Will conduct investigations and build an understanding of plant growth and adaptations</p>		
What is the grade level extension?		
<p>Investigate and communicate growth and development of plants</p> <ul style="list-style-type: none"> • Measuring plant growth • Effects of environment • Life stages of plants • 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrates knowledge that seeds grow into plant ▪ Demonstrates knowledge of effect of light and water on plant growth ▪ Demonstrates knowledge of stages of plant growth 	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of environmental effects on plants ▪ Demonstrate knowledge of relationship of seed to plant ▪ Demonstrate ability to recognize plant growth 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of plants ▪ Demonstrates awareness that plants change

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 2 Grade 3 Earth/Environmental Science Will conduct investigations to build an understanding of soil properties</p>		
What is the grade level extension?		
Explore, observe, communicate and investigate an understanding of soil properties		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of soil properties through one or more senses 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of soil. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of soil vs. non-soil

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 3 Grade 3 Earth/Environmental Science Will make observations and use appropriate technology to build an understanding of the earth/moon/sun system</p>		
What is the grade level extension?		
Explore, observe, communicate and investigate the relationships and patterns of movement of the earth, moon and sun		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of earth, moon, & sun systems. ▪ Communicate an understanding of how light travels 	<p>Demonstrate knowledge of earth, moon and sun.</p> <p>Demonstrate knowledge through observation how light travels</p>	<ul style="list-style-type: none"> ▪ Demonstrate awareness of moon and sun ▪ Develop awareness through exploration of how light travels

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 4 Grade 3 Physical Science</p> <p>Will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body</p>		
What is the grade level extension?		
<p>Investigate structures of the human body and how they enable movement</p> <ul style="list-style-type: none"> • Bones • Muscles • Joints 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate understanding of human body and how it moves. 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of varied movement of human bodies. 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of human body and its parts


1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 1</u> Grade 4 Life Science Will make observations and conduct investigations to build an understanding of animal behavior and adaptation</p>		
What is the grade level extension?		
Explore, observe, communicate and investigate how animals are suited to their environments (adaptation)		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Identify behavior and characteristics of various animals that allow for adaptation 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of characteristics and behavior of various animals that allow for adaptation 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of animal behavior

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 2</u> Grade 4 Earth/Environmental Science The learner will conduct investigation and use appropriate technology to build an understanding of the composition and uses of rocks and minerals</p>		
What is the grade level extension?		
Explore, observe, communicate and investigate mineral properties, rock composition and the uses of rocks and minerals		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the uses of rocks and minerals ▪ Classify rocks by student made rules 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of rocks. ▪ Classify rocks by one or more student made rules ▪ Demonstrate awareness of the uses of rocks 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of rocks vs. non-rocks




1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3</u> Grade 4 Physical Science The learner will make observations and conduct investigations to build an understanding of magnetism and electricity</p>		
What is the grade level extension?		
<p>Explore, observe, communicate and investigate magnetism and electricity</p> <ul style="list-style-type: none"> • The effects of magnets on different materials <ul style="list-style-type: none"> • Conductors and insulators • Evidence of a complete circuit (items turned on and off) <ul style="list-style-type: none"> • Safety and use of electricity • Changing electricity into other forms of energy (heat, light, sound, work, etc.) <ul style="list-style-type: none"> • Lightning and safety 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate understanding of magnetism and electricity 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge through observation of magnetism and electricity. 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of magnetism and electricity

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4 Grade 4 Life Science</u> The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body</p>		
What is the grade level extension?		
Explore, observe, communicate and investigate that bodies require a variety of foods to remain healthy		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of how a variety of foods contribute to healthy body 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of healthy food 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of healthy versus non-healthy food

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 1</u> Grade 5 Life Science Will conduct investigations to build an understanding of the interdependence of plants and animals</p>		
What is the grade level extension?		
<p>Explore, observe, communicate and investigate how living (plants and animals) and non-living things are connected (climate, geography, amount of food/food chains, roles within ecosystems)</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate awareness of the differences in various ecosystems ▪ Demonstrate knowledge that living things need air, water, and light ▪ Demonstrate awareness of the role of living things within a food chain 	<ul style="list-style-type: none"> ▪ Demonstrate awareness that plants and animals interact within an environment ▪ Demonstrate awareness of air, water, sunlight as they are needed by living organisms 	<ul style="list-style-type: none"> ▪ Demonstrate awareness that plants and animals exist together within an environment

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 2 Grade 5 – Earth/Environmental Science</u> The learner will make observations and conduct investigations to build an understanding of landforms</p>		
What is the grade level extension?		
<p> Explore, observe, communicate and investigate the forces that shape landforms (water/ice, wind and gravity)</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of various landforms ▪ Demonstrate knowledge of various forces that shape landforms 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of various landforms ▪ Demonstrate awareness of various forces that shape landforms 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of a landform

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3</u> Grade 5: Earth and Environmental Science Will conduct investigations and use appropriate technology to build an understanding of weather and climate</p>		
What is the grade level extension?		
Observe, communicate and investigate patterns of weather over time (climate)		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Demonstrate the use of weather instruments. Demonstrate knowledge of the weather in various locations over time	<ul style="list-style-type: none"> - Demonstrate knowledge of weather changes in different locations over time - Demonstrate knowledge of use of weather instruments 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of wind, rain, and sunlight

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 4 Grade 5 Physical Science</p> <p>Will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs</p>		
What is the grade level extension?		
<p>Explore, observe, communicate, and investigate forces and motion</p> <ul style="list-style-type: none"> • Measurement of motion • Gravity as a force that causes motion • Balanced and unbalanced forces • Other factors that affect motion (e.g., force, friction, inertia, momentum) • Simple machines and how they help us (Note: inclined planes, ramps, wheels, pulleys, screws, levers, etc.) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
 Communicate understanding of forces and motion	 Demonstrate knowledge through observation of forces and motion	 Develop awareness through exploration of forces and motion

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Inquiry (Across 6th, 7th and 8th grades and content strands)</p> <p><u>Competency Goal 1</u> The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry</p>		
What is the grade level extension?		
<p>The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results in scientific investigation</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<p>Principles of this competency goal and its extension should be used and demonstrated in student performance of all other competency goals in 6th, 7th and 8th grades.</p>	<p>Principles of this competency goal and its extension should be used and demonstrated in student performance of all other competency goals in 6th, 7th and 8th grades.</p>	<p>Principles of this competency goal and its extension should be used and demonstrated in student performance of all other competency goals in 6th, 7th and 8th grades.</p>

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Technological Design (Across 6 th , 7 th and 8 th grades and content strands) <u>Competency Goal 2</u> : The learner will demonstrate an understanding of technological design		
What is the grade level extension?		
The learner will choose a product, process or system that is best suited for a purpose		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Principles of this competency goal and its extension should be used and demonstrated in student performance of all other competency goals in 6 th , 7 th and 8 th grades.	Principles of this competency goal and its extension should be used and demonstrated in student performance of all other competency goals in 6 th , 7 th and 8 th grades.	Principles of this competency goal and its extension should be used and demonstrated in student performance of all other competency goals in 6 th , 7 th and 8 th grades.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3</u> Grade 6 - Earth/Environmental Science: The learner will build an understanding of the geological cycles, forces, processes and agents which shape the lithosphere</p>		
What is the grade level extension?		
<p><u>Extension:</u> The learner will describe forces and processes that shape the earth</p> <ul style="list-style-type: none"> • Observe and describe geological processes (volcanoes, earthquakes, plate tectonics, rock formation, minerals, etc.) <ul style="list-style-type: none"> • Observe, describe and investigate soil and human activities that impact soil properties. 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Classify soil types by properties ▪ Demonstrate knowledge of forces and processes that cause change 	<ul style="list-style-type: none"> ▪ Demonstrate emergent knowledge of forces and geological processes that cause change ▪ Classify soil by type 	<ul style="list-style-type: none"> ▪ Demonstrate emergent awareness of forces and geological processes cause change ▪ Demonstrate emergent awareness of rocks vs. soil

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4</u> Grade 6 Life Science The learner will investigate the cycling of matter</p>		
What is the grade level extension?		
<p>Explore, observe, communicate and investigate the cycling of matter and the flow of energy in biological systems</p> <ul style="list-style-type: none"> • Photosynthesis <ul style="list-style-type: none"> • Producers • Consumers • Decomposers 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Identify aspects of the physical environment that support living things 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of relationships between sun and plants and consumers 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of <ul style="list-style-type: none"> ▪ Edible vs. non-edible plants ▪ Heat energy sources ▪ Living vs. non-living


1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 5</u> Grade 6 Earth/Environmental Science The learner will build understanding of the Solar System</p>		
What is the grade level extension?		
<p>Observe and describe aspects of the solar system</p> <ul style="list-style-type: none"> • Sun, moon and related cycles, planets (including earth) and comets <ul style="list-style-type: none"> • Space exploration and related technology 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the cycles of the solar system 	<ul style="list-style-type: none"> ▪ Demonstrate emergent knowledge of sun, moon, and planets 	<ul style="list-style-type: none"> ▪ Demonstrate emergent awareness of celestial bodies

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 6</u> Grade 6 Physical Science The learner will conduct investigations and examine models and devices to build an understanding of the characteristics of energy transfer and/or transformation</p>		
What is the grade level extension?		
Explore, observe, communicate and investigate how sound, heat and light cause change		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate understanding of flow of energy from hot to cold until it reaches equilibrium 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge through observation of flow of energy from hot to cold until it reaches equilibrium 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of flow of energy from hot to cold until it reaches equilibrium

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;"><u>Competency Goal 7 Grade 6 Life Science</u> The learner will conduct investigations and use technologies and information systems to build an understanding of population dynamics</p>		
What is the grade level extension?		
<p style="text-align: center;">Explore, observe, communicate and investigate the factors that influence the growth and decline of populations over time</p> <ul style="list-style-type: none"> • Physical environment • Biological relationships • Human population dynamics • Natural selection and adaptation 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of relationship between population and resources ▪ Demonstrate knowledge of balance within a population ▪ Identify the effects of a change on an environment 	<ul style="list-style-type: none"> ▪ Develop an awareness of population density ▪ Demonstrate awareness of a change in an environment 	<ul style="list-style-type: none"> ▪ Develop an awareness of population density ▪ Demonstrate awareness of a change in an environment

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3</u> Grade 7 Earth/Environmental Science The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the atmosphere</p>		
What is the grade level extension?		
<p>Extension 1: Observe, describe and investigate air quality Extension 2: Observe, describe and investigate weather</p> <ul style="list-style-type: none"> • Prediction • Weather hazards 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of weather hazards ▪ Demonstrate knowledge of air quality safety 	<ul style="list-style-type: none"> ▪ Demonstrate emergent knowledge of safety regarding air quality ▪ Demonstrate knowledge of weather safety 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of bad air vs. good air ▪ Demonstrate awareness of weather

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4 Grade 7 Life Science</u> The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system</p>		
What is the grade level extension?		
Demonstrate knowledge of how the human body works		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of how human body works and of human body systems 	<ul style="list-style-type: none"> ▪ Demonstrate an awareness of major organs of the human body 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of parts of the human body

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 5</u> Grade 7 – Life Science The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of heredity and genetics</p>		
What is the grade level extension?		
 Observe and investigate patterns of heredity		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of human characteristics and understanding of heredity and genetics ▪ Demonstrate an understanding of making informed decisions regarding health 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of harmful environmental influences on the body ▪ Demonstrate knowledge of human characteristics 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of environmental harm to the body ▪ Demonstrate awareness of human characteristics

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 6</u> Grade 7 Physical Science The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of motion and forces.</p>		
What is the grade level extension?		
<p>Explore, observe, and communicate Newton’s Laws of Motion</p> <ul style="list-style-type: none"> • The force of friction retards motion • For every action there is an equal and opposite reaction • The greater the force, the greater the change in motion • An object’s motion is the result of the combined effect of all forces acting on the object • A moving object that is not subjected to a force will continue to move at a constant speed in a straight line <ul style="list-style-type: none"> • An object at rest will remain at rest 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Communicate understanding of Newton’s Laws of motion 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge through observation of Newton’s Laws of motion 	<ul style="list-style-type: none"> ▪ Develop awareness through exploration of Newton’s Laws of motion

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 3 Grade 8 Earth/Environmental</u> The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the hydrosphere</p>		
What is the grade level extension?		
<p>Extension 1 - Describe and demonstrate knowledge of the distribution of water on Earth Extension 2 - Observe, describe and investigate water properties and human impact on water resources</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the distribution of water on earth ▪ Demonstrate knowledge of the human impact on water resources 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of various bodies of water ▪ Demonstrate awareness of the human impact on water resources (pollution) 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of water (fresh and salty) ▪ Demonstrate awareness of the uses of water

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 4 Grade 8 Physical & Life Science The learner will conduct investigations and utilize technology and information systems to build an understanding of chemistry</p>		
What is the grade level extension?		
<p>✚ Observe and investigate the effects of chemicals on human health and conditions</p> <p>✚ Explore, observe, communicate and investigate chemical/physical changes within a system</p> <ul style="list-style-type: none"> □ Temperature □ Mass □ Volume □ Precipitate (iron nail in water) □ Solubility (what dissolves in water) □ Gas production 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of chemical safety practices ▪ Demonstrate understanding of the harmful effects of chemicals on the body (medicines, preservatives, pesticides, sanitation) ▪ Demonstrate understanding of the benefits of chemicals on the body (medicines, preservatives, pesticides, sanitation) ▪ Communicate understanding of conservation of matter 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of chemical safety practices ▪ Demonstrate knowledge through observation of conservation of matter 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of personal hygiene practices ▪ Develop awareness through exploration of conservation of matter

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 5 Grade 8 Earth/Environmental</u> The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of evolution in organisms and landforms</p>		
What is the grade level extension?		
Describe evidence of geological events and change over time		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Demonstrate knowledge of earth history 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of earth history 	<ul style="list-style-type: none"> ▪ Demonstrate emergent awareness of biological and geological artifacts

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 6</u> Grade 8 -Life Science: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of cell theory</p>		
What is the grade level extension?		
Observe and investigate the function of cells and their role in organisms		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Demonstrate awareness of a cell Demonstrate knowledge of parts of a whole have specific functions	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of hygienic practices that reduce the presence of microorganisms - Demonstrate awareness of a cell - Demonstrate knowledge that parts of a whole have specific functions 	<ul style="list-style-type: none"> - Demonstrate awareness that things are made of parts

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 7</u> Grade 8 Life Science The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of microbiology</p>		
What is the grade level extension?		
Demonstrate knowledge of the role of microorganisms in human disease		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ▪ Demonstrates knowledge that illnesses may be caused by microbes ▪ Demonstrates use of hygienic practices that reduce likelihood of infection and illness 	<ul style="list-style-type: none"> ▪ Demonstrates awareness that illnesses may be caused by microbes ▪ Demonstrates use of hygienic practices that reduce likelihood of infection and illness 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of sick vs. well ▪ Demonstrate awareness of safe sources of drinking water ▪ Demonstrates awareness of routine of ‘wash hands’ for personal hygiene

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 1</u> Grade 9-12 Life Science The learner will develop abilities necessary to do and understand scientific inquiry</p>		
What is the grade level extension?		
Conduct safe scientific investigations to answer biological questions		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<p>Symbolic: Competency Goal 1 is integrated within all competency goals for Life Science (Biology). It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student’s understanding of the content</p>	<p>Early Symbolic Competency Goal 1 is integrated within all competency goals for Life Science (Biology). It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student’s understanding of the content</p>	<p>Pre Symbolic Competency Goal 1 is integrated within all competency goals for Life Science (Biology). It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student’s understanding of the content</p>

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 2 Grades 9-12 Life Science The learner will develop an understanding of the physical, chemical and cellular basis of life</p>		
What is the grade level extension?		
<p>Observe and demonstrate knowledge of the structure and function of the molecular and cellular basis of life</p> <ul style="list-style-type: none"> • Organic molecules (proteins, lipids, carbohydrates, nutrition) <ul style="list-style-type: none"> • Cells • Enzymes • Maintenance of homeostasis (process of biological balance – temperature, blood sugar, salts, ph, etc.) <ul style="list-style-type: none"> • Respiration and photosynthesis 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ✚ Demonstrate awareness of a cell and its parts ✚ Demonstrate awareness of photosynthesis ✚ Identify components necessary for growth 	<ul style="list-style-type: none"> ✚ Demonstrate awareness of a cell ✚ Demonstrate awareness of the growth process and needs for growth ✚ Demonstrate awareness of biological balance (homeostasis) 	<ul style="list-style-type: none"> ✚ Demonstrate awareness of growth




1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 3 Grade 9-12 Life Science The learner will develop an understanding of the continuity of life and the changes of organisms over time		
What is the grade level extension?		
<p>Extension 1: Observe and demonstrate knowledge of reproduction and heredity</p> <ul style="list-style-type: none"> • Asexual and sexual reproduction <ul style="list-style-type: none"> • Patterns of heredity <p>Extension 2: Examine the process of natural selection and its relationship to the development of the theory of evolution</p> <ul style="list-style-type: none"> • Fossil and biochemical evidence • Mechanisms of evolution • Applications (pesticide and antibiotic resistance) 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Demonstrate knowledge of heredity • Demonstrate knowledge of the relationships between organisms and their environments 	<ul style="list-style-type: none"> • Identify patterns of heredity • Demonstrate knowledge of the relationship between organisms and their environments 	<ul style="list-style-type: none"> • Demonstrate awareness of adult and offspring








1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
Competency Goal 4 Grades 9-12 Life Science The learner will develop an understanding of the unity and diversity of life		
What is the grade level extension?		
<p>Extension 1: Observe, compare and contrast organisms and determine classification based on characteristics</p> <p>Extension 2: Examine the processes and adaptations by which organisms carry out life functions</p> <ul style="list-style-type: none"> • Physiology • Structure • Behavior <p>• Internal and external factors in health and disease</p>		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ✚ Demonstrate the ability to classify organisms based on characteristics ✚ Demonstrate awareness of health and human body 	<ul style="list-style-type: none"> ✚ Demonstrate knowledge of relationship of organisms and structural characteristics ✚ Demonstrate awareness of the variety of living organisms 	<ul style="list-style-type: none"> ✚ Demonstrate an awareness of living things ✚ Demonstrate awareness of an organism's structure





1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;"><u>Competency Goal 5</u> Grades 9-12 Life Science The learner will develop an understanding of the ecological relationships among organisms</p>		
What is the grade level extension?		
Examine the relationships between organisms and between organisms and the physical environment		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<p>✚ Demonstrate knowledge (multiple relationships and connections) of the food chain</p>	<p>✚ Demonstrate awareness (specific relationships) of the food chain</p>	<p>✚ Demonstrate an awareness of the relationships between organisms</p>

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p style="text-align: center;">Competency Goal 1 Grades 9-12 Earth Environmental Science The learner will develop abilities necessary to do and understand scientific inquiry in the earth and environmental sciences</p>		
What is the grade level extension?		
Conduct scientific investigations to answer questions related to earth and environmental science		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Competency Goal 1 is integrated within all competency goals for Earth Environmental Sciences. It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student's understanding of the content.	Competency Goal 1 is integrated within all competency goals for Earth Environmental Sciences. It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student's understanding of the content.	Competency Goal 1 is integrated within all competency goals for Earth Environmental Sciences. It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student's understanding of the content.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 2</u> Grade 9-12 Earth and Environmental Science Competency Goal 2: The learner will build an understanding of lithospheric materials, tectonic processes, and the human and environmental impacts of natural and human-induced changes in lithosphere</p>		
What is the grade level extension?		
<p>Extension 1: Identify appropriate uses of natural resources including energy.</p> <ul style="list-style-type: none"> • Economic uses • Conservation/stewardship • Environmental impact <p>Extension 2: Observe and investigate the results of geological processes (what are rocks and why are they here)</p> <ul style="list-style-type: none"> • Plate tectonics (earthquakes, volcanoes, tsunamis, etc.) <ul style="list-style-type: none"> • Maps 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> ✚ Demonstrates an awareness of the impact of human activities on the environment ✚ Demonstrates an awareness of economics and natural resources ✚ Demonstrate awareness of rocks and minerals ✚ Demonstrates an awareness of geologic events within earth history ✚ Demonstrates ability to use maps 	<ul style="list-style-type: none"> ✚ Demonstrate awareness of the uses of natural resources ✚ Demonstrates knowledge of conservation and stewardship ✚ Demonstrate ability to use a map within immediate environment ✚ Classification of rocks by physical characteristics 	<ul style="list-style-type: none"> • Demonstrates awareness of products that can/cannot be recycled • Demonstrates awareness of different types of rocks vs. non-rocks • Demonstrates an awareness of specific areas within a location • Demonstrates awareness of natural resources

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 3 Grades 9-12 Earth/Environmental The learner will build an understanding of the origin and evolution of the earth system</p>		
What is the grade level extension?		
Observe and describe evidence of the geologic and biological past (dinosaurs)		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
 Demonstrate knowledge of fossils, dinosaurs and historic life forms	 Demonstrate awareness of historic species	 Demonstrate awareness of old and new within the context of earth history

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4</u> Grades 9-12 Earth/Environmental Science The learner will build an understanding of the hydrosphere and its interactions and influences on the lithosphere, the atmosphere, and environmental quality</p>		
What is the grade level extension?		
<p>Observe and describe the role of water in the environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Erosion and deposition <input type="checkbox"/> Ocean currents and upwelling <ul style="list-style-type: none"> <input type="checkbox"/> Shoreline changes <input type="checkbox"/> Water resources <input type="checkbox"/> Environmental issues 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none">  Demonstrate awareness of water as an agent of change  Identify water resources and uses.  Demonstrate knowledge of environmental quality. 	<ul style="list-style-type: none">  Demonstrate emergent knowledge of water resources and uses  Demonstrate awareness of environmental quality 	<ul style="list-style-type: none">  Demonstrate awareness of wet and dry  Demonstrate awareness of environmental quality

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 5</u> Grades 9-12 Earth/Environmental The learner will build an understanding of the dynamics and composition of the atmosphere and its local and global processes influencing climate and air quality</p>		
What is the grade level extension?		
Observe and identify global and local weather systems and their effects on daily lives		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none">  Demonstrate knowledge of weather systems and weather patterns  Demonstrates knowledge of relationship between weather patterns and self 	<ul style="list-style-type: none">  Demonstrate knowledge of weather to predict effect on daily life 	<ul style="list-style-type: none">  Demonstrate awareness of weather events

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 6</u> Grades 9-12 Earth/Environmental The learner will acquire an understanding of the earth in the solar system and its position in the universe</p>		
What is the grade level extension?		
Observe and identify the position and apparent movement of the earth, moon, planets, sun and stars		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Demonstrate knowledge of the relationship of the sun and earth to night and day • Demonstrate emergent knowledge of rotation and revolution of the earth and moon 	<ul style="list-style-type: none"> • Demonstrate knowledge of earth's rotation to night vs. day activities • Demonstrate awareness of celestial objects 	<ul style="list-style-type: none"> • Demonstrate awareness of day and night • Demonstrate awareness of different celestial objects (moon, sun, stars)




1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<u>Competency Goal 1</u> Grades 9-12 Physical Science The learner will develop abilities necessary to do and understand scientific inquiry		
What is the grade level extension?		
Conduct scientific investigations to answer questions about the physical world		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Competency Goal 1 is integrated within all competency goals for Physical Science. It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student's understanding of the content.	Competency Goal 1 is integrated within all competency goals for Physical Science. It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student's understanding of the content.	Competency Goal 1 is integrated within all competency goals for Physical Science. It is essential for students to have the opportunity to explore the physical world. This exploration will enrich the student's understanding of the content.

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<u>Competency Goal 2</u> Grades 9-12 Physical Science The learner will build an understanding of forces and motion		
What is the grade level extension?		
Observe, measure and demonstrate knowledge of forces and motion		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Demonstrate knowledge of how size and force affects motion 	<ul style="list-style-type: none"> • Identify the effects of change in weight or force on motion 	Demonstrate awareness of the following <ul style="list-style-type: none"> ▪ Near-far ▪ Push-pull ▪ Heavy-light ▪ Fast-slow

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<u>Competency Goal 3</u> Grades 9-12 Physical Science The learner will analyze energy and its conservation		
What is the grade level extension?		
Observe, measure and demonstrate knowledge of the storage and transfer of energy <ul style="list-style-type: none"> <input type="checkbox"/> Potential energy <input type="checkbox"/> Kinetic energy <input type="checkbox"/> Thermal energy <input type="checkbox"/> Transfer of energy by work <input type="checkbox"/> Transfer of energy by heating <input type="checkbox"/> Transfer of energy by waves 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Demonstrate knowledge of different types of energy: <ul style="list-style-type: none"> ▪ Potential ▪ Kinetic ▪ Thermal Demonstrate knowledge of energy transfer	Identify different types of energy: <ul style="list-style-type: none"> ▪ Potential ▪ Kinetic ▪ Thermal 	Demonstrate awareness of rest and motion

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p><u>Competency Goal 4</u> Grades 9-12 Physical Science The learner will develop an understanding of electricity and magnetism</p>		
What is the grade level extension?		
<p>Observe, measure and demonstrate knowledge of electricity and magnetism</p> <ul style="list-style-type: none"> □ Static electricity □ Direct current circuits <ul style="list-style-type: none"> □ Magnetism 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
<ul style="list-style-type: none"> • Demonstrate knowledge of magnetic properties • Demonstrate knowledge of static electricity • Demonstrate awareness of direct current circuits 	<ul style="list-style-type: none"> • Identify magnetic properties • Identify ways to transfer static electricity • Identify uses of electricity 	<ul style="list-style-type: none"> • Demonstrate awareness of magnetic properties • Demonstrate awareness of static electricity • Demonstrate awareness of electricity

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<u>Competency Goal 5</u> Grades 9-12 Physical Science The learner will build an understanding of the structure and properties of matter		
What is the grade level extension?		
Demonstrate knowledge of molecular basis of physical properties + Phases of matter (solid, liquid, gas) + Properties of matter (density, melting point, boiling point) + Atomic structure		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Demonstrate knowledge of the phases of matter	Identify phases of matter	Demonstrate awareness of the phases of matter

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.		
What is the grade level state objective?		
<p>Competency Goal 6 Grades 9-12 Physical Science The learner will build an understanding of regularities in chemistry</p>		
What is the grade level extension?		
<p>Observe, investigate, and measure chemical properties and reactions, including regularities as organized by the periodic table (solubility, acids/bases, mixture of substances, etc.)</p> <ul style="list-style-type: none">  Chemical properties  Chemical reactions  Periodic table 		
2. DEFINE THE EXTENSION AT THREE LEVELS.		
Symbolic	Early Symbolic	Pre-symbolic
Demonstrates the ability to distinguish the difference between physical and chemical changes	Identifies physical and chemical changes	Demonstrates awareness of physical and chemical changes