English Language Arts (ELA) NYSAA Frameworks

High School

2014–15

New York State Alternate Assessment

CCLS and Essence(s) ELA – High School

CCLS Strand: Reading Standards for Literature

CCLS Sub-Strand: Key Ideas and Details | **CCLS Page(s):** 48

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RL.11.2	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Determine themes or central ideas and how they develop over the course of the text; provide an objective summary of the text.

Extensions and Assessment Tasks	ELA – High School RL.11.2	Extension 1

Extensions		
Less Complex ◀ ···· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Recognize the central idea of literary text. (91111)	Identify a sequence of events and the central idea of a literary text. (91121)	Create an objective summary of a literary text that includes one or more themes. (91131)
Assessment Tasks		
• The student will recognize the central idea of a literary text (e.g., the student recognizes the central idea of a literary text from a set of choices). (AT91111)	• The student will identify a sequence of two or more events in a literary text by arranging pictures, symbols, words, etc. in chronological order and identifying a picture, symbol, word, etc. that represents the central idea. (AT91121A) • The student will identify the beginning, middle, and end of a story and will indicate the central idea (e.g., given a set of picture cards from a story, the student identifies cards that represent the beginning, the middle, the end, and the central idea). (AT91121B)	• The student will create an objective summary (logical/fact-based) of a literary text that includes one theme (e.g., the student will create an objective summary including a theme by sequencing sentence strips). (AT91131A) • The student will create an objective summary of a literary text, using a graphic organizer that includes two or more themes. (AT91131B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

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RL.11.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, pictures, symbols, sentences) to express specific post-school training and/or employment interests
- Name specific tools and describe how they are used for different jobs

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Summarize information from materials presented (user guides)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Ask for help when faced with difficult situations; use language to interact with others
- Reading: Summarize information from texts
- Thinking Skills: Use information from a text to identify the sequence of events

CCLS and Essence(s) ELA – High School

CCLS Strand: Reading Standards for Informational Text

CCLS Sub-Strand: Key Ideas and Details | **CCLS Page(s):** 52

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RI.11.1	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	Cite relevant textual evidence to support the explicit or inferred claims in a text and determine areas for further exploration.

Extensions and Assessment Tasks	ELA – High School RI.11.1	Extension 2

Extensions		
Less Complex ◀ ···· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Identify an emotion (e.g., happy, sad) or a qualifier (e.g., good, bad) shown in informational text. (92111)	Recognize an explicit or inferred claim in informational text. (92121)	Cite fact and inference (either explicit or inferred) in informational text as evidence to determine an area for further exploration. (92131)
Assessment Tasks		
• The student will identify an emotion (e.g., happy, sad) or a qualifier (e.g., good, bad) shown in informational text. (AT92111A) • The student will identify an emotion (e.g., happy, sad) shown in informational text (e.g., the student selects the symbol that identifies the emotion shown in the informational text [presented with a magazine, an advertisement, a newspaper article, or a blog etc.]). (AT92111B) • The student will identify a qualifier (e.g., good, bad) shown in informational text. (AT92111C)	• The student will identify an explicit or inferred claim in informational text (e.g., the student reads or attends to a text about the habits of happy people and identifies the inferred claim that if the reader develops the same habits, he or she will also be happy). (AT92121A) • The student will identify an explicit claim in informational text (e.g., the student reviews an advertisement and selects from a set of choices, the part of the advertisement that contains a claim; the student reads or attends to a movie review and highlights the section(s) that make a claim). (AT92121B) • The student will identify an inferred claim in informational text (e.g., the student reads or attends to a text about vitamins and identifies the picture of a woman walking and smiling as supporting the inference that vitamins will give people energy and happiness). (AT92121C)	• The student will cite a fact and an inference in informational text to determine an area for further exploration (e.g., the student cites a key fact and an inference from an editorial that prompts interest in becoming more involved in a cause). (AT92131A) • The student will indicate a sentence from informational text that could be made clearer with further exploration, and will specify what additional information would be helpful (e.g., the student highlights a fact and an unsupported inference made by an author and suggests an online search that could provide further evidence to support the inference). (AT92131B)

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RI.11.1

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use text information to evaluate a claim, take action, or make decisions
- Name specific jobs and the qualifications needed for each, based on text information (career information pamphlet, company informational brochure)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Recognize explicit and inferred claims in a variety of settings (products/activities within the home and community)
- Prepare a report, following an employment experience
- Use appropriate technology to create a presentation (PowerPoint)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Participate in a group exercise, that requires the use of claims and arguments to support a position
- Thinking Skills: Listen to a presentation and then summarize the information included
- Technology: Use technology to investigate the facts in a text (computer, tablet, smartphone)

CCLS and Essence(s) ELA – High School

CCLS Strand: Writing

CCLS Sub-Strand: Text Types and Purposes | **CCLS Page(s):** 58

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
W.11.1	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, and concerns c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	Explore and inquire into areas of interest in an effort to formulate an argument.

Extensions and Assessment Tasks	ELA – High School W.11.1	Extension 3

Extensions		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
Recognize a relevant idea about an area of interest. (93111)	Identify an area of interest and gather relevant evidence from a source. (93121)	Select and explore an area of interest, and compose an argument with supporting detail. (93131)
Assessment Tasks		
• The student will recognize a relevant idea about an area of interest (e.g., indicating a symbol, word, or picture representing a relevant idea; the student identifies a job preference and recognizes a relevant idea [preferred job, where it is performed, appropriate clothing, tools/materials needed, etc.]; the student recognizes an idea relevant to an area of interest by selecting from relevant and non-relevant pictures, symbols, objects; music, sports, games, etc.). (AT93111A) • The student will recognize a relevant and an irrelevant idea about an area of interest (e.g., using a T-chart). (AT93111B)	• The student will identify an area of interest and gather relevant evidence from a source (e.g., the student identifies two or more facts about his or her favorite sport and the source of the facts [internet, magazine, book], displaying them in a graphic organizer). (AT93121A) • The student will identify a source and gather relevant evidence about an area of interest by listing two or more facts and the source (e.g., the student lists two or more facts about the World Cup using an article from a related *News2You* article as the source). (AT93121B)	• The student will select and explore an area of interest and compose a written argument with supporting detail. (AT93131)

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Some of the transition skills that may be developed later by students with disabilities are listed below.

W.11.1

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, pictures, symbols, sentences) to explore post-school training and/or employment interests and formulate an argument
- Research and explore careers of interest, and present an argument for an appropriate career choice

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use writing to formulate an argument across a variety of settings (rescuing animals from a shelter vs. purchasing from a breeder)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Ask for help when faced with difficult situations; use language to interact with others
- Writing: Research and share your opinions on a specific topic (global warming)
- Thinking Skills: Organize and process information about a topic; share information with others (e.g., effects of loud music)

CCLS and Essence(s) ELA – High School

CCLS Strand: Speaking and Listening		
CCLS Sub-Strand: Presentation of Knowledge and Ideas		**CCLS Page(s):** 64
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
SL.11.4	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Present information conveying a point of view, which includes supporting ideas appropriate to a specific audience.

Extensions and Assessment Tasks	ELA – High School SL.11.4	Extension 4

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Deliver cogent information to a teacher or a peer (e.g., verbally or using assistive technology, etc.). (94211)	Deliver an organized presentation, expressing an opinion to a class or group. (94221)	Deliver an organized presentation that is designed for a specific audience, and is based on two or more points of view. (94231)
Assessment Tasks		
• The student will deliver cogent information to a teacher or a peer (e.g., "I need to wear my coat today because it is cold" as opposed to "I need to wear a coat today. I like trucks. My favorite pet is a hamster."). (AT94211A) • The student will ask for something he or she requires and will provide a reason (e.g., "May I sharpen my pencil because it broke?"; presented with a choice of animal DVDs, the student selects his or her preferred DVD and provides the reason why by selecting from symbol choices). (AT94211B) • The student will offer an opinion and will provide support (e.g., "I don't like crackers, because they break apart when I eat them"; using a voice output device, the student says, "I need my lunch," and chooses a picture symbol to represent a reason why [I am hungry]). (AT94211C)	• The student will deliver an organized presentation expressing an opinion to a class or group (e.g., the student delivers a presentation expressing an opinion about the best way to raise money for a class trip; a presentation expressing an opinion about an increase in bus fares; the student organizes notes [using pictures, symbols, words and/or phrases] about his or her opinion on a topic and uses notes on an assistive device to present his or her opinion to classmates). (AT94221)	• The student will deliver an organized presentation that is designed for a specific audience and is based on two or more points of view (e.g., the student makes a presentation, to his or her family, including his or her own point of view and that of a sibling, about what the family should do on their day off). (AT94231A) • The student will deliver an organized presentation, that is based on two differing points of view, to a class or a small student group (e.g., the student delivers a presentation in class about cell phones in school, including his or her own opinion and an opposing opinion). (AT94231B) • The student will deliver an organized presentation, that is based on two or more points of view, to an assembly or a community group (e.g., the student delivers a presentation to the Rotary Club about a class project, which includes his or her own opinion and an opinion from another person). (AT94231C)

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SL.11.4

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, pictures, symbols, sentences) to express a personal point of view about post-school training and/or employment interests
- Name specific tools and describe how you feel they are important for different jobs
- Communicate personal skills and abilities attained for career options

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned communication skills across a variety of settings (job interview)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Speaking/Listening: Present information to others
- Interpersonal Skills: Ask for help when faced with difficult situations; use language to interact with others (customer service, make an appointment)
- Managing Resources: Use multiple resources to complete a presentation
- Personal Qualities: Identify personal skills and convey these skills to others (job application, interview)

CCLS and Essence(s) ELA – High School

CCLS Strand: Language

CCLS Sub-Strand: Conventions of Standard English | **CCLS Page(s):** 68

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
L.11.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	Demonstrate conventions of standard English capitalization, punctuation, and spelling when using text.

Extensions and Assessment Tasks	ELA – High School L.11.2	Extension 5

Extensions		
Less Complex ◀ ····· ···◀ ····· ···◀ ····· ···▶ ····· ···▶ ····· ▶ **More Complex**		
Identify punctuation, capitalization, and/or spelling used in language. (95111)	Edit a word and/or a sentence that requires a correction in capitalization, punctuation, and/or spelling. (95121)	Compose a complete sentence, using correct capitalization, punctuation, and spelling. (95131)
Assessment Tasks		
• The student will identify punctuation, capitalization, and/or spelling used in language. (AT95111A) • The student will identify punctuation used in language (e.g., given a sentence with punctuation and a sentence without, the student identifies the sentence with punctuation). (AT95111B) • The student will identify capitalization used in language (e.g., given two words [one with capitalization and the other without] the student identifies the word that contains capitalization). (AT95111C)	• The student will edit a word and/or a sentence that requires a correction in capitalization, punctuation, and/or spelling. (e.g., given his or her name on lower case letter cards, the student edits his or her name by placing the appropriate capital letter card over the incorrect lower case letter). (AT95121A) • The student will identify and correct an error in capitalization and/or spelling in a word (e.g., the student uses switches, word cards, worksheets or interactive board to correct an error on a resume draft, a flyer advertising a school play, a note, or invitation to a friend). (AT95121B) • The student will identify and correct an error in capitalization, punctuation, and/or spelling in a sentence (e.g., given a sentence with an error in capitalization, punctuation, and/or spelling, the student identifies the error and corrects it). (AT95121C)	• The student will compose a complete sentence, using correct capitalization, punctuation, and spelling.(e.g., the student composes a sentence selecting and sequencing cards from a bank, that includes correct and incorrect capitalization and punctuation choices). (AT95131A) • The student will compose a complete sentence that answers a literal question, using correct capitalization, punctuation, and spelling (e.g., the student composes a complete sentence using correct capitalization, punctuation, and spelling in response to a question posed by a teacher, such as, “What do you do in your free time?”;the student composes a sentence to answer a question from a community work site supervisor). (AT95131B) • The student will compose a complete sentence to share information, using correct capitalization, punctuation, and spelling (e.g., the student composes a complete sentence, using correct capitalization, punctuation, and spelling, to share an idea about a class project). (AT95131C)

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L.11.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, pictures, symbols, sentences) to answer questions about post-school training and/or employment interests
- Communicate about workers and employment settings
- Use language to interact with co-workers
- Use standard conventions in writing (resume, job application)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use knowledge of writing conventions to aid in completion of a job application
- Correct/edit own written work

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Thinking Skills: Use the ability to interpret text to succeed in the workplace (employee handbook)
- Basic Skills: Use conventions of standard English to express themselves in written form (application, letter of interest, follow-up e-mail)
- Language: Compose sentences, using standard English conventions, and edit sentences for standard English conventions
- Managing Information: Use technology to complete a report, using correct spelling, capitalization, punctuation
- Technology: Use technology tools to create and edit personal communications at home, in the community, or at work

Mathematics
NYSAA Frameworks

High School

2014–15

New York State Alternate Assessment

CCLS and Essence(s)

Mathematics – High School

CCLS Domain: Quantities		**CCLS Page(s):** 51
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
N.Q	**Reason quantitatively and use units to solve problems.** 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Use and understand appropriate units, when solving real-world problems. Be able to determine which units are appropriate, when solving word problems.

Extensions and Assessment Tasks	Mathematics – High School N-Q	Extension 1

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Determine appropriate measurement tool(s) for a real-world situation. (91111)	Determine the appropriate measurement unit for a real-world situation. *(For example, a car travels between Buffalo and Rochester. Which unit of measure would provide the distance between the cities? [feet, inches, miles]).* (91121)	Solve a problem involving conversion of a unit of measure. *(For example, when buying fencing, students convert feet to yards.)* (91131)
Assessment Tasks		
• The student will determine appropriate measurement tool(s) for a real-world situation. (AT91111A) • The student will determine the appropriate tool(s) for measuring an item in the classroom (e.g., Tanya wants to make sure her suitcase isn't over the airline's weight limit, which tool(s) would she use? [scale, ruler]). (AT91111B) • The student will group two or more tools together that measure similar properties for a given situation (e.g., given the situation "we want to move a desk from the bedroom to the living room and need to measure the door to make sure the desk will fit through the door," the student groups a ruler, yard stick, and tape measure together as tools to measure the given situation; "Juan wants to measure the amount of time he spends doing homework each week," the student determines two or more tools that could be used to measure time [clock, stopwatch]). (AT91111C)	• The student will determine the appropriate unit of measure for a given situation (e.g., given the situation of baking a cake, the student chooses what unit of measure will be used from a set of choices [cups, tablespoons, gallons, minutes, hours, days]; the student chooses what unit should be used to measure the height of a table [inches, feet, yards, miles]). (AT91121A) • The student will determine the appropriate unit of measure for a given measurement tool (e.g., given a clock, the student determines the appropriate unit of measure from a set of choices [weeks, feet, minutes]; given a stopwatch and a ruler, the student selects unit rate [inches/second]). (AT91121B)	• The student will solve a problem involving the conversion of a unit of measure (e.g., If Jose worked 12 hours this week, and there are 4 hour shifts each day, how many days did he work? [12 ÷ 4 = ?]; inches to feet, minutes to hours , ounces to pounds, pints to gallons). (AT91131A) • The student will solve a problem involving the conversion of a length measure (e.g., using manipulatives the student determines feet Chin jumped if he jumped 24 inches; If a toy truck traveled 36 inches across the floor, how many yards would it have traveled? [1 yard]; yards to and miles). (AT91131B) • The student will solve a problem involving the conversion of a weight measure (e.g., Fiona can pick up 32 ounces, how many pounds can she lift?; grams to kilograms). (AT91131C) • The student will solve a problem involving the conversion of a capacity measure (e.g., cups to gallons, pints to quarts, milliliters to liters). (AT91131D)

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N-Q

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the appropriate units of money to influence career choice in a career plan

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills to calculate the time requirements of various occupations
- Integrate conversion skills into personal or work life (converting dollars, converting mileage)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Understand and use conversion skills to solve mathematical problems (which unit is most appropriate when planning a trip, ordering lumber when planning a project, doubling a recipe)
- Thinking Skills: Use conversion to determine appropriate work schedules (how many work hours should be included in a typical work week)
- Managing Resources: How much money should be divided into change for a trip to a video arcade
- Managing Information: Use information about conversions to make decisions (when to allow two days to complete several tasks, how many hours should be allocated to each task)

CCLS and Essence(s)

Mathematics – High School

CCLS Domain: Creating Equations		CCLS Page(s): 55
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
A-CED	**Create equations that describe numbers or relationships.** 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*	Create and solve equations and inequalities and interpret their meanings. Know how to create one-variable equations and inequalities and how to solve them. Know how to solve a system of linear equations or inequalities.

Extensions and Assessment Tasks	**Mathematics – High School A-CED**	**Extension 2**

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Create an equation and/or inequality based on a given situation. *(For example, Jim needs two notebooks for Math today and three notebooks for Science. How many notebooks does Jim need in total? [2 + 3 = __])* (91211)	Solve an equation and/or inequality for a given term. *(For example, use the volume of an object to determine a missing length.)* (91221)	Interpret a solution to an equation and/or an inequality. (91231)
Assessment Tasks		
• The student will create an equation and/or inequality based on a given situation (e.g., Sally has 10 songs on her playlist and adds three more. How would this be represented as an equation? [10 + 3 =___]). (AT91211A) • The student will create an equation using pictures, numbers, symbols, etc., based on a given situation (e.g., the student creates an equation using triangles and squares when a triangle is one-third the value of a square [■ = ▲▲▲]). (AT91211B) • The student will create an inequality using pictures, numbers, symbols, etc., based on a given situation (e.g., the student uses the numbers 5, 6, and 14 to create an inequality [5 + 6 < 14 or 5 x 6 > 14]; using pictures of milk cartons, straws, and children, the student generates an inequality [4 milks and 4 straws < 6 children]). (AT91211C)	• The student will solve an equation and/or inequality for a given term. (AT91221A) • The student will solve an equation for a given term (e.g., $1+2=\square$; $\square+2=3$; $5+x=8$; $10=a*2$). (AT91221B) • The student will solve an inequality for a given term (e.g., solve for x in $4 + x \geq 8$). (AT91221C)	• The student will interpret a solution to an equation and/or an inequality. (AT91231A) • The student will interpret a solution to an equation (e.g., given three graphs [two lines meeting at one point, two lines that are parallel, two lines that are overlapping], the student interprets which set of equations has one solution [two lines meeting at one point]; a ham sandwich costs $3 and a tuna sandwich costs $4. You have $10 to spend on lunch for your 5 friends. Do you have enough money to buy everyone a sandwich?). (AT91231B) • The student will interpret a solution to an inequality (e.g., the student determines an ordered pair that makes $y > 2x + 1$ true [(7, 9), (5, 6), or (1, 1)]). (AT91231C)

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A-CED

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand and apply decision making, based on interpretation of information from equations, to personal interests, and career choices (wages earned depending on level of education)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Apply the ability to create equations to address issues in an occupational setting (what amounts of materials are needed to construct a small structure, what amount of voltage can be accommodated by a generator)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Understand concepts of equations so they can create an equation (when doubling a recipe, how much of each ingredient is needed).
- Thinking Skills: Use skills to compute solutions in real-world situations (how much will be earned when working at an overtime rate)
- Technology: Use appropriate technology, when solving complex equations (calculator)
- Managing Information: Use equations/inequalities to help make decisions (comparing the results of survey findings)

CCLS and Essence(s)

Mathematics – High School

CCLS Domain: Interpreting Functions		**CCLS Page(s):** 58
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
F-IF	**Interpret functions that arise in applications in terms of the context.** 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Interpret the key features of functions in terms of the context.

Extensions and Assessment Tasks	Mathematics – High School F-IF	Extension 3
Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Complete a function table (e.g., fill in the input/output information). (91311)	Identify features of a linear graph. (91321)	Identify a function as positive or negative, on a given graph. (91331)
Assessment Tasks		
• The student will complete a function table (e.g., given a function table with one or more value(s) missing, the student fills in the missing value(s)). (AT91311)	• The student will identify two or more features of a linear graph (e.g., axes, the point where *x* and *y* axes intersect, two variables changing at a constant rate). (AT91321)	• The student will identify a function as a positive or negative on a given graph. (AT91331A) • The student will identify a positive function, given two or more graphs, each representing a different function, (e.g., given negative, positive, and flat graphs, the student selects the positive on request; the student selects the graph that demonstrates that the total cost increases as the number of items purchased increases). (AT91331B) • The student will identify a negative function, given two or more graphs, each representing a different function (e.g., given multiple graphs, the student is able to identify a negative graph; the more you are absent from your job, the less money you earn). (AT91331C)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

F-IF

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the differences between full-time and part-time work and the relationship to wages earned

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills across a variety of settings (purchasing additional items at a grocery store will increase the total cost)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand concepts of quantity (more/less when measuring quantities; or doubling a recipe)
- Managing Information: Use information from a graph to make decisions (comparing the prices of similar items; using a bus schedule to select the proper bus to take to get to work on time)

CCLS and Essence(s)

Mathematics – High School

CCLS Domain: Expressing Geometric Properties with Equations		**CCLS Page(s):** 66
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
G-GPE	**Use coordinates to prove simple geometric theorems algebraically** 4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2). 5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). 6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. 7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	Algebraically prove simple geometric concepts, using coordinates. Be able to calculate the perimeter and area of a triangle or rectangle, using coordinates.

Extensions and Assessment Tasks	Mathematics – High School G-GPE	Extension 4

Extensions		
Less Complex ◀ ···· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Identify a geometric shape and/or concept on a coordinate grid. (91411)	Determine the characteristics of a geometric shape and/or lines located on a coordinate grid. *(For example, specify why, in a group of shapes, some shapes are squares.)* (91421)	Compute the perimeter and/or area of a geometric shape located on a coordinate grid. *(For example, find the area of a rectangle, using the distance between points.)* (91431)
Assessment Tasks		
• The student will identify a geometric shape and/or a concept on a coordinate grid. (AT91411A) • The student will identify a geometric shape on a coordinate grid (e.g., presented with a coordinate grid with a geometric shape [triangle, rectangle, etc.] and another object, student identifies the geometric shape on request). (AT91411B) • The student will identify a geometric concept on a coordinate grid (e.g., parallel lines, perpendicular lines). (AT91411C)	• The student will determine two or more characteristics of a geometric shape and/or lines located on a coordinate grid. (AT91421A) • The student will determine two or more characteristics of a geometric shape located on a coordinate grid (e.g., given a coordinate grid with a square on it, the student determines two characteristics of the square [four sides of equal length, four equal angles]). (AT91421B) • The student will determine two or more characteristics of lines located on a coordinate grid (e.g., the student determines whether two lines are perpendicular: two lines that intersect with a right angle, one line up and down, one line left to right). (AT91421C)	• The student will compute the perimeter and/or area of a geometric shape located on a coordinate grid. (AT91431A) • The student will compute the area of a square or rectangle, on a coordinate grid, where all sides are parallel to an axis (e.g., given a geoboard or a graph, the student multiplies length and width to compute area using the coordinates of the shape to determine side length [distance between points]). (AT91431B) • The student will compute the perimeter of a square or rectangle, on a coordinate grid, where all sides are parallel to an axis (e.g., the student computes perimeter using the coordinates to the lengths of the sides; student computes how much fencing is needed to enclose a yard drawn on a coordinate grid). (AT91431C)

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Some of the transition skills that may be developed later by students with disabilities are listed below.

G-GPE

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use the knowledge gained about characteristics of shapes to identify the characteristics of various careers

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Apply the ability to calculate area and perimeter when solving problems (measuring room size for a carpet; how much furniture will fit in an area; how much fence is needed for a back-yard)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Understand concepts of geometric shapes when conveying information or solving mathematical problems (purchasing equipment to house different objects, such as a television stand)
- Thinking Skills: Use knowledge of coordinates to interpret and use maps
- Technology: Use an appropriate software program to solve a problem (designing a bathroom remodel; arranging icons on a communication board)
- Managing Information: Use knowledge about shapes and characteristics of shapes in occupational settings (designing fabric patterns; assembling various components to complete a work task)

CCLS and Essence(s)

Mathematics – High School

CCLS Domain: Interpreting Categorical and Quantitative Data		**CCLS Page(s):** 69
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
S-ID	**Summarize, represent, and interpret data on a single count or measurement variable** 1. Represent data with plots on the real number line (dot plots, histograms, and box plots). 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). 4. Use the mean and standard deviation of a data set to fit into a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Use statistical methods to represent and interpret data on a graph (dot plots, histograms, and box plots).

Extensions and Assessment Tasks	Mathematics – High School S-ID	Extension 5
Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Identify given data on a graph. (91511)	Create a histogram, dot plot, or box plot, based on data. *(For example, the student places data into a histogram. Note: data can be given or collected by the student.)* (91521)	Interpret data displayed on a histogram, dot plot, or box plot. *(For example, answer questions on two related graphs about the most common lunch choice.)* (91531)
Assessment Tasks		
• The student will identify given data on a graph (e.g., given a completed graph, the student circles the data). (AT91511A) • The student will select which graph represents given data (e.g., given a choice of graphs, on request the student selects the graph showing past temperature data). (AT91511B) • The student will identify the median and/or outlier on a dot plot (e.g., given a dot plot displaying student results on a test, the student identifies the median). (AT91511C)	• The student will create a histogram, dot plot, or box plot, based on data. (AT91521A) • The student will create a histogram (e.g., using data for the ages of friends, the student creates a histogram). (AT91521B) • The student will create a dot plot (e.g., using data for volunteer work hours, the student creates a dot plot using words, pictures, symbols, etc.). (AT91521C) • The student will create a box plot (e.g., using data for ounces of water consumed, the student creates a box plot). (AT91521D)	• The student will interpret data displayed on a histogram, dot plot, or box plot (e.g., the student makes a prediction based on data from a dot plot). (AT91531A) • The student will compare specific data from two related histogram, dot plot, or box plot graphs (e.g., the student compares the means of two box plots of student grades; the student compares two dot plots of regional temperatures). (AT91531B) • The student will answer a question about data presented in a histogram, dot plot, or dot plot graph (e.g., what is the median and/or outlier of data in this dot plot graph?). (AT91531C)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

S-ID

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Identify the mean number of hours worked per week in various occupations
- Identify the frequency of a particular career choice in a specified segment of the population, from a graph
- Create a graph of the career choices of peers

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills across a variety of settings (when given a graph about specific employers, students can answer given questions about the employer or occupation)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Understand the use of a graph to convey information about career choices, mean salaries
- Thinking Skills: Identify an outlier, when researching starting salaries in a geographic area
- Technology: Use an appropriate software to calculate means, when analyzing a set of information
- Managing Information: Use statistical information, in a graph, to organize and communicate information to others (a report on local employers' participating in internship programs)
- Managing Resources: Create a graph to illustrate salary and material requirements, over time, to complete a project

Science
NYSAA Frameworks

High School

2014–15

New York State Alternate Assessment

Standard and Essence(s) Science – High School

Standard 4: The Living Environment

Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 9–11	**1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.** 1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotropic or hydrotropic nutrition. 1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments. 1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem. 1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species. 1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium. 1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability. **1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).** 1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms. 1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions. 1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions. 1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis. 1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.	• Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability • Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs that help maintain homeostasis. • Understand that one-celled organisms contain structures that help maintain homeostasis

	1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together. 1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells. 1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life. 1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria) protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus). 1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected. **1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.** 1.3a The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.

Alternate Grade Level Indicators (AGLIs)	Science – High School	AGLI 1

Standard 4: The Living Environment

Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Less Complex ◀ ····· ··◀·· ·····◀····· ···▶·· ·····▶· ·····▶ **More Complex**

The student will: • identify a living thing (92111) • identify a non-living thing (92112) • recognize a dependency between a living and a non-living thing (92113) • recognize a body part associated with one of the five senses (nose, eye, ear, mouth, hand) (92114) • identify a single-celled organism (92115)	The student will: • identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121) • identify organs that work together in a system (92122) • recognize that an organism is made up of cells (92123)	The student will: • recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem (92131) • describe how a system of organs fulfills a certain need in humans (e.g., circulation, respiration, digestion, waste removal) (92132) • describe the purpose and/or use of the senses (92133) • recognize that a one-celled organism has structure(s) that fulfill certain need(s) (92134) • identify different cells that the human body is made up of (92135)

Assessment Tasks — Science– High School — AGLI 1

Standard 4: The Living Environment

Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

ASSESSMENT TASKS (ATs)
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT92111	The student will identify a living thing by indicating the living thing as requested. (e.g., eye gazing to a model of a living thing when presented with choices; responding to a yes/no question "Is this a living thing?" for each item presented; circling only a living thing, when given images of a living thing and a non-living thing)	• Data Collection Sheet (multi-step) of the student performance when identifying a living thing from a set of choices • Student work product showing the living thing the student circled, stamped, etc.; "yes" or "no" marked given a living thing and a non-living object
AT92112	The student will identify a non-living thing by indicating the non-living thing, as requested. (e.g., placing the "non-living" word card in front of the appropriate picture or model)	• Sequenced, captioned, and dated photographs of the student being given a set of items and placing the "non-living" word card in front of a non-living objects at a science workstation
AT92113	The student will recognize a dependency between a living and a non-living thing by indicating a living and a non-living thing that have a relationship. (e.g., a line drawn from a fish to water to show the relationship that fish live in water; a blue circle around a human and a blue circle around a house to show the relationship that humans live in houses; given plant with choices of a picture of dirt and blocks, match dirt to the plant)	• Student work product that indicates (e.g., draws lines, circles, shows items matched together) a living and a corresponding non-living thing that have a relationship • Digital video of the student looking at multiple items and selecting the non-living thing that the living thing needs to survive
AT92114	The student will recognize the body part associated with one of the five senses as requested. (e.g., given the sense of smell, select the picture of a nose; given the sense of touch and the choices of a hand or a pencil, select the hand)	• Student work product showing the sense and the specific body part the student selected for that sense
AT92115	The student will identify a single-celled organism by indicating it appropriately. (e.g., select a picture or representation of an amoeba from other organisms)	• Data Collection Sheet of the student performance in identifying a single-celled organism via eye gaze when given a choice of amoeba, jelly fish, and algae

AT92121	The student will identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing. (e.g., a pond ecosystem in which fish depend on plants and insects [living things] and water and sand [non-living things])	• Student work product of a collage of pictures showing a pond ecosystem and the living thing and/or non-living thing on which fish rely
AT92122	The student will identify organs that work together in a system. (e.g., labeling the major organs in a group for a given system; circling the correct group of organs when presented with different grouped organs; Examples of groups: circulation—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—intestine, kidneys, bladder; etc.)	• Student work product with diagrams of body systems with pictures/labels showing major organs grouped by the specified system
AT92123	The student will recognize that an organism is made up of cells (e.g., select a picture representing two or more cells that make up an organism)	• Data Collection Sheet of the student performance in selecting the picture that represents an organism's cells after attending to a video or reading about cells
AT92131	The student will recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem by showing cause and effect. (e.g., fire disrupting an ecosystem; impact of water pollution on marine life; reduction of large predators [wolves] result in large population of elk that over graze vegetation)	• Digital video of the student explaining a poster about disruptions in the relationship between living and non-living things • Student work product in which he or she matches cause and effect of a disruption with result (e.g., chemicals kill food source in lake, then the fish die)
AT92132	The student will describe how a system of organs fulfills a certain need in humans. (e.g., explaining to the class using a presentation he or she created on the computer about how a system of organs fulfill a need in humans; writing a paragraph about a human organ system and the need it fulfills; examples of systems: circulation—heart and blood vessels move blood through the body; respiration—nose, trachea, and lungs take in oxygen and eliminate carbon dioxide; digestion—stomach and intestine break down food and absorb nutrients from food before it is eliminated; etc.)	• Digital video of the student delivering to the class a presentation (in words, sign language, augmentative communication, etc.) he or she created on the computer about the need the respiratory system fulfills
AT92133	The student will describe the purpose and/or use of two or more different senses (to hear, smell, touch, taste, see) by indicating the appropriate purpose or use when given the sense. (e.g., the purpose of the sense of sight is _____; the purpose of the sense of taste is _____)	• Student work product of the student matching senses with their particular uses • Sequenced, captioned, and dated photographs of the student placing word card of the purpose of sense by the title of the sense

AT92134	The student will recognize that a one-celled organism has structure(s) that fulfill certain need(s) by indicating the structure when given the organism and function. (e.g., amoeba—pseudopods for movement; euglena—eyespot for light detection/absorption)	• Student work product showing the organisms and functions each fulfills, matched to the structure that fulfills that need
AT92135	The student will identify different cells that the human body is made up of. (e.g., indicate the appropriate cell given it's picture or the specific part of the body the cell comes from [nerve cell—brain; blood cell—veins and arteries])	• Student work product with the cells correctly labeled
AT92136	The student will recognize that a cell has two or more structures for certain needs. (e.g., given a cell with two or more structures labeled, indicate function of structures [chloroplast carries out photosynthesis; mitochondria are the powerhouse of the cell; nucleus is the control center of the cell])	• Student work product of a diagram of a plant cell and/or an animal cell with the structures and functions labeled

Standard and Essence(s) Science – High School

Standard 4: Physical Setting/Earth Science

Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 11–14	**2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth's plates.** 2.1a Earth's systems have internal and external sources of energy, both of which create heat. 2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's interior results in the formation of regions of different densities. These density differences result in motion. 2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dew point), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover. 2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes. 2.1e Weather variables are interrelated. For example: • temperature and humidity affect air pressure and probability of precipitation • air pressure gradient controls wind velocity 2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.	• Recognize that the Earth's external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth's internal heat determines the motion within layers of Earth. • Understand how internal forces create landforms that can be broken down by weathering and erosion • Understand how weather and climate are affected by solar radiation, ocean currents, and land masses
	2.1g Weather variables can be represented in a variety of formats including radar and satellite images, weather maps (including station models, isobars, and fronts), atmospheric cross-sections, and computer models. 2.1h Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness. 2.1i Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather. 2.1j Properties of Earth's internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction). • Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth's interior is composed of layers that differ in composition and states of matter.	

	2.1k	The outward transfer of Earth's internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth's surface.
	2.1l	The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system. • These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges. • Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges. • Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.
	2.1m	Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones, and the creation of major depositional basins through down-warping of the crust.
	2.1n	Many of Earth's surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted and volcanic), hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with place motion and interaction.
	2.1o	Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.
	2.1p	Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.
	2.1q	Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.
	2.1r	Climate variations, structure and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.
	2.1s	Weathering is the physical and chemical breakdown of rocks at or near Earth's surface. Soils are the result of weathering and biological activity over long periods of time.
	2.1t	Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.
	2.1u	The natural agents of erosion include: • *Streams (running water):* Gradient, discharge, and channel shape influence a stream's velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries. • *Glaciers (moving ice):* Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains. • *Wave Action:* Erosion and deposition cause changes in shoreline features, including beaches, sandbars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of the breaking waves.

	• *Wind:* Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock. • *Mass Movement:* Earth materials move down slope under the influence of gravity. 2.1v Patterns of deposition result from a loss of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted. 2.1w Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and/or cemented after burial or as the result of chemical precipitation from seawater. **2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.** 2.2a Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in: • the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season • characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat, • duration, which varies with seasons and latitude. 2.2b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's surface occurs as the result of radiation, convection, and conduction. • Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents. 2.2c A location's climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges. 2.2d Temperature and precipitation patterns are altered by: • natural events such as El Nino and volcanic eruptions • human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.

Alternate Grade Level Indicators (AGLIs) Science – High School

AGLI 2

Standard 4: Physical Setting/Earth Science

Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···· ▶ **More Complex**

The student will: • recognize that it feels warmer in the sunshine than in the shade (93111) • identify weather conditions (93112) • recognize that land is removed by erosion (93113) • recognize a mountain and a valley (93114)	The student will: • identify the sun as an external source of heat (93121) • associate the visible presence or absence of the sun with certain weather (93122) • associate change in the amount of heat in the atmosphere with a change in season (93123) • identify an appropriate tool for measuring a weather condition (93124) • identify that weathering and/or erosion break down the land (93125) • identify a force within Earth that causes land to be folded into a mountain and/or a valley (93126)	The student will: • describe the relationship between the position of the Sun to Earth and certain weather conditions (93131) • use a tool to measure a weather condition (93132) • describe the relationship between differences in heating and weather (93133) • describe the relationship between differences in heating and climate (93134) • recognize that Earth has internal heat (93135) • recognize that Earth's internal heat drives the motion of material inside Earth (convection currents) (93136)

Assessment Tasks — Science – High School — AGLI 2

Standard 4: Physical Setting/Earth Science

Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

ASSESSMENT TASKS (ATs)
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT93111	The student will recognize that it feels warmer in the sunshine than in the shade. (e.g., selecting or indicating an area with sunshine when asked "which is a warmer place?")	• Sequenced, captioned, and dated photographs of the student feeling warm parts of the room touched by sunlight and cooler parts of the room not touched by sunlight and going back to the part of the room that is warmest
AT93112A	The student will identify two or more weather conditions. (e.g., use simple calendar or chart and attach or glue weather pictures [e.g., sunny and cold, rainy and cold, sunny and warm, sunny in morning and rainy in afternoon, cold in morning and warm in afternoon, etc.] for each day over a period of one week or one month)	• Student work product of the daily weather conditions record compiled by the student Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for baseline and final dates of student performance. Two dates on DSS cannot come from a single chart.
AT93112B	The student will identify two or more weather conditions by labeling a picture of weather conditions. (e.g., picture shows temperature of 70 degrees and rain, label it as rainy and warm; picture shows temperature of 10 degrees and snow, label it as snowy and cold)	• Sequenced, captioned, and dated photographs of the student labeling pictures on a diagram of various weather conditions • Student work product showing various weather pictures and the labels the student provided
AT93113	The student will recognize that land is removed by erosion. (e.g., participate in a demonstration of an erosion technique(s) [fan blowing sand off a surface, water being poured onto a pile of sand])	• Student work product of a labeled diagram showing the effects of erosion or where it occurred • Digital video of the student participating in a demonstration of an erosion technique(s)
AT93114	The student will recognize a mountain and a valley formation as requested. (e.g., using dirt or sand to make a model of a mountain and a valley; label images of a mountain and a valley; responding to simple yes/no questions about a mountain and a valley)	• Sequenced, captioned, and dated photographs of the student making a mountain and a valley out of sand or dirt • Student work product showing a mountain picture and a valley picture and the labels that the student provided
AT93121	The student will identify the Sun as an external source of heat. (e.g., presented with a simple chart of temperatures recorded in the shade vs. in the sunshine on the same day, answer the question, "Why is it warmer here?")	• Student work product of a chart with differing temperatures and a picture of the Sun stamped on warmer temperatures

AT93122	The student will associate the presence or absence of the sun and certain weather. (e.g., identify possible weather based on the position of the Sun in relation to Earth)	• Sequenced, captioned, and dated photographs of the student being given pictures of the Sun's position in relation to Earth and identifying possible types of weather in different locations around Earth
AT93123	The student will associate a change in the amount of heat in the atmosphere with a change in season. (e.g., match change in heat in the atmosphere with the season most generally associated with the temperature)	• Student work product of a chart with the a change in amount of heat in the atmosphere and the appropriate season usually associated with it
AT93124	The student will identify a tool for measuring a weather condition by matching a weather condition with the appropriate tool. (e.g., When asked "what does an anemometer measure?", the student responds wind speed; "what does a rain gauge measure?", the student responds amount of rainfall)	• Data Collection Sheet (multi-step) of student performance when matching a tool with the weather condition it measures, with the tool(s) identified noted
AT93125	The student will identify what weathering and/or erosion does to land. (e.g., after reading/listening to text or watching a video about weather erosion, answer a comprehension question about the breaking down of land caused by weathering and/or erosion)	• Student work product of comprehension questions regarding weathering and/or erosion changes to land
AT93126	The student will identify a force within Earth that causes land to be folded into a mountain and/or a valley. (e.g., indicate, by labeling, the specific force involved in folding land into a mountain and/or valley [plate tectonics])	• Student work product with the force the student indicated when asked about what caused land to be folded into a mountain and/or a valley
AT93131	The student will describe the relationship between Earth's position relative to the Sun and different weather changes. (e.g., answer questions about conditions in the northern hemisphere in the northern hemisphere, January is colder than June.-"How is Earth tilted in relationship to the Sun?"—the student indicates Earth is tilted away from the Sun, less heat is absorbed, there are colder temperatures)	• Student work product of student-answered questions about a given weather condition and Earth's position in relationship to the Sun
AT93132	The student will use a tool to measure a weather condition by demonstrating the appropriate use of a tool.	• Sequenced, captioned, and dated photographs of the student using a tool to measure a weather condition • Data Collection Sheet (multi-step) of student performance when using tool to measure weather condition, indicating the tool used for each date

AT93133	The student will describe the relationship between differences in heating and weather. (e.g., given a picture of a thermometer showing a high temperature, ask the student what kind of weather might happen and how it will feel; given a picture of a thermometer showing a low temperature, ask the student what may happen to the weather)	• Student work product of a flow chart labeled by the student or a paragraph written or created or questions answered indicating the relationship between amount of heat received in an area and the weather in the area
AT93134	The student will describe the relationship between differences in heating and climate . (e.g., create a graphic representation showing a variety of climates and indicating the relationship between changes in heating for each)	• Student work product showing different climates and the relationship between difference in heating's effect on that climate
AT93135	The student will recognize that the Earth has an internal heat source. (e.g., eye gaze to or mark the Earth's internal region on a diagram when asked "Where is Earth's heat source?" or "Where is the hottest part of Earth?")	• Sequenced, captioned, and dated photographs of the student listening to text about the structure of Earth and pointing or eye gazing to the inner parts of Earth when asked about heat source
AT93136	The student will recognize Earth's convection currents. (e.g., answer question(s) or complete a diagram about the Earth's convection currents)	• Student work product of the question(s) or the completed diagram about Earth's convection currents

Social Studies
NYSAA Frameworks

High School

2014–15

New York State Alternate Assessment

Standard and Essence(s)

Social Studies–High School

Standard 1: US and NY History

Unit 2: Constitutional Foundations

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 127	**I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY** E. Basic constitutional principles (1) national power—limits and potentials (2) federalism—balance between nation and state (3) the judiciary—interpreter of the Constitution or shaper of public policy (4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual (5) criminal procedures—the balance between the rights of the accused and protection of the community and victims (6) equality—its historic and present meaning as a constitutional value (7) the rights of women under the Constitution (8) the rights of ethnic and racial groups under the Constitution (9) Presidential power in wartime and in foreign affairs (10) the separation of powers and the capacity to govern (11) avenues of representation (12) property rights and economic policy (13) constitutional change and flexibility	• Explain why all nations have established organized governments • Understand how the United States organized its government under a written constitution • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights • Explore the powers of the three branches of the federal and state governments • Discuss the importance of elections to the democratic process in the United States at the federal and state levels

Alternate Grade Level Indicators (AGLIs)	Social Studies – High School	AGLI 1

Standard 1: US and NY History

Unit 2: Constitutional Foundations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

Less Complex ◀ ◀ ◀ ▶ ▶ ▶ More Complex		
The student will: • recognize at least one classroom rule (91111) • recognize an example of a governmental law (91112) • identify the importance of obeying classroom rules and/or governmental laws (91113) • recognize at least one purpose of government (91114) • recognize at least one right guaranteed to citizens (91115)	The student will: • identify a reason people create government (91121) • identify who is eligible to vote (91122) • identify at least two rights of citizens guaranteed by the Bill of Rights (91123) • identify the development of the United States Constitution, using simple timelines (91124) • identify the three branches of government (91125) • identify the individual purposes of judicial, legislative, and/or executive branches (91126) • explore his or her rights as a citizen (91127)	The student will: • explain why people create governments (91131) • explain why voting is an essential part of a democracy (91132) • compare the responsibilities of New York State government and the responsibilities of the United States government (91133) • compare the responsibilities of the executive, legislative, and/or judicial branches of government (91134) • explain the importance of the Bill of Rights in protecting individual rights (91135) • explain how to protect and secure his or her rights as citizens (91136)

Assessment Tasks — Social Studies — High School

AGLI 1

Standard 1: US and NY History

Unit 2: Constitutional Foundations

ASSESSMENT TASKS (ATs)
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT91111	The student will recognize at least one classroom rule. (e.g., indicate a classroom rule as requested; select a symbol or icon representing a rule from a group of symbols or icons; sort rules into two categories: classroom and non-classroom rules; respond to a yes/no question about a classroom rule)	• Student work product including correct and incorrect choices with the rule symbol or icon the student chose marked, or sorted on a T-chart with a classroom rule on one side and a non-classroom rule on the other side • Data Collection Sheet of student performance when selecting (pointing, eye gazing, etc.) a classroom rule
AT91112	The student will recognize an example of a governmental law. (e.g., select a symbol that represents the law from a group of governmental law and non-law choices; responding to simple yes/no questions about an example of a governmental law)	• Student work product of law symbol that the student selected attached to a worksheet about governmental law • Data Collection Sheet of student performance when indicating (pointing, eye gazing, etc.) an example of a governmental law including information on the law that was recognized by the student
AT91113A	The student will identify the importance of classroom rules. (e.g., match a picture or photograph of an appropriate behavior to its purpose	• Student work product that contains a set of rules and icons of appropriate behaviors matched with their purposes
AT91113B	The student will identify the importance of governmental laws. (e.g., match a picture or photograph representing a governmental law to the reason why the law is important)	• Student work product that contains a list of purposes for laws with the appropriate matching picture or photographic representation
AT91114	The student will recognize at least one purpose of government. (e.g., given a set of choices indicate a government purpose as requested [education, military, safety, infrastructure, legal]; compare the purpose of federal, state, county, and/or town government)	• Student work product containing pictures of a court and a judge to represent one purpose of government • Student work product showing purposes of federal and state government

AT91115A	The student will recognize the right to vote by participating in a classroom voting activity. (e.g., voting on a field trip, party, lunch period activity; mock election for public office)	• Sequenced, captioned, and dated photographs of the student demonstrating a citizen's right to vote by participating in a classroom voting activity • DCS (multi-step) with steps delineated about checking in to voting place, completing ballot, submitting ballot
AT91115B	The student will recognize one right guaranteed to citizens. (e.g., select the appropriate picture, symbol, phrase, etc. when given a set of choices that include rights as a citizen and non-rights)	• Student work product that contains one right guaranteed to citizens matched to its corresponding picture, symbol, phrase, etc. from a set of at least two pictures
AT91121	The student will identify a reason why people create government (e.g., federal and state; state and county). (e.g., create or complete a graphic organizer, list, or story web to indicate a reason for creating a government [funding schools, making laws, protecting citizens)	• Student work product that contains reason(s) why people create a federal government and a state government
AT91122	The student will identify who is eligible to vote. (e.g., "Who can vote for President?"—only boys, citizens of the United States, sixteen year olds; classroom election; student council election)	• Digital video or audio of the student answering "Wh-" questions regarding voter eligibility • Student work product including questions, choices, and the answers the student chose
AT91123	The student will identify two or more rights he or she has that are guaranteed by the Bill of Rights. (e.g., select sentence strips or pictures that describe or illustrate two or more rights; freedom of speech, freedom of religion)	• Student work product of sentence strips or pictures pasted to a worksheet on the Bill of Rights
AT91124	The student will identify the development of the United States Constitution. (e.g., complete a simple time line; complete a graphic organizer)	• Sequenced, captioned, and dated photographs of the student working with a color-coded or picture time line of Constitution development on a classroom wall chart
AT91125	The student will identify the executive, legislative, and judicial branches of government. (e.g., create or complete a graphic organizer with the names of the branches and/or symbols to represent each branch; naming [in words, sign language, augmentative communication, etc.] the three branches when asked, "What are the three branches of government?")	• Student work product of a graphic organizer with cut and pasted names and/or symbols representing the three branches of government
AT91126A	The student will identify the purposes of the judicial, legislative, and/or executive branches of government. (e.g., legislative—passing laws and declaring war, executive—implementing laws and enforcing laws)	• Sequenced, captioned, and dated photographs of the student being given the branch of government, reviewing the branch given and the purpose choices, then matching its purposes to the branch • Student work product of a graphic organizer with the branch(es) of government listed with purposes under the branch(es)

AT91126B	The student will identify the purposes of the judicial branch by creating a list that describes purposes of courts of law. (e.g., to settle disputes [civil courts] and to determine guilt or innocence of the accused [criminal courts])	• Student work product of a graphic organizer displaying purposes of courts of law • Student work product showing the judicial branch with purposes highlighted from a selection of five choices including distractors
AT91127	The student will explore his or her rights as a citizen. (e.g., create a list of citizen rights and/or present a list of citizen rights to the class)	• Audio of the student sharing a list of citizen rights with the class • Student work product showing a list the student created with two or more citizen rights • Multi-Step Data Collection Sheet with steps describing the student identifying perceived rights vs. citizen's rights
AT91131	The student will explain why people create governments. (e.g., create a presentation to explain a reason why the Founding Fathers created a new government; write a short essay)	• Student work product listing reasons why the Founding Fathers created a new government
AT91132	The student will explain why voting is an essential part of a democracy, in a written or created paragraph on voting. (e.g., using augmentative device or computer, create a paragraph or essay that explains that it is important for all citizens to have a say in his or her government)	• Student work product that contains a paragraph that explains the importance of voting in a democracy
AT91133	The student will compare the responsibilities of the New York State government with the responsibilities of the United States government. (e.g., creating or completing a list or graphic organizer showing the comparison of responsibilities related to protection: state responsibilities provide for police protection and firefighting compared to federal responsibilities which provide for FBI agency and military)	• Student work product that contains a list or graphic organizer that compares the New York State governments' and federal governments' responsibilities
AT91134	The student will compare the responsibilities of the executive, legislative, and/or judicial branches of government. (e.g., create a chart with the checks and balances for at least two of the branches of government)	• Sequenced, captioned, and dated photographs of the student creating a checks-and-balances chart that compares the responsibilities of at least two of the branches of government • Student work product of a chart filled in with checks and balances for at least two of the branches of government
AT91135	The student will explain the importance of the Bill of Rights. (e.g., develop a list, paragraph, or complete a graphic organizer, that describes how the Bill of Rights protects an individual citizen's rights)	• Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees an individual citizen's rights
AT91136	The student will explain how to protect and secure his or her rights as a citizen. (e.g., role play a situation that shows how citizens can exercise their rights)	• Digital video of the student demonstrating different role-playing situations that show how citizens can exercise their rights

Standard and Essence(s)

Social Studies–High School

Standard 2: World History

Unit 8: Global Connections and Interactions

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 118-119	A. Social and political patterns and change 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration a. Urbanization b. Global migration *Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration 4. Modernization/tradition—finding a balance a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. Africa d. Latin America 5. Scientific and technological advances a. Treatment of infectious diseases b. Improved standard of living 6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America) 7. Status of women and children a. Economic issues, e.g., child labor b. Social issues, e.g., abuse and access to education c. Political issues, e.g., participation in the political process 8. Ethnic and religious tensions: an analysis of multiple perspectives a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet f. Indonesia—East Timor	• Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc.) • Identify industrialized and developing nations • Discuss how ways of life differ between industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

Alternate Grade Level Indicators (AGLIs)	Social Studies – High School	AGLI 2

Standard 2: World History

Unit 8: Global Connections and Interactions

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

Less Complex ◀ ····· ··◀·· ·····◀····· ···▶·· ·····▶· ·····▶ **More Complex**

The student will: • locate one country, other than the United States, on a map (92111) • recognize rural life in regions outside the United States; e.g., an African village, a Chinese farm, etc. (92112) • recognize that some countries are overpopulated (92113) • identify one issue related to migration (92114) • explore the lifestyle of people living in foreign country(ies); e.g., Mexico, Russia, China, etc. (92115)	The student will: • locate two continents or countries, other than North America and the United States, on a map or globe (92121) • differentiate between continents and/or countries (92122) • identify the locations of cities outside the United States, on a map or globe (92123) • determine the populations of two or more major cities in and/or outside of the United States (92124) • identify problems created by migrations (92125) • examine how ways of life differ in rural and urban areas in a country other than the United States (92126)	The student will: • explain the differences between a developing and a developed country (92131) • identify a developed country and/or a developing country (92132) • explore how migration may create economic, social, and political problems between countries (92133) • investigate how developing countries are using advances in science and technology to address problems created by overpopulation (92134)

Assessment Tasks — Social Studies — High School

AGLI 2

Standard 2: World History

Unit 8: Global Connections and Interactions

ASSESSMENT TASKS (ATs)
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT92111	The student will locate a country, other than the United States, on a map or globe by indicating a foreign country. (e.g., place a sticker on Ireland on a classroom wall map; circle India on a map; pointing to Japan on a globe)	• Sequenced, captioned, and dated photographs of the student looking at a map or globe, being given or indicating a country other than the United States to find, then locating that country on a map or globe and indicating it (by pointing to, eye gazing to, circling, marking with a sticker, etc.)
AT92112	The student will recognize rural life outside the United States. (e.g., select a picture or representation of rural life from a country outside the United States; an African village, a Chinese farm, an Irish sheep farm)	• Student work product showing a picture selected from grouping of choices • Data Collection Sheet of the student performance when selecting a photograph or picture that depicts rural life in two or more regions outside the United States
AT92113	The student will recognize that some countries are overpopulated. (e.g., answer a question about overpopulation, after attending to a text or video about life in that country; China, India, Bangladesh)	• Digital video of the student attending to a story or photographs about life in an overpopulated country, and then answering a question about overpopulation in that country
AT92114A	The student will identify one issue related to migration. (e.g., select word, pictures, symbols to represent an issue related to migration; sort migration related issues based on whether the item was an issue for the country people migrated from or migrated to)	• Student work product that contains selected sentences that answer a specific question posed about migration-related issues
AT92114B	The student will answer a migration related question. (e.g., Why did the migration occur? Where did the migration occur? What were challenges faced by the people who migrated?)	• Student work product of an immigrant group and the reason they migrated
AT92115A	The student will explore the lifestyle of a foreign country. (e.g., taste a food, look at a clothing style [photograph or actual example]; listen to language, dialect, or music from a country other than the United States)	• Student work product with graphic organizer of foreign foods or foreign clothing styles during Cultures Month • DCS (time-segment) of student listening to common phrases from a foreign country

AT92115B	The student will explore the lifestyle of people living in other countries by looking at different photographs of jobs done in foreign countries and then indicating which job(s) interest him or her the most.	• Sequenced, captioned, and dated photographs of the student exploring a series of photographs of jobs done in other countries and then indicating which job(s) interest him or her the most
AT92115C	The student will explore the lifestyle of a foreign country by answering simple "wh-" questions or providing details about the lifestyle in that country.	• Sequenced, captioned, and dated photographs of the student listening to a story and answering "wh-" questions or statements about it on a worksheet • Student work product of "wh-" questions or statements and the answers the student provided
AT92121	The student will locate two continents or countries other than North America and the United States on a map or globe. (e.g., indicate a country other than the US on a map; indicate a continent other than North America on a globe.) Note: do not label the countries or continents	• Data Collection Sheet of student performance when indicating on a map or globe two continents or countries other than North America and the United States
AT92122	The student will differentiate between continents and/or countries from a map or globe. (e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents with its appropriate name; directions: state the names of each of the countries that I point to on the map)	• Student work product of a map with a country labeled with the country sticker and a continent with a continent sticker • Student work product with the continent(s) labeled by the student with their correct name
AT92123	The student will identify the location of a major world city outside the United States on a map or globe by indicating the location of the city. (e.g., place a miniature model representing Paris on a world map; an Eiffel Tower on Paris, Big Ben on London, Colosseum on Rome, or Canals on Venice; point to two different cities on a globe; place a sticker on Rio de Janeiro) Note: do not label the city(ies) on the map or globe	• Sequenced, captioned, and dated photographs of the student placing a miniature model or a picture representing city on a world map • Student work product of a map with a symbol affixed over the city that it represents
AT92124	The student will determine the populations of two or more major cities, one of which is located outside the United States (e.g., looking up the population information of two or more countries (one of which is outside the United States) in an atlas, encyclopedia, on the Internet, or other resource)	• Sequenced, captioned, and dated photographs of the student using a resource to determine the populations of two or more major world cities (one of which is outside the United States) • Student work product of two or more cities with populations and a list of resources used by the student

AT92125	The student will identify a problem created by migration. (e.g., problems: crime, urban poverty, religious/ethnic conflict, forms of discrimination, etc.; given a specific country, write or select sentence strips that indicate problems caused by migration; answer a question or respond to a statement about a problem caused by migrations to a country(s))	• Student work product of pasted sentence strips that identify problems created by migrations to a specific country
AT92126	The student will examine how ways of life differ in foreign rural and urban areas. (e.g., complete a list or graphic organizer regarding lifestyle differences or create a collage of pictures showing lifestyle differences. (e.g., possible topics: types of jobs, housing, clothing, schools, transportation)	• Student work product of lists, graphic organizers, or collages that indicate lifestyle differences related to jobs in rural and urban areas of China
AT92131	The student will explain a difference between a developing and a developed country. (e.g., create a list or paragraph or complete a graphic organizer explaining a difference)	• Student work product of a T-chart that shows descriptions of what a developing and a developed country are like
AT92132	The student will identify a developing and/or a developed country by locating the country(s) on a world map or globe.	• Data Collection Sheet of student performance when indicating a developing and/or developed country, by locating it (them) on a world map or globe • Student work product of map with sticker(s) placed by the student, indicating developed and/or developing country(s)
AT92133	The student will explore social, economic, and political problems between countries created by migration. (e.g., write or create a paragraph or presentation comparing social, economic, and political problems because of migration from Mexico to the United States)	• Student work product of a paragraph or presentation the student developed, identifying problems between countries associated with migration
AT92134	The student will indicate how developing nations are using advances in science and technology to address problems created by overpopulation. (e.g., create a paragraph about the advances Green Revolution in Asia and Africa; answer questions about a water desalination project in Africa; create a presentation using assistive technology about genetic engineering of plants in an overpopulated country)	• Student work product of a paragraph or presentation about how developing nations are using advances in science and technology to address problems created by overpopulation